

## Ardasley School District School Counseling – Guidance Plan for Grades K-12

### NYS Commissioner's Regulations Part 100.2 (j)

#### **A. Introduction**

##### **1. Brief Description of the Ardsley School District**

The Ardsley School District is located ten miles north of New York City. It serves all of Ardsley and parts of Dobbs Ferry, Hartsdale, Scarsdale and White Plains. There are three schools in the district, including, Concord Road Elementary School, Ardsley Middle School and Ardsley High School. The total enrollment of the school district is approximately 2,216 students (Elementary, 844; Middle, 694, High School, 678). The K-12 academic programs, counseling and special education services, and co-curricular and extracurricular activities are designed to develop their cognitive, social emotional and physical development.

##### **2. Board of Education Mission Statement and Philosophy**

We strive to inspire excellence in every student by providing an educational environment that not only challenges minds, but also helps build character. We believe every child is inherently curious with a desire to learn, explore, create and solve problems. It is our responsibility to appreciate the diverse interests and needs of our student body and to help every student recognize their full potential as learners. In order to help our children succeed in a world of rapid change, we believe that our curriculum must continually evolve to incorporate new learning technologies. We must also support our teachers with ongoing professional development programs and encourage them to maximize their talents, passions, skills and knowledge for the benefit of our students.

Our District vision is built upon four pillars and is guiding not only our decision-making, but also our culture as a learning community.

District Mission:

Building on a tradition of academic excellence and success for every student, we cultivate passionate learners and informed global citizens who actively influence their world.

## **Guiding Pillars:**

**Academic Excellence** - Maximizes personal potential and inspires collective achievement, so mastering curricular content is only the starting point and learning is tailored to needs, strengths, and interests.

**Success for Every Student** - Is measured in a variety of ways. Our view of success reaches beyond academic performance and encompasses resilience, flexibility, tenacity, curiosity, creativity, empathy, determination and athletic and artistic expression.

**Passionate Learners** - Take full advantage of learning opportunities. They assume responsibility for their own learning, have the courage to explore and take the initiative to discover their interests. They are self-motivated, demonstrate confidence, collaborate freely and share their discoveries.

**Global Citizens** - Engage in an active inquiry to acquire knowledge that reflects the depth and breadth of the collective human experience. They influence their world by making positive, proactive choices about what to do with what they know to collaboratively effect change.

## **Strategic Priorities:**

Our most recent strategic planning process has identified 4 priority areas: **Learning and Achievement, Social and Emotional Learning, Student/School Life, and learning Environment.** District and building goals are generated annually in these four priority areas all designed to be in service of the Guiding Pillars. From a guidance perspective, the priority of Social and Emotional Learning is front and center, but we also recognize the interconnected nature of all the priorities, so goal related to the guidance program can appear in many areas. In addition, the District participated in a peer review of our guidance program in conjunction with the Tri-States Consortium in the spring of 2019. Recommendations from that peer review continue to influence our efforts to develop and improve the program.

We believe the success of our District involves the collective efforts of a talented and caring staff, a dedicated Board of Education, enthusiastic students and involved parents. Together, we can guide our students to be successful in life, take civic

responsibility, be caring and respectful individuals, and become healthy contributors with a lifelong desire to learn.

### **3. K-12 Counseling Program Mission and Goals**

The elementary school years set the foundation for developing the skills needed for children to become resilient and confident lifelong learners. At Concord Road School, our K-4 developmental guidance program is proactive by design. Our mission is to provide a comprehensive approach which adapts to meet the changing needs of our children and families. In our day to day work with children, we foster the emotional, social and academic growth of all students.

According to the American School Counseling Association (ASCA), elementary school counselors are professionals with a mental health perspective who understand and respond to the challenges presented by today's diverse student population. "Elementary school counselors don't work in isolation; rather they are integral to the total educational program."

As counselors at AMS, we play a central role in fostering communication between home, school and community. We focus on the individual well-being of our students as it relates to their social, emotional and academic development. This includes helping students with decision making, effective communication and self-management skills. We use a proactive approach to support every child as he/she navigates the middle school years. Guidance classes are given to all 5th and 6th grade students every other day, for one quarter of the year. Topics may include decision-making, friendship issues, conflict resolution, and harassment.

The High School Guidance Department plays an integral role in supporting the individual care and development of each student. The two primary services are academic and personal counseling. Our approach is multifaceted and supports the academic, social and emotional development of each student. We strive to assist students in making decisions that affect their education and we create opportunities that will enable them to reach their full potential. Counselors offer academic counseling that deals with the practical needs of the student: study skills, student/teacher relationships, course selection, peer relationships, career information, testing, and college selection. We provide personal counseling to enhance a student's knowledge and acceptance of self. Critical to our mission is the collaboration among all counselors, school psychologists, social worker, teachers, administrators, students, parents/guardians, youth officer, and community resources. Ultimately, we help students successfully navigate the high school years and graduate with a plan that will guide them to the next phase.

### **4. District Administrative Supervisors, Principals, and Guidance Department Members**

Dr. Ryan Schoenfeld, Superintendent of Schools

Dr. Duncan Wilson, Assistant Superintendent for Curriculum and Instruction

Ms. Cheri Rosenblatt, Assistant Superintendent for Business, Facilities and Operations  
Ms. Jeanne Farruggio, Assistant Superintendent for Pupil Personnel Services and Special Education  
Ms. Susan Tavernia-Seda, Assistant Director of Pupil Personnel Services and Special Education

#### Concord Road Elementary School

Ms. Jennifer Darling, Principal  
Ms. Hope Weinberg, Assistant Principal  
Ms. Michelle Stavrou, Guidance Counselor  
Dr. Michael Moffat, Psychologist  
Ms. Petra Serafini, Psychologist

#### Ardsley Middle School

Mr. Stuart Horlacher, Principal  
Ms. Jennifer Goldenberg, Assistant Principal  
Mr. Thomas Caldara, Guidance Counselor  
Ms. Ann Marie Winslow, Guidance Counselor  
Ms. Lisa Zimbaldi, Guidance Counselor  
Dr. Thomas Fischer, Psychologist  
Ms. Nicole Fernandes, Psychologist  
Ms. Allison Mastrogiacomo, Student Assistance Counselor

#### Ardsley High School

Ms. Danielle Trippodo, Principal  
Mr. Frank Carlson, Assistant Principal  
Ms. Erica Hezi, Guidance Coordinator  
Mr. Joseph D'Eletto, Guidance Counselor  
Ms. Alyssa Zelicof, Guidance Counselor  
Ms. Tara Wright, Guidance Counselor  
Ms. Leah Gozhansky, Guidance Counselor  
Ms. Dawn Catucci, Psychologist  
Ms. Michelle Myers, Psychologist  
Dr. Victoria Lusk, Psychologist  
Ms. Monique Johnson, Social Worker

## **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 a 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.

### School Counseling Program Mission

The mission of the Ardsley UFSD K-12 school counseling program is to foster the intellectual, emotional, and social development of all students. The school counselors, psychologists, social worker, student assistance counselor, faculty and leaders design and deliver effective programs and services so that all students may utilize the tools that will enable them to be responsible and productive citizens in a rapidly changing world. They also help students identify their abilities and interests, strengthen their decision-making skills, and develop an approach to life that is uniquely their own.

### Shared Vision Statement

Ardsley UFSD's school counseling program ensures the delivery of curriculum, academic success, character education, career development, college advisement, individual student planning, social emotional learning, crisis intervention, in addition to the use of data and alignment of performance standards. The school counselors, psychologists, social worker, student assistance counselor, faculty and leaders, in conjunction with the support staff, will strive to utilize best practices for shared vision, strategic planning, and continuous social emotional development, as well as innovation, teamwork, and wellness.

### Core Beliefs

The school counselors, psychologists, social worker, student assistance counselor, faculty and school leaders believe that every child can learn in a safe and nurturing environment and that all students have an equal right to participate in a comprehensive school counseling program. The following principles are the foundation for the K-12 school counseling program:

- The Ardsley UFSD follows the national model and standards of the American School Counselor Association (ASCA).
- Foundation--Mission, Beliefs and Philosophy.
- Delivery--Guidance curriculum, individual student planning, curriculum instruction addressing competencies in career development, career/college readiness and academic skills and social emotional development.
- Management-- Delivery is linked to district goals, use of data, staff, resources, and timeline
- Accountability--Advisory council meets twice annually to review program goals and results, and provides advisement. Program is reviewed annually with revisions made as needed. Guidance plan is posted on school website.

### Strategic Goals

1. To ensure that the shared mission, vision, and core beliefs are present in the everyday lives of students, parents, faculty, school counselors, psychologists, the student assistance counselor, and school leaders.

2. To assist students with academic advisement, career exploration, planning for college and other forms of postsecondary education, and the world of work.
3. To assist students who struggle academically, emotionally, or socially and to provide programs and responsive services designed to promote student wellness and safety.
4. To collect and analyze quantitative and qualitative data and use this information to design, modify, and implement programs and responsive services, plan strategically, and continually, and evaluate delivery modes and effectiveness.

### Student Standards

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

#### **Mindsets**

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 lifelong 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.

#### **Behavior: Learning Strategies**

1. Demonstrate critical-thinking skills to make informed decisions.
2. Demonstrate creativity.
3. Use time-management, organizational and study skills.
4. Apply self-motivation and self-direction to learning.
5. Apply media and technology skills.
6. Set high standards of quality.
7. Identify long- and short-term academic, career and social/emotional goals.
8. Actively engage in challenging coursework.
9. Gather evidence and consider multiple perspectives to make informed decisions.
10. Participate in enrichment and extracurricular activities.

#### **Behavior: Self-Management Skills**

1. Demonstrate ability to assume responsibility.
2. Demonstrate self-discipline and self-control.
3. Demonstrate ability to work independently.
4. Demonstrate ability to delay immediate gratification for long-term rewards.
5. Demonstrate perseverance to achieve long- and short-term goals.

6. Demonstrate ability to overcome barriers to learning.
7. Demonstrate effective coping skills when faced with a problem.
8. Demonstrate the ability to balance school, home and community activities.
9. Demonstrate personal safety skills.
10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.

**Behavior: Social Skills**

1. Use effective oral and written communication skills and listening skills.
2. Create positive and supportive relationships with other students.
3. Create relationships with adults that support success.
4. Demonstrate empathy.
5. Demonstrate ethical decision-making and social responsibility.
6. Use effective collaboration and cooperation skills.
7. Use leadership and teamwork skills to work effectively in diverse teams.
8. Demonstrate advocacy skills and ability to assert self, when necessary.
9. Demonstrate social maturity and behaviors appropriate to the situation and environment.



**Ardsley Union Free School District (AUFSD)**

The AUFSD bases all programs activities, objectives and services on the following four guiding pillars:

- Academic Excellence;
- Success for Every Student;
- Passionate Learners;
- Global Citizens.

The ASCA Guidance Domains include:

- **Academic Development**-Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn;
- **Career Development**-Standards guiding school counseling programs to help students:
  - understand the connection between school and the world of work;
  - plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the life span.
- **Social and Emotional Development**-Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

**Ardsley High School**

Program	Program Objective		Program Management			Accountability
<i>Activity/Service</i>	<i>ASCA Mindset and Behaviors</i>	<i>Description of Activity/Service</i>	<i>Grade Level/Domain</i>	<i>Timeline</i>	<i>Staff /Resources</i>	<i>Assessment/Measures</i>
College Planning Conferences	B-LS1,5,6,7,9 B-SMS 1,7,10 B-SS 1,3, 6,8,9 M1, M2, M4, M5	Individual and family planning for college	12 Career	Sept-Jan	H.S Counselors	Completion of student brag sheet, parent brag sheet , transcript request form, and submission of applications. Track post secondary outcomes. Student exit interview

College Planning meeting for parents of seniors	B-L S1, 3,7, B-SMS 8,10 B-SS 1, 3, 6, 9 M1, 2,	Evening meeting for parents, outlining college process	12 Career	Sept.	H.S. Counselors	Anecdotal parent understanding.
Senior Seminar-Naviance and the Common Application process	B-LS 1, 5, 9 B-SS 1, 3, 6, M 1, 4, 6	Detailed instruction on applying to college through Naviance	12 Career	Sept.	H.S. Counselors	Inputting college information on Naviance and completion of the applications by students
Senior Seminar College Visitations and Interviews	B-LS 1, 4, 7, 9 B-SMS 2, 3, 10 B-SS 1, 2, 3, 6, 8, 9 M-2, 3, 4, 6	Prepare students for college visits and interviews	12 Career	Sept.	H.S. Counselors	Mock interviews, anecdotal information by student experience
Common Application Workshop	B-LS 3, 4, 5, B-SMS 1, 3, B-SS 1, 2, 3, 6, 8, 9 M 2, 4, 5, 6	Supplemental workshop to include any seniors who have not started app.	12 Career	Sept.	H.S. Counselors	All students will create and begin to fill out common application in this workshop.
College essay Reviews	B-LS 2, 3, 4, 6, B-SMS 1, 2, 3, B-SS 1, 3, 6,9 M 1, 5, 6	Counselor and English teachers offer writing center seminars	12 Career	Sept.-Dec.	H.S. Counselors/ English Dept.	Completion of essays

Newcomers Group	B-LS 7, 9, 10 B-SMS 1, 2, 7, 10 B-SS 1, 2, 3, 4, 6, 7, 8, 9 M 1, 2, 3, 6	Three sessions offered in the beginning of year to all new students to the district	9-12 Social Emotional	Sept.	H.S. Counselors/ Social Worker	Orientation sessions provided and follow up by social worker for students with adjustment issues
Academic Planning and Review of Academic Progress	B-LS 1, 3, 4, 7, 9 B-SMS 2, 5, 7, 8, 10 B-SS 1, 3, 6, 8 M 1, 2, 3, 4, 5, 6	Individual meetings	9-12 Academic	Sept. - June	H.S Counselors	Progress report and report card review. Completion of course selection.
Individual Case Management  Child Study Team	B-LS 7, 9 B-SMS 6, 7, 8, 9, 10 B-SS 3, 5, 6, 8, 9 M 1, 3, 4, 6	Referrals, Counseling, Crisis management, Coordination of services	9-12 Social Emotional Academic	Sept. - June	H.S Counselors, Nurse, AP, School Psychologist s, Special Educators, Social Worker	CST agenda, action plan, follow-up, and minutes.
Annual grade level meetings	B-LS 7, 9 B-SMS 2, 5, 9, 10 B-SS 2, 3 M 1,	Identify and discuss with faculty the students who require additional supports	9-12 Social Emotional Academic	Sept	H.S. Counselors and faculty	Faculty Attendance

Case conferences with faculty and/or parents	B-LS 6, 7, 9 B-SMS 1, 2, 6, 7, 8, 9, 10 B-SS 1, 3, 4, 6, 8, 9 M 1, 2, 3, 4, 6	Discuss a plan of action for a student addressing specific needs and concerns. All classroom teachers invited.	9-12 Social Emotional Academic	Sept. - June	H.S. Counselors, School Psychologists	Creation of action plan and faculty and parent attendance.
--	--	--	--------------------------------------	--------------	--	--

Ongoing college meetings to evaluate college decision results and formulate future strategies	B-LS 1, 3, 7, 9 B-SMS 1, 2, 3, 4, 7, 10 B-SS 1, 3, 5, 8, 9 M1, 2, 3, 4,	Reviewing lists, strategies, materials, and assist in final matriculation decisions	12 Social- Emotional Academic	September- May	H.S. Counselor	College admissions decisions, student self-evaluation and awareness of future collegiate options
Senior Exit Interview	B-LS 1, 4, 7, 9, B-SMS- 1, 4, 5, 7, 10 B-SS 1, 3, 5, 8, 9 M 1, 2, 3, 4, 5, 6	Individual meetings to discuss college matriculation and allow opportunity for feedback	12 Career	May	H.S. Counselor	College admission decisions and survey data.
Intervention with students at risk of not meeting graduation requirements	B-LS 3, 4, 7, 9 B-SMS 1, 2, 3, 4, 5, 6, 7, 8, 9, B-SS 1, 5, 8, 9 M 1, 2, 3, 4, 5, 6	Monitor senior achievement and individual meetings with seniors who are at risk of failing. Notify parents of students at risk.	12 Academic Social-Emotional	September- June	H.S. Counselor	Graduation rate.

Senior Externship	B-LS 1, 2, 3, 4, B-SMS 1, 2, 3, 5, 7, 8, 10 B-SS 1, 3, 4, 6, 7, 8, 9 M 2, 4, 5, 6	Promote career awareness, skills and goal-setting for future	12 Career	January- June	H.S. Counselor and Faculty	Student presentation of senior externship experience
Small group college exploration with counselor specific students	B-LS1,5,6,7,9 B-SMS 1,7,10 B-SS 1,3, 6,8,9 M1, M2, M4, M5	Promote college readiness and understanding	11 Career	December	H.S. Counselor	Anecdotal student understanding
Classroom presentation on utilization of Naviance or college exploration	B-LS 1, 5, 9 B-SS 1, 3, 6, M 1, 4, 6	Promote college readiness and understanding.	11 Career	January	H.S. Counselor	Utilization of Naviance for college exploration.
College Exploration Conferences	B-LS1,2,3,4,7,9 B-SMS 1,3,4,7,10 B-SS 1,3,5,6,7,8	Individual and family planning for college exploration, transcript review, college lists and visits	11 Career Social-Emotional	Jan-June	H.S. Counselor	Students and families anecdotal understanding of the college exploration process

College Exploration meeting for parents of juniors	B-L S1, 3,7, B-SMS 8,10 B-SS 1, 3, 6, 9 M1,2,	Evening meeting for parents, outlining college exploration process	11 Career Social-Emotional	January	H.S, Counselor	Anecdotal parent understanding.
Orientation for 8th grade students	B-SMS 10 M3,6	Classroom presentations regarding graduation requirements, course selection and extracurricular activities, etc.	8 Academic Social-Emotional	January	9th grade Counselor	Anecdotal student understanding.
Individual course selection meetings with parents and student.	B-LS 1, 3, 4, 7, 9 B-SMS 2, 5, 7, 8, 10 B-SS 1, 3, 6, 8 M 1, 2, 3, 4, 5, 6	8th and 9th grade counselors facilitate course selection with student and family, ensuring proper academic placement.	8 Academic	January-February		9th grade schedule is created.
Articulation meeting with PPS staff from HS and MS.	M 1 B-LS 6 B-SMS 10	Team meeting to familiarize HS staff of individual student needs	8 Academic Social-Emotional	June		Student needs discussed.

Peer Mentoring	M2, 3, 6 B-LS 10 B-SMS 1, 10 B-SS 1,2,3,4,7,8, 9	Train senior mentors for incoming freshmen orientation.	12	August Social-Emotional		Seniors provide tours, information and support during freshmen orientation for ninth graders.
Freshmen Orientation	M 1, 3, 4, 6 B-LS 7 B-SMS 7, 10 B-SS 4, 5, 6, 9	Provide an assembly, tours, and barbecue to facilitate freshmen transition.	9	August Social-Emotional	Administration, PPS staff, and faculty, H.S. Counselors	Student anecdotal understanding of high school experience and opportunities.
Freshmen Transition Seminar	M 1, 3, 4, 6 B-LS 7 B-SMS 7, 10 B-SS 4, 5, 6, 9	Introduction to high school in small classes	9	September		Anecdotal student understanding of high school opportunities.
Freshmen Healthy Decision Making Seminar	M 1, 3, 4, 6 B-LS 7 B-SMS 7, 10 B-SS 4, 5, 6, 9	Presentation on drug and alcohol education and prevention.	9	May		Anecdotal student understanding of healthy decision making,

DBT Steps A Classroom Push In	M 1, 3, 4, 6 B-LS 7 B-SMS 7, 10 B-SS 4, 5, 6, 9	Teach mindfulness, emotional regulation and distress tolerance skills to students. mindfulness	9	September- June		Anecdotal student understanding of skills presented. Students create a DBT Steps A binder.
9th Grade Parent Meeting	M1, 3 B-LS 6, 7 B-SMS 8, 10 B-SS 9	Presentation to parents on transitional social and academic issues.	9th grade parents	Sept.		Anecdotal parent understanding.

**Ardasley Middle School**

<b>Program</b>	<b>Program Objective</b>		<b>Program Management</b>			<b>Accountability</b>
<i>Activity/Service</i>	<i>ASCA Mindset and Behaviors</i>	<i>Description of Activity/Service</i>	<i>Grade Level/ Domain</i>	<i>Timeline</i>	<i>Staff /Resources</i>	<i>Assessment/Measures</i>
New Family Orientation	M1, M3 B-SS 2,3	New families will be informed of school policies, scheduling information and any pertinent information to support transition	5-8	August	Presentation and school tour by AMS school counselors	Family attendance



New Student Groups	M1, M3 B SS 2, 3	Group sessions designed to support social/emotional/academic needs of new students to the district	5-8	Sept - January	AMS counselor led group setting	Student attendance and feedback
New Student Scheduling	M1, M3 B-LS 8	Students are placed in appropriate classes based on review of prior school records, new student screening and collaboration with staff specialists.	5-8	August (and during the school year as needed)	AMS counselors place students in appropriate classes and a schedule is completed on eSchool.	Completed schedule

New Student Buddy Program	M1, M3 B-SS2,3,9	New students are paired with a buddy that supports them with transition	6-8	September	AMS counselors	Anecdotal student understanding of school routines
Weekly Grade Level Team Meetings	M1, M6 B-LS 3 B-SMS 1,5,10 B-SS 2,3	Case conferences to discuss a plan of action for students, addressing specific needs and concerns. All teachers and support staff invited.	5-8	September - June	AMS counselors, school psychologists, teachers	Check in's with point people

Child Study Team (CST) Meeting	M1 B-LS 3 B-SMS 1,5,10 B-SS 3	Students Referred to CST for , crisis management coordination of services and plan of actions designed to support students with significant needs/concerns.	5-8	September-June	AMS counselors, school psychologist, student assistance counselor, special education teachers, administration, speech/language pathologist, nurse	Action plan is created
Weekly meetings between administration and guidance department	M3, M5, M6 B-LS 6, 9 B-SMS 1,5,10 B- SS 2,3	Discuss building level issues, identify immediate needs and make plan of action	5-8	Sept - June	Administration, AMS counselors, school psychologists, student assistance counselor	Anecdotal discussions and action plans as needed
Parent teacher conferences	M1, M3 B-LS7 B-SS2,3	Guidance coordinates and facilitates parent teacher conferences as needed	5-8	Sept - June	AMS counselors, teachers	Short term and/or long term goals created
Curriculum meetings	M1, M3, M5 B-LS 2, 10 B SMS 6,7,10 B-SS 2, 7, 8, 9	Guidance meets weekly as a department	5-8	Sept - June	AMS counselors, teachers	Department short and long term goals created, reviewed and executed
Faculty Meeting Presentation	M1, M3, M6 B-SS 2, 3, 6 B-SMS 8, 10 B-LS 6	Present on certain SEL topics as needed	5-8	Sept - June	AMS administration and complete staff	Staff anecdotal understanding of SEL practices

DBT parent information session	M1 B-SMS 1, 6,7,10 B-SS 2,3 ,9	Parents whose children are identified as benefitting from DBT groups are invited to attend a meeting to familiarize them with the program	5-8	September	AMS counselors, school psychologists, student assistance counselor	Parent anecdotal understanding of DBT practices and procedures; permission slip signed
Placement meetings	M1 B-LS 4,6,8 B-SMS 6,10 B-SS 3,9	Attend meetings to offer feedback and support to help ensure that students are appropriately placed the following year	5-8	Jan-Feb	AMS teachers, special educators and school counselors	Students accurately placed in courses
Response to Intervention Meetings (RTI)	M1, M2, M5 B- LS 3,4,6,7 B-SMS 1,2,5,6,7,8,10 B-SS 1,9	Plan and facilitate RTI meetings among teachers to create plans to offer building level supports for students in need.	5-8	Sept - June	AMS teachers, special educators, counselors, psychologist, support specialists, administration	6-8 week progress review with RTI Team

Annual review meetings	M1, M2, M5	Attend conferences with parents, teachers and support staff to discuss current year as well as student supports recommended for the following year	5-8	Mar - May	AMS counselors, school psychologist, PPS director	Review and update of classroom observations, testing, accommodations and goals
------------------------	------------	--	-----	-----------	---	--

8th grade awards	M2, M3, M4, M5, M6  B-LS 1,2,4,8,10  B-SMS 1,2,3,4,5,6,8,10  B-SS 1,4,5,7,9	Collaborate with 8th grade team of teachers to nominate students for end of year awards.	8	April-May	Counselor, AMS Teachers, Administration	Nominations are determined and presented at awards night
4th grade parent transition night	M1, 3  B-LS 6, 7 B-SMS 8, 10 B-SS 9	Parents are introduced to the 5th grade counselor and an overview of support services available at AMS	5	June	Administration, AMS counselor	Parent anecdotal understanding of middle school practices
6th -7th grade transition parent night	M3  B-LS 3, 10  B-SMS 1,3,10  B-SS 3,8,9	Parents are given an overview of what to expect as their children navigate secondary education as well as adolescent development changes	6	June	Administration, AMS counselor, math teacher	Anecdotal parent understanding of 7th grade opportunities

Coffee with Counselors	M1 B-LS 5, 7,10  B-SMS 4,6,7,9,10  B-SS 1,2,3,5,8,9	Counselors present on various SEL topics and engage in an interactive session with AMS parents	January	5-8	AMS counselors	Review of presentation feedback form
Presentation/speakers on social and emotional wellness	M1 B-SMS 6,7,9,10  B-SS 2,3,5,8, 9	Organize, plan and promote informational sessions for parents and students.	February	5-8	AMS counselors, student assistance counselor, administration	Teacher led classroom discussions and individual student feedback as available
5th Grade Ambassador Program	M2, 3, 6 B-LS 10 B-SMS 1, 10  B-SS 1,2,3,4,7,8, 9	5th grade students present their middle experience and field questions to all 4th grade classes	May - June	5	AMS/CRS counselors	Anecdotal student understanding of 5th grade opportunities
Individual introductory meetings	M1, 3, 6 B-SMS 10 B-SS 1, 3	Meet with 5/6th grade students to get to know them and learn about strengths, weaknesses, interests, social interactions etc.	Sept - June	5/6	AMS 5th grade counselor	Structured interview

Individual social, emotional or academic counseling sessions	M1,2,,3,5& 6 B-LS 1,7 B-SMS 1,2 &7 B-SS 2,3,5, 8	Support a wide range of needs for students that have been identified by teachers, parents or via self referral	Sept - June	5-8	AMS counselors	Structured interview
Guidance classes	M 1, 3, 4, 6 B-LS 7 B-SMS 7, 10 B-SS 4, 5, 6, 9	Curriculum is designed to teach emotional regulation, self esteem, career-exploration and technology safety and decision making skills through classroom guidance lessons	5th and 6th grade, full quarter class every other day	5/6	AMS counselors	Student/classroom discussion and classwork completion
Push- in guidance lessons into health/FACS curriculum	M 1, 3, 4, 6 B-LS 7 B-SMS 7, 10 B-SS 4, 5, 6, 9	Lessons designed to expand student knowledge on tolerance, empathy and career exploration	7th and 8th grade, 2 day lesson taught quarterly	7/8	AMS counselors, Student Assistance counselor and special area teacher	Google classroom exit slip completed/ final project
5th Grade "meet the counselor" lessons	M1, 3 B-SS 2, 3, 6	Counselors push into english classes to introduce themselves to students and describe the role of the school counselor.	September	5	AMS 5th grade counselor	Anecdotal student understanding of guidance resources
DBT skills group	M1 B-LS 1 B-SMS 2,4,6,7,9,10 B-SS 1,2,3,4,6,9	Co-lead groups with psychologists based on DBT skills manual focusing on mindfulness, distress tolerance, emotion regulation, and interpersonal relationship skills	October - June	5-8	AMS counselors, psychologists, Student Assistance Counselor	Student attendance and participation. Skillstracked on a diary card.
AMS Guidance	M1, 3	Update and manage guidance website to			AMS counselors	Monitor and review relevance of articles to current events.

Webpage	B-LS 1,5,10 B-SMS 8,10 B-SS 8,9	contain up to date, relevant and helpful articles for students and parents	Sept-June	5-8		
State testing proctoring/support	M 5 B-LS 6	Provide proctor assistance day of exam and administer make up exams	April- May	5-8	AMS counselors	Completion of state test by all test takers with required materials
Random Acts Of Kindness Week	M1, 3 B-LS 2, B-SS 2, 3, 4, 5, 6, 7	Planning, implementation and execution of RAK Week initiative to foster a more positive and kind middle school environment	February	5-8	AMS counselors	Student activity completion and feedback.
Transition articulation with 4th grade support staff	M 1 B-LS 6 B-SMS 10	Meet with 4th grade counselor and psychologist to gather information about incoming class and discuss support options	May	4	AMS 5th grade counselor	Students needs discussed
Progress report/ report card monitoring and student follow up	M 1, 2, 5, 6 B-LS 7 B-SMS 5 B-SS 2, 3	Review data and meet with students/parents as needed to develop action plan; discuss grades at CST/team meetings	October - June	5-8	AMS counselors	Anecdotal student understanding and action plan established as needed
Collaboration with outside professionals	M1 B-SMS 6, 7,8,9,10 B-SS 1,3,8,9	Consult with outside providers to best support students in the school environment.	5-8	Sept - June	AMS counselors, psychologists, Student Assistance Counselor	Observation of student growth and development.

**Concord Road Elementary School**

Concord Road Elementary School						
Program	Program Objective		Program Management			Accountability
<i>Activity/Service</i>	<i>ASCA Mindset and Behaviors</i>	<i>Description of Activity/Service</i>	<i>Grade Level/ Domain</i>	<i>Timeline</i>	<i>Staff /Resources</i>	<i>Assessment/Measures</i>
New Family Orientation	M1, M3 B-SS 2, 3	New families will be informed of school policies and any pertinent information to support transition. Orientation includes a school tour.	K-4	August	Administration, CRS counselor	Family attendance
New Student Lunch Sessions	M1, M3 B-SS 2, 3, 4	Group sessions designed to support social/emotional/academic needs of new students to the district	2-4	Sept - January  (provided as needed)	CRS counselor	Student attendance and feedback
Buddy Bench Talks	M1, M3 B-SS 2, 3, 4	Counselor pushes into P.E. classes to explain how the Buddy Bench works and how students can get involved. This talk also provides an introduction of the school counselor.	K-4	Sept - October	CRS counselor, physical education department	Student anecdotes and feedback
R.O.A.R. Character Assembly program (Respect, Outwardly Kind and Caring, Always Safe, and Responsible)	M1, M3,M5 B-SMS 1,2,7,9,10. B-SS 2,3,4,5,6,7,8,9	Character program supported school-wide (especially in the classroom and at assemblies). Students participate with acts of kindness and by submitting R.O.A.R. paws.	K-4	Sept - June	Teachers, CRS counselor, administration	Teacher and student anecdotal feedback; R.O.A.R. paw papers



RULER SEL program	M1, M2, M3 B-LS 4 B-SMS 1,2,3,4,5,6,7,10. B-SS 1,2,3,4,8,9.	School-wide SEL program designed to help students and staff/faculty develop social and emotional learning competencies.	K-4	Sept - June	Staff/Faculty; CRS counselor; school psychologists, Administration	Attendance; Teacher/staff and student feedback
PALS Peer program	M1, M3 B-SMS 1, 2 B-SS 2, 3, 4, 6, 7, 8, 9	Student volunteers are trained and given opportunities to help peers with making friends during recess.	3-4	October - June	CRS counselor	Student and teacher feedback
Panther Peers program	M1, M3 B-SMS 1, 2 B-SS 2, 3, 4, 6, 7, 8, 9	Student volunteers are trained and given opportunities to help and play with peers with autism during recess.	3-4	October - May	School psychologists; CRS counselor	Student and teacher feedback
Peace Table	M1, M3 B-SMS 1, 2, 7 B-SS 2, 4, 6, 8	After initial presentation by the counselor, students are invited to use the Peace Table for emotional regulation and conflict resolution in the classroom.	1, 2	Sept - June	CRS counselor; 1st and 2nd grade Teachers	Student and teacher feedback
Kelso's Choice Conflict Resolution program	M1, M2, M3 B-LS 7,9 B-SMS 1,2,4,5,7,9 B-SS 1,2,3,4, 5,6,7,8,9	Curriculum is designed to teach problem-solving and conflict resolution skills. Posters placed throughout the building are designed to be reminders for students.	K - 4	Sept - June	CRS counselor	Student and teacher/staff feedback

Wellness Fair	M1, M6 B-LS 10  B-SMS 1,4,7,8,9  B-SS 2,3,4,5,6,8	Event designed to help students be aware of healthy eating, stress reduction activities, exercise, positive thinking, mental and physical health strategies.	K-4	March	Administration; Staff/Faculty; CRS counselor	Student and teacher/staff feedback
Anti-bullying Assembly	M1, M3  B-SMS 1,7,9  B-SS 2,3,4,5,8	Assembly is designed to reduce bullying, increase empathy, and empower students with anti-bullying strategies	K-4	Oct-June	School staff, administration	Student and teacher feedback; student understanding of concepts and strategies
Child Study Team (Instruction IST/ Behavioral BST)	M1, M2, M5  B-LS 3,4,6,7  B-SMS 1,2,5,6,7,8,10  B-SS 1,3,9	Students are referred to IST for instructional needs and BST for behavioral needs. Support for students with significant needs/concerns include a plan of action and coordination of services based on a RTI-tiered approach.	K-4	Sept - June	School psychologists, CRS counselor, special education teachers, support specialists, administration	Action plan is created; 6-8 week progress is reviewed with Team
Parent teacher conferences	M1, M3  B-LS 7  B-SS 2, 3	Guidance (and school psychologists) participate in parent teacher conferences as needed	K-4	Sept - June	CRS counselor, school psychologists, teachers	Progress is reviewed; Short-term and long-term goals are created
Parent consultation	M1, M2, M3, M4, M5, M6  B-LS 3,4,5,7,10  B-SMS 1-10  B-SS	Parents are provided with support via in person-meeting, email, or phone conversation.	K-4	Sept - June	CRS counselor, school psychologists, school staff	Parent and teacher feedback

	1,2,3,4,5, 6,8,10					
Parent Workshop: Internet Safety	M1  B-LS 5,7,10  B-SMS 4,6,7,9,10  B-SS 1,2,3,5,8,9	A presentation on internet safety, digital citizenship, and safety guidelines on screen time is provided to parents	K-4	October	CRS counselor, Director of Technology, police officer, computer science teacher	Parent Attendance, parent and staff feedback
DBT Team meetings	M1, M5, M6  B-LS 7  B-SMS 1,2,4,5,7,10	Guidance and school psychologists meet weekly	K-4	Sept - June	CRS counselor, school psychologists	Plan of action created, short-term and long-term goals created
RULER Team meetings	M1, M3, M6  B-LS 7  B-SMS 1,2,4,5,7,10	Team meets monthly to discuss implementation of RULER SEL on a school-wide basis	K-4	Aug - July	CRS counselor, teachers, school psychologists, administration	Plan of action created, short-term and long-term goals created
Faculty meeting presentation	M1, M3, M6  B-LS 7  B-SMS 1,2,4,5,7,10	Presentations on RULER SEL topics	K-4	Aug - June	RULER team, complete staff, administration	Staff anecdotal understanding of RULER SEL practices
Grade Team meetings	M1, M6  B-LS 3  B-SMS 1, 5, 10  B-SS 2,3	Conferences scheduled as needed to discuss student concerns and needs	K-4	Sept - June  (as needed)	CRS counselor, teachers, school psychologists	Plan of action created

Crisis Intervention	M1, M2, M3, M6 B-LS 3,4,7,10 B-SMS 1,2,3, 4,5,6,7,8,9,10 B-SS 1,2,3,6,8,9	Support provided for students and teachers who have significant needs	K-4	Sept - June (as needed)	CRS counselor, school psychologists, administration, teachers/staff	Plan of action created; short-term and long-term goals set
CSE/504 meetings	M1, M2, M5, M6 B-LS 3,4,7,10 B-SMS 1,2,3, 4,5,6,7,8,9,10 B-SS 1,2,3,6,8,9	Participate in meetings with parent and school staff to discuss student progress and determine options for support	K-4	Sept - June	School psychologists, CRS counselor; support specialists; administration, teachers	Progress reviewed; Plan of action created
Teacher consultations	M1, M3, M6 B-LS 3, 4 B-SMS 1,2,3,4,7,9,10 B-SS 2,3,6,8,9	Teachers are provided with support concerning students	K-4	Sept - June	CRS counselor, school psychologists, administration	Plan of action created; short-term and long-term goals set
Individual, group, and crisis counseling	M1, M2, M3, M6 B-LS 3, 4, 7 B-SMS 1,2,3,4, 5,6,7,9,10 B-SS 1,2,3,4, 5,6,7,8,9	Support a wide range of needs for students that have been identified by teachers, parents or via self referral	K-4	Sept - June	CRS counselor, school psychologist	Plan of action created; short-term and long-term goals set; Student and teacher feedback

Guidance classes	M1,M2,M3,M6 B-LS 3,4,7 B-SMS 1,2,4,5,6,7,9 B-SS 1,2,3,4, 5,6,7,8,9	Curriculum is designed to teach emotional regulation, self esteem, technology safety and decision making skills through classroom guidance lessons	K-4	September- June	CRS counselor	Student/classroom discussion and classwork completion
Safety Lessons	M1 B-SMS 1,2,7,9,10 B-SS 1,2,3,4,5,8,9	Curriculum is designed to teach personal safety. Internet Safety lessons are also provided for 4th grade students.	K, 2, 4	Sept - June	CRS counselor	"Good Touch/Bad Touch" and Internet Safety
DBT skills group	M1 B-LS 1 B-SMS 2,4,6,7,9,10 B-SS 1,2,3,4,6,9	Co-lead groups with psychologists based on DBT skills manual focusing on mindfulness, distress tolerance, emotion regulation, and interpersonal relationship skills	October - June	3-4	CRS counselor, school psychologists	Diary Card
Academic Placement meetings / transition articulation with middle school staff	M1, M2 B-LS 6 B-SMS 10	Meet with middle school staff to provide information about student academic concerns and discuss placement	4	Jan - Feb	Administration; Faculty/Staff; school counselor; school psychologists	Students placed appropriately in middle school classes
Transition articulation with Middle school SEL support staff	M1, M6 B-LS 6 B-SMS 10	Meet with middle school counselor and psychologist to provide information about student concerns and discuss support options	4	April - June	CRS counselor, school psychologists	Students needs discussed; Students placed appropriately in middle school classes
4th grade - Introduction to middle school via 5th grade ambassador	M1,M2,M3,M6 B-LS 7	Students are provided with an overview of middle school (AMS)	4	May/June	CRS counselor, AMS counselors	Anecdotal understanding of middle school practices

visit	B-SMS 1,10 B-SS 2,3,4,8					
CRS Guidance Webpage	M1,M2,M3,M6 B-LS 5 B-SS 8	Update and manage guidance website to contain up-to-date, relevant and helpful information for students and parents	K-4	Sept - June	CRS counselor	Track
State testing proctoring/support	M5 B-LS 6	Provide proctor assistance and administer make-up exams	3-4	April - May	CRS counselor	Completion of state test by all test takers with required materials
Collaboration with outside professionals	M1 B-SMS 6, 7,8,9,10 B-SS 1,3,8,9	Consult with outside providers to figure how to best support students in the school environment.	K-4	Sept - June	School psychologists; CRS counselor	Student observation
Collaboration with PTA	M1, M3 B-SMS 6 B-SS 2,3,8	Collaboration with PTA to advocate funding for students with economic needs. Also advocacy for projects and programs through PTA grants.	K-4	Sept - June	Administration; Staff/Faculty; CRS counselor	Student and staff feedback
Collections for Local community	M1, M3 B-LS 10 B-SMS 1,8 B-SS 2,3,4,5,7	Collections for local communities support the school's character program to be kind and caring towards others	K-4	Nov - June (as needed)	CRS counselor, teachers, school psychologist	Student and staff feedback