FRANKFORT-SCHUYLER CENTRAL SCHOOL

District Comprehensive K-12 School Counseling Program

New York State Part 100 Regulations - School Counseling Programs

As per the New York State Education Department, listed in Part 100 of the Commissioner's Regulations, school counseling/guidance programs are defined as follows:

I) Public Schools: Each school district shall have a guidance program for all students.

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

III) In grades 7-12, the school counseling program shall include the following activities and services:

A.) An annual review of each student's educational progress and career plans, with such reviews conducted with each student individually or with small groups by personnel certified or licensed as school counselors.

B.) Instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselor, or by classroom teachers in cooperation with the school counselor.

C.) Other advisory and individual or group counseling assistance to enable students to benefit from the curriculum to help students develop and implement postsecondary educational and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling shall be provided by certified or licensed school psychologists or certified or licensed school social workers in cooperation with certified and licensed school counselors.

IV) Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. Such plan should be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specifications of the staff members and other resources assigned to accomplish the objectives; provisions for the annual assessment of the program results. The plan shall be reviewed annually by the school counselors, and revisions shall be made as necessary.

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FOUNDATION



Frankfort-Schuyler Central School Mission Statement:

"Our Purpose is to provide a positive learning environment in which students and staff will the opportunity to experience success and become lifelong learners"

Vision Statement

The Frankfort-Schuyler CSD will establish and implement a framework for lifelong learning that incorporates;

- quality instruction that focuses on each student's needs
- the provision and use of quality resources
- shared decision making driven by information and analysis of school processes
- articulated procedures for clear communication and common understanding
- professional development and support for continuous learning
- parent, business, and community involvement that supports students success
- comprehensive, ongoing evaluation that assures continuous improvement for all members of the school district community

SCHOOL COUNSELING MISSION

The mission of the Frankfort-Schuyler Central School Comprehensive School Counseling Program is to advocate and provide support to maximize student achievement in the areas of academics, career exploration, and personal/social growth. School counselors work with parents, educators and the community to provide comprehensive support services that meet the needs of all students in order for them to have a positive learning environment and also to become productive members of society.

PHILOSOPHY/BELIEF

As counselors, we believe:

- All students are capable of learning, achieving and acquiring knowledge in different ways and at different rates.
- All students are valued as individuals.
- All students have a right to, and will benefit from, a comprehensive counseling program that is culturally and developmentally appropriate.
- Students, with their parents, are responsible for monitoring their educational progress, assisted by the professional school counselor.

In addition, counselors:

- Help students recognize their learning strengths, weaknesses and potential.
- Coordinate activities and programs that support the academic mission of the school.
- Utilize the strengths of parents and the community and serve as liaisons between parents, the community and the school.
- Participate in on-going programs and professional development that enhance their skills and knowledge.

COUNSELOR ROLE

Among the skills that characterize a school counselor,
the following are considered essential:

Skill	Description
Counseling	School counselors spend time on individual and group counseling, crisis intervention, prevention and responsive services.
Consultation	School counselors acting as consultants can help parents, teachers, and students work together effectively. They seek solutions to improve the educational/social/emotional experience for all students.
Coordination of Services	School counselors coordinate resources and services for students and families through community outreach. School counselors collaborate with agencies to provide a variety of services and opportunities to students and their families.
Leadership	School counselors seek to make schools a welcoming learning community where all students can achieve academic, career, and personal/social success.
Advocacy	School counselors are advocates for all students.
Teaming and Collaboration	Counselors collaborate with all school community members. Counselors collaborate most closely with teachers to deliver the counseling program. In addition, they use professional development opportunities to promote the counseling programs to members of the educational community and develop collaborative projects.
Use of Data	Data provides a method to determine the impact of a school counseling program on student success and school climate.
Use of Technology	School counselors are technologically literate and proficient in using the internet, communicating electronically, and processing data electronically to better assess student progress and program quality.

ASCA - Role of the School Counselor

BENEFITS OF A COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Comprehensive developmental school counseling programs provide a system that encourages and promotes academic, career, and personal/social development in preparation for the challenges of the 21st century. School counseling programs have a positive impact on students, parents/guardians, teachers, administrators, boards of education, school counselors, and the community.

Benefits for Students:

- Prepares students for the challenges of the 21st century by acquiring knowledge and skills in academic, career, and personal/social development
- Connects the educational program to future success
- Ensures student access to the school counseling program
- Promotes a rigorous academic curriculum for every student
- Promotes commitment to learning
- Supports development of skills to increase student success
- Ensures equitable access to educational opportunities
- Monitors data to facilitate student improvement
- Fosters advocacy for students
- Facilitates career exploration and development

Benefits for Parents:

- Prepares their children for the challenges of the 21st century through academic, career, and personal/social development
- Provides support and serves as a liaison for parents in advocating for their child's academic, career, and personal/social development
- Develops a systematic approach for their child's long-range planning and learning
- Increases opportunities for parent/school interaction
- Provides training and informational workshops

Benefits for Teachers:

- Promotes an interdisciplinary team approach to address student needs and educational goals
- Positively impacts school climate and the learning community
- Supports classroom instruction
- Increases teacher accessibility to the counselor as a classroom presenter and resource person
- Provides a system for co-facilitation of classroom guidance lessons
- Encourages positive, calendared activities and supportive working relationships
- Analyzes data to improve school climate and student achievement

Benefits for School Counselors:

- Provides a clearly defined role and function in the educational system
- Provides direct service to every student
- Provides a tool for program management and accountability
- Recognizes the school counselors as leaders, advocates, and change agents
- Ensures the school counseling program's contribution to the school's mission

Benefits for Administrators:

- Aligns the school counseling program with the school's academic mission
- Assists administration to use school counselors effectively to enhance learning and development for all students
- Provides a proactive school counseling curriculum addressing the students' needs and enhancing school climate
- Uses data to jointly develop school counseling goals and school counselor responsibilities
- Provides a means of evaluating the effectiveness of the school counseling program
- Demonstrates school counseling accountability

Benefits for Boards of Education:

- Provides rationale for implementing a comprehensive developmental counseling program in the school system
- Provides assurance that a quality school counseling program is available to every student
- Informs the community about the school counseling program
- Provides data about improved student achievement
- Demonstrates the necessity of appropriate levels of funding for implementation

Benefits for Student Services Personnel:

- Provides school psychologists and other professional student services personnel with a clearly defined role of the school counselor
- Fosters a positive team approach, which enhances cooperative working relationships
- Maximizes collaborative teaming to ensure individual student success
- Uses school counseling program data to maximize benefit to individual student growth

Benefits for the Community:

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

Benefits for Business and Industry:

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

Adapted from the
New York State School Counselor Association (2005). The New York State Model for Comprehensive K-12 School Counseling Programs. Leicester, NY: Author

PROGRAM STANDARDS

The National Standards for School Counseling Programs facilitate student development in three board areas: academic development, career development and personal/social development. The following are the nine national standards adopted by New York State. They serve as the foundation for the Frankfort-Schuyler Central School Comprehensive School Counseling Program, and represent knowledge, attitudes and skills that all students will acquire and demonstrate in the areas of academic, career and personal/social development as a result of participation in the Comprehensive School Counseling Program.

Academic Development:

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

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

Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

Career Development:

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

Standard C: Students will understand the relationship between personal qualities, education, training, and the world of work.

Personal/Social Development:

Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

DELIVERY SYSTEMS

DELIVERY SYSTEMS

The components of a comprehensive school counseling program include the school counseling curriculum, individual planning, responsive services, and systems support. The suggested amount of time that counselors spend in each area is taken from the American School Counselor Association National Model. The student to counselor ratio recommended by the American School Counselor Association is 250:1.

A. School Counseling Curriculum Classroom Activities: School Counselors present lessons in the classroom setting.

- Group Activities: School Counselors may also conduct large group activities to address students' particular needs.
- Interdisciplinary Activities: School Counselors participate in teams to develop curriculum across content areas.
- Career and College Awareness: School Counselors sponsor College and Career Awareness activities throughout the district.

B. Individual Student Planning

- Case Management: School Counselors monitor individual student progress.
- Individual Appraisal: School Counselors use test information and other data to assist students in analyzing and evaluating their interests, skills, and abilities.
- Individual Advisement: School Counselors work directly with students on developing an appropriate educational plan.
- Placement: School Counselors assist students in determining the proper educational setting as they meet their academic and career goals.

C. Responsive Services

- Consultation: School Counselors work with parents, teachers, students and other involved parties to develop strategies to assist students.
- Personal Counseling: Provides a student maximum privacy in which to freely explore ideas, feelings and behaviors.
- Crisis Counseling: Provides prevention and interventions. Such counseling, is short term in nature addressing a particular student's concern.
- Referral: Counselors refer students and their families to appropriate community agencies when needed.

DELIVERY SYSTEMS (Cont.)

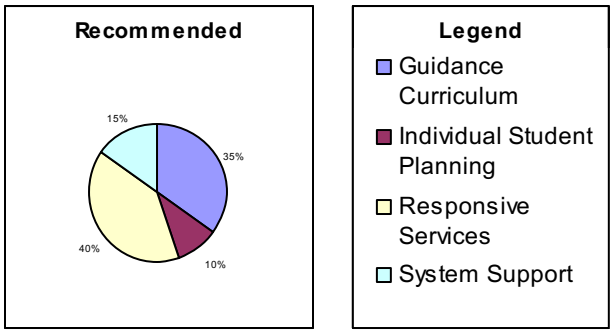
D. System Supports

- Professional Development: School Counselors must update knowledge and skills by participating in training, professional meetings, conferences and relevant course work.
- Program Promotion: School Counselors provide orientation and information regarding the programs to the greater community via websites, counseling newsletters, and community presentations.
- Consultation with teachers and staff: School Counselors work with teachers and other staff members to provide information regarding the needs of a student. School Counselors should participate in district committees and in-service programs.
- Parent and Community Outreach: School Counselors provide ongoing support and information to the greater community regarding student needs.
- Research: School Counselors utilize research in the development of their programs and participate in research designed to improve their programs.
- Program Evaluation: School Counselors collect and analyze data to evaluate the program and continue updating program activities.

COUNSELOR RECOMMENDED TIME ALLOTMENTS

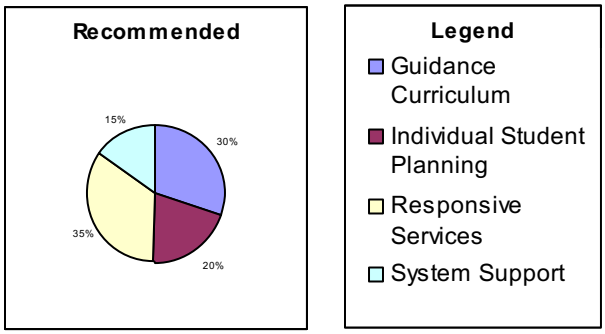
(Per ASCA/NYSSCA)

Elementary



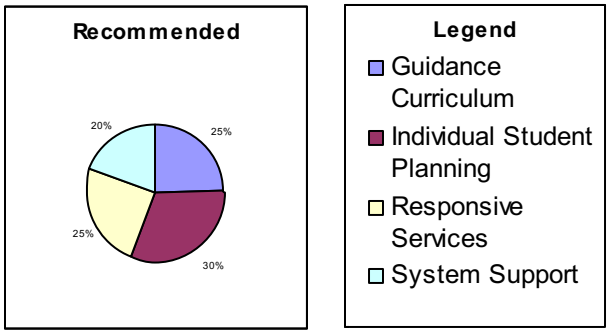
Delivery System Component	Recommended Percentage	
Guidance Curriculum	(35-45%)	35
Individual Student Planning	(5 -10%)	10
Responsive Services	(30-40%)	40
System Support	(10-15%)	15
		100

Middle/Jr. High



Delivery System Component	Recommended Percentage	
Guidance Curriculum	(25-35%)	30
Individual Student Planning	(15-25%)	20
Responsive Services	(30-40%)	35
System Support	(10-15%)	15
		100

High School



Delivery System Component	Recommended Percentage	
Guidance Curriculum	(15-25%)	25
Individual Student Planning	(25-35%)	30
Responsive Services	(25-35%)	25
System Support	(15-20%)	20
		100

MANAGEMENT SYSTEMS

Program Assessment

The School Counseling Program will be reviewed and evaluated each academic school year through the use of data and the support service committee. Upon review, the school counseling program will be adjusted to meet the needs of the current student population.

Yearly Counseling Program Calendar

A yearly calendar written by each counselor 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 through the Frankfort-Schuyler Central School Counseling webpage.

Use of Community Resources

Counselors will work with a variety of resources to implement the Comprehensive Counseling Program. Parents, students, community and business leaders, government officials, and school board members are utilized to provide counseling related services to students.

DEVELOPMENTALLY APPROPRIATE STUDENT COMPETENCIES

The following charts indicate the developmentally appropriate grade levels where the competencies and indicators for each standard will be a major focus of targeted guidance activities for all students at that grade level. School counselors address all standards and competencies every day with students, but this chart indicates grade levels where the standards and competencies are addressed with planned activities that reach every student.

ACADEMIC	K	1	2	3	4	5	6	7	8	9	10	11	12
Academic Development: Standard A - *Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.*													
Improve Academic Self-Concept													
Articulate feelings of competence and confidence as a learner	x	x	x	x	x	x	x						
Display a positive interest in learning	x	x	x	x	x	x	x						
Take pride in work and in achievement	x	x	x	x	x	x	x						
Accept mistakes as essential to the learning process	x	x	x	x	x	x	x						
Identify attitudes and behaviors which lead to successful learning	x	x	x	x	x	x	x	x	x	x	x	x	x
Acquire Skills for Improving Learning													
Apply time management and task management skills							x	x	x	x	x	x	x
Demonstrate how effort and persistence positively affect learning	x	x	x	x	x	x	x	x	x	x	x	x	x
Use communication skills to know when and how to ask for help when needed	x	x	x	x	x	x	x	x	x	x	x	x	x
Apply knowledge of learning styles to positively influence school performance								x	x	x	x	x	x
Achieve School Success													
Take responsibility for their actions	x	x	x	x	x	x	x	x	x	x	x	x	x
Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students							x	x	x	x	x	x	x
Develop a broad range of interests and abilities							x	x	x	x	x	x	x
Demonstrate dependability, productivity and initiative								x	x	x	x	x	x
Share knowledge	x	x	x	x	x	x	x	x	x	x	x	x	x

American School Counselor Association (2005):
The ASCA National Model: A Framework for School Counseling Program

ACADEMIC	K	1	2	3	4	5	6	7	8	9	10	11	12
Academic Development: Standard B - *Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.*													
Improve Learning													
Demonstrate the motivation to achieve individual potential						x	x	x	x	x	x	x	x
Learn and apply critical thinking skills						x	x	x	x	x	x	x	x
Apply the study skills necessary for academic success at each level	x	x	x	x	x	x	x	x	x	x	x	x	x
Seek information and support from faculty, staff, family, and peers	x	x	x	x	x	x	x	x	x	x	x	x	x
Organize and apply academic information from a variety of sources								x	x	x	x	x	x
Use knowledge of learning styles to positively influence school performance					x	x	x	x	x	x	x	x	x
Become self-directed and independent learners			x	x	x	x	x	x	x	x	x	x	x
Plan to achieve Goals													
Establish challenging academic goals in elementary, middle/junior high and high school				x	x	x	x	x	x	x	x	x	x
Use assessment results in educational planning							x	x	x	x	x	x	x
Develop and implement an annual plan of study to maximize academic ability and achievement							x	x	x	x	x	x	x
Apply knowledge of aptitudes and interests to goal setting						x	x	x	x	x	x	x	x
Use problem-solving and decision-making skills to assess progress toward educational goals							x	x	x	x	x	x	x
Understand the relationship between classroom performance and success in school				x	x	x	x	x	x	x	x	x	x
Identify post-secondary options consistent with interests, achievement, aptitude and abilities							x	x	x	x	x	x	x
Academic Development: Standard C - *Students will understand the relationship of academics to the world of work, and to life at home and in the community.*													
Relate School to Life Experiences													
Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life							x	x	x	x	x	x	x
Seek co-curricular and community experiences to enhance the school experience				x	x	x	x	x	x	x	x	x	x
Understand the relationship between learning and work							x	x	x	x	x	x	x
Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals							x	x	x	x	x	x	x
Understand that school success is the preparation to make the transition from student to community member	x	x	x	x	x	x	x	x	x	x	x	x	x
Understand how school success and academic achievement enhance future career and vocational opportunities	x	x	x	x	x	x	x	x	x	x	x	x	x

Career Development	K	1	2	3	4	5	6	7	8	9	10	11	12
Career Development: Standard A - *Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.*													
Develop Career Awareness													
Develop skills to locate, evaluate, and interpret career information							x	x	x	x	x	x	x
Learn about the variety of traditional and non-traditional occupations	x	x	x	x	x	x	x	x	x	x	x	x	x
Develop an awareness of personal abilities, skills, interests, and motivations	x	x	x	x	x	x	x	x	x	x	x	x	x
Learn how to interact and work cooperatively in teams	x	x	x	x	x	x	x	x	x	x	x	x	x
Learn to make decisions	x	x	x	x	x	x	x	x	x	x	x	x	x
Learn how to set goals					x	x	x	x	x	x	x	x	x
Understand the importance of planning							x	x	x	x	x	x	x
Pursue and develop competency in areas of interest								x	x	x	x	x	x
Develop hobbies and vocational interests						x	x	x	x	x	x	x	x
Balance between work and leisure time							x	x	x	x	x	x	x
Develop Employment Readiness													
Acquire employability skills such as working on a team, problem-solving and organizational skills					x	x	x	x	x	x	x	x	x
Apply job readiness skills to seek employment opportunities									x	x	x	x	x
Demonstrate knowledge about the changing workplace								x	x	x	x	x	x
Learn about the rights and responsibilities of employers and employees									x	x	x	x	x
Learn to respect individual uniqueness in the workplace						x	x	x	x	x	x	x	x
Learn how to write a resume										x			x
Develop a positive attitude toward work and learning	x	x	x	x	x	x	x	x	x	x	x	x	x
Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace						x	x	x	x	x	x	x	x
Utilize time- and task-management skills						x	x	x	x	x	x	x	x

American School Counselor Association (2005):
The ASCA National Model: A Framework for School Counseling Program

Career Development	K	1	2	3	4	5	6	7	8	9	10	11	12
Career Development: Standard B - *Students will employ strategies to achieve future career goals with success and satisfaction.*													
Acquire Career Information													
Apply decision-making skills to career planning, course selection, and career transitions							x	x	x	x	x	x	x
Identify personal skills, interests, and abilities and relate them to current career choices	x	x	x	x	x	x	x	x	x	x	x	x	x
Demonstrate knowledge of the career planning process							x	x	x	x	x	x	x
Know the various ways which occupations can be classified					x	x	x		x	x	x		
Use research and information resources to obtain career information										x	x	x	x
Learn to use the internet to access career planning information										x	x	x	x
Describe traditional and non-traditional occupations and how these relate to career choice							x	x	x	x	x	x	x
Understand how changing economic and societal needs influence employment trends and future training							x	x	x	x	x	x	x
Identify Career Goals													
Demonstrate awareness of the education and training needed to achieve career goals					x	x			x	x	x	x	x
Assess and modify their educational plan to support career goals									x	x	x	x	x
Use employability and job readiness skills in internship, mentoring, shadowing and/or other world of work experiences												x	x
Select course work that is related to career interests								x	x	x	x	x	x
Maintain a career planning portfolio						x	x	x	x	x	x	x	x

American School Counselor Association (2005):
The ASCA National Model: A Framework for School Counseling Program

Career Development	K	1	2	3	4	5	6	7	8	9	10	11	12
Career Development: Standard C - *Students will understand the relationship between personal qualities, education, training and the world of work.*													
Acquire Knowledge to Achieve Career Goals													
Understand the relationship between educational achievement and career success						x	x	x	x	x	x	x	x
Explain how work can help to achieve personal success and satisfaction									x	x	x	x	x
Identify personal preferences and interests which influence career choices and success	x	x	x	x	x	x	x	x	x	x	x	x	x
Understand that the changing workplace requires lifelong learning and acquiring new skills								x	x	x	x	x	x
Describe the effect of work on lifestyles							x	x	x	x	x	x	x
Understand the importance of equity and access in career choice										x	x		
Understand that work is an important and satisfying means of personal expression							x	x	x	x	x	x	x
Apply Skills to Achieve Career Goals													
Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational and career goals.							x	x	x	x	x	x	x
Learn how to use conflict management skills with peers and adults	x	x	x	x	x	x	x	x	x	x	x	x	x
Learn to work cooperatively with others as a team member	x	x	x	x	x	x	x	x	x	x	x	x	x
Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences												x	x

American School Counselor Association (2005):
The ASCA National Model: A Framework for School Counseling Program

Personal/Social Development	K	1	2	3	4	5	6	7	8	9	10	11	12
Personal/Social Development: Standard A - *Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.*													
Acquire Self-Knowledge													
Develop a positive attitude toward self as a unique and worthy person	x	x	x	x	x	x	x	x	x	x	x	x	x
Identify values, attitudes and beliefs	x	x	x	x	x	x	x	x	x	x	x	x	x
Learn the goal setting process					x	x	x	x	x	x	x	x	x
Understand change as a part of growth	x	x	x	x	x	x	x	x	x	x	x	x	x
Identify and express feelings	x	x	x	x	x	x	x	x	x				
Distinguish between appropriate and inappropriate behaviors	x	x	x	x	x	x	x	x	x	x			
Recognize personal boundaries, rights and privacy needs	x	x	x	x	x	x	x	x	x	x			
Understand the need for self-control and how to practice it	x	x	x	x	x	x	x	x	x	x			
Demonstrate cooperative behavior in groups	x	x	x	x	x	x	x	x	x				
Identify personal strengths and assets			x	x	x	x	x	x	x	x	x		
Identify and discuss changing personal and social roles								x	x	x			
Identify and recognize changing family roles					x	x	x	x	x				
Acquire Interpersonal Skills													
Recognize that everyone has rights and responsibilities			x	x	x	x	x	x	x	x	x	x	x
Respect alternative points of view			x	x	x	x	x	x	x	x	x	x	x
Recognize, accept, respect and appreciate individual differences	x	x	x	x	x	x	x	x	x	x	x	x	x
Recognize, accept and appreciate ethnic and cultural diversity	x	x	x	x	x	x	x	x	x	x	x	x	x
Recognize and respect differences in various family configurations	x	x	x	x	x	x							
Use effective communication skills	x	x	x	x	x	x	x	x	x	x	x	x	x
Know that communication involves speaking, listening, and nonverbal behavior	x	x	x	x	x	x	x	x	x	x	x	x	x
Learn how to make and keep friends	x	x	x	x	x	x	x	x	x				

American School Counselor Association (2005):
The ASCA National Model: A Framework for School Counseling Program

Personal/Social Development	K	1	2	3	4	5	6	7	8	9	10	11	12
Personal/Social Development: Standard B - *Students will make decisions, set goals, and take necessary action to achieve goals.*													
Self-Knowledge Applications													
Use a decision-making and problem-solving model	x	x	x	x	x	x	x	x	x	x	x	x	x
Understand consequences of decisions and choices	x	x	x	x	x	x	x	x	x	x	x	x	x
Identify alternative solutions to a problem	x	x	x	x	x	x	x	x	x	x	x	x	x
Develop effective coping skills for dealing with problems	x	x	x	x	x	x	x	x	x	x	x	x	x
Demonstrate when, where, and how to seek help for solving problems and making decisions	x	x	x	x	x	x	x	x	x	x	x	x	x
Know how to apply conflict resolution skills	x	x	x	x	x	x	x	x	x	x	x	x	x
Demonstrate a respect and appreciation for individual and cultural differences				x	x	x	x	x	x	x	x	x	x
Know when peer pressure is influencing a decision				x	x	x	x	x	x	x	x	x	x
Identify long- and short-term goals						x	x	x	x	x	x	x	x
Identify alternative ways of achieving goals						x	x	x	x	x	x	x	x
Use persistence and perseverance in acquiring knowledge and skills						x	x	x	x	x	x	x	x
Develop an action plan to set and achieve realistic goals							x	x	x	x	x	x	x
Personal/Social Development: Standard C - *Students will understand safety and survival skills.*													
Acquire Personal Safety Skills													
Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)	x	x	x	x	x	x	x						
Learn about the relationship between rules, laws, safety, and the protection of an individual's rights	x	x	x	x	x	x							
Learn the difference between appropriate and inappropriate physical contact	x	x	x	x	x	x	x	x	x				
Demonstrate the ability to assert boundaries, rights, and personal privacy	x	x	x	x	x	x	x	x	x	x	x	x	x
Differentiate between situations requiring peer support and situations requiring adult professional help	x	x	x	x	x	x	x	x	x	x	x	x	x
Identify resource people in the school and community, and know how to seek their help	x	x	x	x	x	x	x	x	x	x	x	x	x
Apply effective problem-solving and decision-making skills to make safe and healthy choices	x	x	x	x	x	x	x	x	x	x	x		
Learn about the emotional and physical dangers of substance use and abuse					x	x	x	x	x	x	x		
Learn how to cope with peer pressure				x	x	x	x	x	x	x	x	x	x
Learn techniques for managing stress and conflict	x	x	x	x	x	x	x	x	x	x	x	x	x
Learn coping skills for managing life events	x	x	x	x	x	x	x	x	x	x	x	x	x

American School Counselor Association (2005):
The ASCA National Model: A Framework for School Counseling Program

ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
2. Self-confidence in ability to succeed
3. Sense of belonging in the school environment
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
6. Positive attitude toward work and learning

Category 2: Behavior Standards

Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

Learning Strategies	Self-Management Skills	Social Skills
1. Demonstrate critical-thinking skills to make informed decisions	1. Demonstrate ability to assume responsibility	1. Use effective oral and written communication skills and listening skills
2. Demonstrate creativity	2. Demonstrate self-discipline and self-control	2. Create positive and supportive relationships with other students
3. Use time-management, organizational and study skills	3. Demonstrate ability to work independently	3. Create relationships with adults that support success
4. Apply self-motivation and self-direction to learning	4. Demonstrate ability to delay immediate gratification for long-term rewards	4. Demonstrate empathy
5. Apply media and technology skills	5. Demonstrate perseverance to achieve long- and short-term goals	5. Demonstrate ethical decision-making and social responsibility
6. Set high standards of quality	6. Demonstrate ability to overcome barriers to learning	6. Use effective collaboration and cooperation skills
7. Identify long- and short-term academic, career and social/emotional goals	7. Demonstrate effective coping skills when faced with a problem	7. Use leadership and teamwork skills to work effectively in diverse teams
8. Actively engage in challenging coursework	8. Demonstrate the ability to balance school, home and community activities	8. Demonstrate advocacy skills and ability to assert self, when necessary
9. Gather evidence and consider multiple perspectives to make informed decisions	9. Demonstrate personal safety skills	9. Demonstrate social maturity and behaviors appropriate to the situation and environment
10. Participate in enrichment and extracurricular activities	10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

ASCA (2014). Mindsets and Behaviors for Student Success: K-12 College- and Career Readiness Standards for Every Student. Alexandria, VA: Author

ACCOUNTABILITY

Accountability and evaluation of the school counseling program are absolute necessities, and help to answer the question, "How are students different as a result of the school counseling program?"

Counselor Action Plan

As a first step in determining how students are different as a result of the counseling activities, an action plan is drawn up annually to evaluate one specific counseling activity. A template of the Action Plan is contained in the Appendix. Information contained in the Action Plan should include:

- Grade Level
- Lesson Content
- ASCA Domain and Standard
- Curriculum and Materials
- Start and End Dates
- Number of Students Affected
- Location
- Evaluation and Assessment
- Contact Person

Assessment Tools

Means of evaluating counseling activities may include, but are not limited to, pre- and post-tests, attendance rates, retention rates, grades, discipline referrals, test scores, school climate survey, school report card, student and/or staff survey.

APPENDIX

Frankfort-Schuyler Elementary Curriculum Schedule

September

- Begin Second Step and MindUp classroom guidance lessons K-5
- Groups offered: Banana Splits (K-5), Stress and Worry Group (K-5), Anger Management (K-5), Friendship Group (K-2)
- Welcome back assembly
- Attendance Awareness month
- Open House
- Picnic with a Police Officer

October

- Continue Second Step and MindUp classroom guidance lessons K-5
- Groups offered: Banana Splits (K-5), Stress and Worry Group (K-5), Anger Management (K-5), Friendship Group (K-2)
- Unity Day
- Picnic with a Police Officer

November

- Continue Second Step and MindUp classroom guidance lessons K-5
- Groups offered: Banana Splits (K-5), Stress and Worry Group (K-5), Anger Management (K-5), Friendship Group (K-2)
- Veterans Day Program
- Picnic with a Police Officer

December

- Continue Second Step and MindUp classroom guidance lessons K-5
- Groups offered: Banana Splits (K-5), Stress and Worry Group (K-5), Anger Management (K-5), Friendship Group (K-2)
- Picnic with a Police Officer

January

- Career Month
    - Career Awareness lessons K-5
    - Complete annual career plans with each student K-5
    - Career Dress up Day
    - Career Day

- Groups offered: Banana Splits (K-5), Stress and Worry Group (K-5), Anger Management (K-5), Friendship Group (K-2)
- Picnic with a Police Officer

February

- Resume Second Step and MindUp lessons K-5
- Groups offered: Banana Splits (K-5), Stress and Worry Group (K-5), Anger Management (K-5), Friendship Group (K-2)
- Random Acts of Kindness Week
- School Counselor Awareness Week
- Picnic with a Police Officer

March

- Continue Second Step and MindUp lessons K-5
- Groups offered: Banana Splits (K-5), Stress and Worry Group (K-5), Anger Management (K-5), Friendship Group (K-2)
- Picnic with a Police Officer

April

- Complete Second Step and MindUp lessons K-5
- Groups offered: Banana Splits (K-5), Stress and Worry Group (K-5), Anger Management (K-5), Friendship Group (K-2)
- Picnic with a Police Officer

May

- Erin's Law/Child Safety lessons K-5
- Groups offered: Banana Splits (K-5), Stress and Worry Group (K-5), Anger Management (K-5), Friendship Group (K-2)
- Picnic with a Police Officer

June

- 5th grade transition lessons
- 5th grade graduation
- Picnic with a Police Officer

Frankfort-Schuyler Elementary
Virtual Support Services

Resources & referral methods for Mental Health, Behavioral and emotional support services and programs during Remote Learning/Virtual Learning (Covid-19) for Elementary Students:

a. Counselor created a google check-in form that students/parents could complete at any time to "check-in" and request a phone call if needed
b. Individual sessions will be available virtually via zoom
c. Counselor will host "office hours" each week via zoom for students to check-in face to face
d. Counselor will provide SEL/Career lessons virtually via google classroom

Resources & referral methods for Academic Needs during Remote Learning/Virtual Learning (Covid-19) for Elementary Students:

a. Teachers will contact counselor to inform them of students who are struggling with completing work, coping skills, social skills, family concerns, etc.
b. Through Data meetings held we will review all students Universal Screenings to identify student's areas of weakness'.
c. Counselors will communicate with families, teachers and students to identify students who are struggling academically.
d. Students will follow the RTI, 3 Tier system in place to monitor, collect data and review researched based interventions being used.
e. A referral process for AIS will also be followed to help intervene as necessary in the areas of Literacy and Math.
f. Academic Counseling can be provided virtually, as well as Parent Teacher Conferences throughout the academic year.

Frankfort-Schuyler Middle/High School Curriculum Schedule

September

- 6th Grade Study Skills Curriculum
- Scheduling Conflicts
- College Now Registration
- PSAT Registration

October

- Middle School Red Ribbon Week
- Administer PSAT's
- Individual College/Career Planning with Seniors

November

- College Visit to MVCC
- MVCC Instant Admit Day
- Herkimer College Instant Admit Day
- College Applications with Seniors

December

- Review PSAT scores with Students
- College Applications with Seniors

January

- 6th grade Classroom Guidance Career Interest Surveys
- 8th grade Classroom Guidance Career Interest Surveys
- BOCES comes into 10th grade classes for Career Tech Program Review
- Graduation At-Risk Meetings
- Senior Meetings for Scholarships
- 9th Grade Scheduling for next school year (incoming 10th grade)
- Regents Exams

February

- 8th grade Guidance lesson on Career Awareness (Based on BOCES Visitation)
- 8th grade BOCES Visitation
- 8th Grade Scheduling for Next Year (Incoming 9th Grade)
- Middle School Career Day
- School Counselor Awareness Week
- Spring College Now Registration

February (Cont.)

- SAT/ACT Planning with Juniors in ELA classes
- 11th Grade Scheduling (Incoming 12th Grade)

March

- 6th Grade Scheduling (Incoming 7th Grade)
- 7th Grade Scheduling (Incoming 8th Grade)
- 9th Day Career Day
- 10th Grade Scheduling (Incoming 11th Grade)
- 10th Grade BOCES Visit
- CSE Annual Reviews

April

- Junior College Fair at Herkimer College
- State Testing Grades 6-8
- FSCS Senior Scholarships Due
- CSE Annual Reviews

May

- 9th grade Guidance Lesson College Exploration: Resume/Cover Letter/Interview
- AP Exams
- Graduation At Risk Parent/Student Meetings
- Finish up Scheduling for any Absentee Students
- 11th Grade Classroom Curriculum for Senior Internships
- 7th Grade Farming your Future Field Trip

June

- 5th Grade Guidance Lesson
- Incoming 6 Grade Tour at Middle School
- 8th Grade Celebration
- Regent Exams
- Graduation
- Review Failures and Retentions
- Summer School Registration

Frankfort-Schuyler Middle/High School
Virtual Support Services

Resources & referral methods for Mental Health, Behavioral and emotional support services and programs during Remote Learning/Virtual Learning (Covid-19) for Middle School and High School Counselors:

a. Referral Form for Teachers for Social/Emotional Support to the school counselors
    a. Individual counseling sessions can take place in person or via phone/email/google meet during virtual learning.
b. Referral forms for Catholic Charities for those students who need weekly counseling services due to Mental Health by the school counselors.
c. Weekly coping skills, organizational tips & resources during virtual learning provided by school counselors through google classroom.
d. Google drive of mental health resources including mindfulness, social emotional education, motivational tips, and strategies to support academics and self-care. This can be accessed through google classroom.
e. Students in need of behavioral interventions are progress monitored and referred to school psychologist for behavioral plan.
f. Virtual mental health "check-in" with students so they can self-refer for mental health or emotional support or the counselor can identify those students who are struggling based off the answers the students provided.
g. Outside counseling resources are provided to those families who are in need of additional support.
h. Consultation with outside service providers including PINS, CPS, Counseling agencies, ICAN, medical professionals or other service providers.
i. Consultation with parents to address concerns, provide support or resources based off the child's needs.
j. Continuation of school protocol for students who are at risk for suicide including risk assessment, contacting MCAT or Police for immediate assessment, developing plan of action with parents and following up with parents & the student for progress monitoring.
k. We consult with faculty members individually and through grade level meetings or child study teams on how to assess and address student needs. (Extra support, coping skills, etc.).

Resources & referral methods for Academic Needs during Remote Learning/Virtual Learning (Covid-19) for Middle School and High School Counselors:

a. Teachers will contact and meet with counselors at team meetings to inform them of students who are struggling with completing work, coping skills, social skills, family concerns, etc.
b. Through Data meetings held we will review all students Universal Screenings to identify students areas of weakness'.
c. Counselors will communicate with families, teachers and students to identify students who are struggling academically.
d. Students will follow the RTI, 3 Tier system in place to monitor, collect data and review researched based interventions being used.
e. A referral process for AIS will also be followed to help intervene as necessary in the areas of Literacy and Math.
f. Academic Counseling can be provided virtually, as well as Parent Teacher Conferences throughout the academic year.



Agriculture, Food & Natural Resources
- Agribusiness Systems
- Animal Systems
- Environmental Service Systems
- Food Products & Processing Systems
- Natural Resources Systems
- Plant Systems
- Power, Structural & Technical Systems
  Architecture & Construction

Architecture & Construction
- Construction
- Design/Pre-Construction
- Maintenance/Operations

Arts, A/V Technology & Communications
- A/V Technology & Film
- Journalism & Broadcasting
- Performing Arts
- Printing Technology
- Telecommunications
- Visual Arts

Business Management & Administration
- Administrative Support
- Business Information Management
- General Management
- Human Resources Management
- Operations Management

Education & Training
- Administration & Administrative Support
- Professional Support Services
- Teaching/Training

Finance
- Accounting
- Banking Services
- Business Finance
- Insurance
- Securities & Investments

Government & Public Administration
- Foreign Service
- Governance
- National Security
- Planning
- Public Management & Administration
- Regulation
- Revenue & Taxation

Health Sciences
- Biotechnology Research & Development
- Diagnostic Services
- Health Informatics
- Support Services
- Therapeutic Services

Hospitality & Tourism
- Lodging
- Recreation, Amusements & Attractions
- Restaurants & Food/Beverage Services
- Travel & Tourism

Human Services
- Consumer Services
- Counseling & Mental Health Services
- Early Childhood Development & Services
- Family & Community Services
- Personal Care Services

Information Technology
- Information Support & Services
- Network Systems
- Programming & Software Development
- Web & Digital Communications

Law, Public Safety, Corrections & Security
- Correction Services
- Emergency & Fire Management Services
- Law Enforcement Services
- Legal Services
- Security & Protective Services

Manufacturing
- Health, Safety & Environmental Assurance
- Logistics & Inventory Control
- Maintenance, Installation & Repair
- Manufacturing Production Process Dev.
- Production
- Quality Assurance

www.careertech.org/Career-Clusters

Marketing

- Marketing Communications
- Marketing Management
- Marketing Research
- Merchandising
- Professional Sales

Science, Technology, Engineering & Mathematics

- Engineering & Technology
- Science & Mathematics

Transportation, Distribution & Logistics

- Facility & Mobile Equipment Maintenance
- Health, Safety & Environmental Management
- Logistics Planning & Management Services
- Sales & Service
- Transportation Operations
- Transportation Systems/Infrastructure Planning, Management & Regulation
- Warehousing & Distribution Center Operations

COMMUNITY/TRANSITION RESOURCES

Agency/Organization or Business Name	Phone Number	Website
ACCESS-VR – Vocational & Rehabilitation for Individuals with Disabilities	(315) 867-2065 (315) 793-2542	www.vesid.nysed.gov
Catholic Charities of Herkimer County	(315) 894-9917	www.herkimerhealthnet.com
Center for Addiction Recovery – Outpatient Chemical Dependency	(315) 866-7471	
Central Assoc. for the Blind and Visually Impaired	315-797-2233	www.cbvi.org
Community Dispute Resolution Center	(315) 894-9917	www.nysdra.org
Community Maternity Services	(315) 894-9941	www.herkimerhealthnet.com
Employment & Training Administration	(617) 565-3630	www.doleta.gov
Enable	(315) 455-7591	www.enablecny.org
Family Advocacy Center	(315) 797-8630	www.familyadvocacycenter.org
Herkimer Area Resource Center	(315) 866-2920	www.herkimerarc.org
Herkimer Co. Domestic Violence – 24-hour Hotline	(315) 866-0458	
Herkimer Co. DSS/Medical Assistance	(315) 867-1237	
Herkimer Co. DSS/Temp. Assistance/Food Stamps	(315) 867-1239	

Herkimer Co. Mental Health Services	(315) 867-1465	www.herkimercounty.org
Herkimer Co. Prevention Council	(315) 894-8080	
Herkimer Co. Public Health/Immunization Services	(315) 867-1430	
Herkimer Co. Child Care Assistance	(315) 867-1233	
Human Technologies Corp.	(315) 724-9891	www.htcorp.net
Learning Disabilities Association	(315) 797-1253	www.ldaamerica.org
Little Falls Community Outreach Services	(315) 823-1409	
Mobile Crisis Assessment Team (MCAT)	(315) 732-6228	www.herkimerhealthnet.com
National Suicide Prevention Lifeline	1-800-273-TALK	
NYS Domestic Violence 24-Hour Hotline	(800) 942-6906	
NYS Education Dept. – Regional Associate for Special Education	(315) 428-3267	www.nysed.gov
NYS Office of Advocate for Persons with Disabilities	(800) 522-4369	www.cqc.state.ny.us/
Planned Parenthood		www.ppmhchoices.org
Prenatal Care Program (PCAP)	(315) 867-1430	www.herkimercounty.org
Resource Center for Independent Living	(315) 866-7245	www.rcil.com
Runaway & Homeless Youth Program of Herkimer County	(315) 894-9917 Local 24-Hr. Hotline: (315) 866-1112	Nat'l Hotline: (800) 621-4000

Samaritan Counseling Ctr. of the Mohawk Valley	(315) 724-5173	
YMCA Mohawk Valley	(315) 866-6570	

ACTION PLAN TEMPLATE

	Grade Level	Lesson Content	ASCA Domain and Standard	Curriculum and Materials	Start and End Dates	Number of Students Affected	Location	Evaluation and Assessment	Contact Person
Activity									

American School Counselor Association (2004). *The ASCA National Model Workbook*. Alexandra, VA: Author