

Sayville Public Schools



District Counseling Plan

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Introduction

This K-12 Guidance Plan is designed as a resource for members of the Sayville School District Student Services Team and the Sayville School District educational community. The plan supports the overall mission of the district by promoting student achievement, college and career planning and personal social development for every student. Pupil Personnel Services team members, using their leadership, advocacy, teaming and collaboration, and data-driven decision-making skills, will ensure that every student in the Sayville School District will have access to a quality and equitable education. This plan is aligned with the New York State Counselor Association's Model Comprehensive K-12 Counseling Program and is in compliance with the New York State Education Regulation 100.2(j).

Please note that this is a living document. We encourage the K-12 PPS Team to refine this document as current information and resources become available. Counselors are encouraged to use this document as a guideline for further enhancement of the activities listed within the Guidance Plan to meet the needs of the student body. It is recognized that the development of any program is a process of continuous improvement, not a one-time event. A properly implemented program focuses school resources on student achievement and increases collaboration between educational professionals within schools.

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 effectively participate in their current and future educational programs; to help students who exhibit any attendance, academic, behavioral or adjustment problems; to educate 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 counselors, 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;
- D. To help students who exhibit any attendance, academic, behavioral or adjustment problems; 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; 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.

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 districts, and revisions shall be made as necessary.

Nonpublic schools. Each Nonpublic secondary school shall provide a guidance and counseling program for students in grades 7-12.

Sayville School District Mission Statement

The Sayville School District, together with the entire community is committed to fostering a safe, healthy, and nurturing environment which provides all students with the attributes needed for lifelong learning, career readiness, and responsible citizenship.

Values

We strongly believe that the most vibrant and productive classroom settings infuse a deep sense of caring about student well-being while maintaining a commitment to joyful, engaging, and thoughtful learning experiences for all students at every level.

Core Beliefs

Our highest priority is the health, safety and well-being of Sayville's children. Public education is the hope of the future. As a district we are committed to the following core beliefs and will work to ensure that the Sayville experience is meaningful for all of our students:

- Every child must feel respected and valued.
- Each child's journey is unique; our job is to ensure success under all circumstances.

- The voices of our students, faculty, staff and families matter to us.
- We are committed to learning and growing as professionals, leaders and educators.
- Our role is to inspire passion for learning throughout this learning community.

Rationale for School Counseling Programs

The primary goal of school counseling programs is to promote and enhance student learning through three broad and interrelated areas of student development. Each of these areas encompass a variety of desired student learning competencies, which in turn are comprised of specific knowledge, attitudes and skills, which form the foundation of the developmental school counseling program. The three areas of student development are academic development, career development, and social/emotional development. A comprehensive school counseling program is developmental and systematic in nature, sequential, clearly defined, and accountable. The program is proactive and preventive in its focus and it assists students in acquiring life-long learning skills. School counseling programs are developed by focusing on needs and issues related to various stages of student growth. There is a commitment to individual uniqueness and the maximum development in the three major areas, academic, career, and personal/social development.

Roles and Responsibilities

The Pupil Personnel Services Team in the Sayville School District consists of School Counselors, School Social Workers, and School Psychologists. The individual expertise of each PPS member provides students with the highest level of professionalism towards achieving success in a K-12 educational setting.

The PPS members generally:

- ◆ Collaborate and consult with administrators, educators, parents, and other Student Service providers in achieving student success
- ◆ Advocate for students' academic, social, personal, and emotional needs
- ◆ Participate in parent-teacher conferences
- ◆ Provide classroom lessons on academic, social/personal, and career/college skills
- ◆ Provide individual/group counseling and mediation
- ◆ Provide crisis intervention, risk assessment, and ongoing evaluation
- ◆ Attend meetings for Committee on Special Education, RTI data Team, and 504 Committee, Committee on Preschool Special Education
- ◆ Provide staff in-service training when appropriate
- ◆ Are mandated reporters for Child Protective Services
- ◆ Serve as "point of entry" liaison for students entering or leaving mental health facilities
- ◆ Prepare constituent communication including newsletters, web pages, etc.
- ◆ Participate in professional development activities through professional memberships

School Counselor

School Counselors responsibilities may include, but are not limited to:

- ◆ Counseling students in developing academic, personal, social and college/career plans, goals and skills
- ◆ Counseling families and students on the college search and application process. Counselors work with students to complete their college applications, activity resume, college essays and community scholarship applications.
- ◆ Coordinating and administering PSAT, SAT/ACT, and Pre-ACT testing, including Services for Students with Disabilities
- ◆ Presenting classroom instruction on career exploration, standardized testing, course selection, college preparation/application, summer programs, and graduation requirements
- ◆ Presenting grade level parent/guardian workshops on college and financial aid application process, developmental issues, and graduation requirements
- ◆ Counseling students at-risk and exploring alternative programs
- ◆ Advising and registering new students and monitoring their adjustment to school
- ◆ Coordinating the review and selection process of awards and scholarship programs
- ◆ Serving as a liaison for students in alternative programs
- ◆ Assisting in Master Schedule development and implementation
- ◆ Verifying student diploma requirements
- ◆ Meeting with teams and individual teachers to monitor student academic progress, behavior and social-emotional well being
- ◆ Scheduling and facilitating team meetings with teachers and parents
- ◆ Referring students to the Instructional Support Team (IST) for possible building level interventions
- ◆ Attend and prepare for weekly PPS Meetings to discuss and support our most “at-risk” students.
- ◆ Participate in CSE Meetings for all assigned students
- ◆ Providing referrals to parents/guardians for tutoring
- ◆ Consultation with parents, staff and outside agencies regarding individual student development and needs
- ◆ Processing Summer School registration
- ◆ Developing and monitoring Guidance Department budget
- ◆ Supporting Guidance Office Assistant and Secretary
- ◆ Serving as liaison with NCAA Eligibility Clearinghouse for student athletes
- ◆ Maintaining relationships with post-secondary institutions and staying current with post-secondary trends and policies
- ◆ Posting grade level information in Google Classroom

School Social Worker

School Social Workers responsibilities may include, but are not limited to:

- ◆ Providing intensive and ongoing counseling and case management services
- ◆ Developing treatment plans and counseling goals
- ◆ Assessing for AIS counseling eligibility
- ◆ Assessing student behavioral functioning and creating appropriate behavioral management plans in conjunction with team members
- ◆ Providing ongoing group counseling for students focusing on self-esteem, grief, social skills, coping skills, divorce/separation, and anger management
- ◆ Implementing social-emotional programming to address various needs
- ◆ Implementation of the STRIDES Wellness Program
- ◆ Coordinating school-wide special activities and programs
- ◆ Participating in new student orientations and assisting with students transitioning into the District
- ◆ Acting as liaison for community programs
- ◆ Collaborating with outside mental health professionals to coordinate care for students and families in treatment
- ◆ Serving as liaison for mandated programs including Child Protective Services (CPS), Probation, Person in Need of Supervision (PINS), and appointed law guardians
- ◆ Maintaining professional licensing through the Office of Professions
- ◆ Implementing and coordinating services for homeless students within our district
- ◆ Providing Individualized Education Plans (IEP), 504, and AIS individual and group counseling
- ◆ Assisting in the writing and development of student Individualized Education Plans (IEP's)
- ◆ Counseling students at-risk and exploring alternative programs

School Psychologists

School Psychologists responsibilities may include, but are not limited to:

- ◆ Conducting and reporting on psychological and psycho-educational evaluations
- ◆ Conducting Functional Behavioral Assessments (FBA's)
- ◆ Generating and tracking Behavioral Intervention Plans (BIP's) utilizing information yielded from Functional Behavioral Assessments (FBA's)
- ◆ Implementation of appropriate behavioral modification approaches through staff consultation
- ◆ Consultation with parents, staff and outside agencies regarding individual student development and needs.
- ◆ Addressing social/emotional/behavioral learning needs through classroom lessons and/or programs when appropriate

- ◆ Providing Individualized Education Plans (IEP), 504, and AIS individual and group counseling
- ◆ Serving as New York State Education Department legally mandated members of the Committee on Special Education (CSE)
- ◆ Serving as members of the Committee of Preschool Special Education (CPSE).
- ◆ Serving in capacity as subcommittee CSE Chairperson for meetings as needed
- ◆ Assisting in the writing and development of student Individualized Education Plans (IEP's)
- ◆ Observing and recording information on students that are educated in facilities outside of the District
- ◆ Coordinating and participating in the screening process of new entrants to the School District
- ◆ Conducting cognitive, social/emotional, behavioral and/or motor screenings
- ◆ Evaluating appropriate alternative education programming and placement
- Program Management and Evaluation: School counselors regularly collect and analyze data to evaluate the program and continue updating program activities.

NYS Guidance Goals

Guidance Programs for grades K- 5

- Goal 1: Prepare students to participate effectively in their current and future educational programs.
- Goal 2: Help students who exhibit attendance, academic, behavioral or adjustment problems.
- Goal 3: Educate students concerning personal safety.
- Goal 4: Encourage parental involvement in their children's education.

Guidance Programs for grades 6-8

- Goal 5: Review each child's educational progress and career plans annually
- Goal 6: Teach students about various careers and help them to develop career planning skills.
- Goal 7: Provide assistance to enable students to benefit from the curriculum, as well as the following:
 Develop and implement post-secondary education and career plans
 Help students who exhibit attendance, academic, behavioral and/or adjustment problems.
- Goal 8: Encourage parental involvement in the educational process.

Guidance Programs for grades 9-12

- Goal 9: Review each child's educational progress and career plans annually. Help students successfully transition from the middle school to the high school.
- Goal 10: Teach students about various careers and help them to develop career planning skills.
- Goal 11: Provide assistance to enable students to benefit from the curriculum, as well as the following:
Develop and implement post-secondary education and career plans
Help students who exhibit attendance, academic, behavioral and/or adjustment problems.
- Goal 12: Encourage parent/guardian involvement in postsecondary planning, while guiding students to become more independent and to advocate for themselves in relation to future college/career goals.

Comprehensive programs for students in grades K – 5 include:

- Goal 1: Prepare students to participate effectively in their current and future educational programs.
- Goal 2: Help students who exhibit attendance, academic, behavioral or adjustment problems.
- Goal 3: Educate students concerning personal safety.
- Goal 4: Encourage parental involvement in their children's education.

Goal 1

Prepare students to participate effectively in their current and future educational programs.

Target population: Grades K-5

Objectives:

- ◆ Students will acquire the knowledge and skills which will foster effective learning in school and across the lifespan.
- ◆ Students will acquire the knowledge and interpersonal skills to help them understand and respect themselves and others.
- ◆ Students will make decisions, set goals, and take necessary action to achieve goals.
- ◆ Students will acquire knowledge of personal safety strategies and skills.

Annual Assessment:

- ◆ Report cards will document achievement each trimester. Standardized test results.
- ◆ Teacher observations of student's personal, academic and social growth.
- ◆ Knowledge of family dynamics and home life.

- ◆ Faculty and administrators will assess the articulation of students as they progress to the next grade through observation and review of grades, incidents, school openings, etc.

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
UPK & K Screening	All UPK Kindergarten Students	Classroom Teachers, Speech/Language Teacher, Reading Specialist, Psychologist,	Principal, Social Worker	May Ongoing
Kindergarten Instruction to School Success (KISS)	Kindergarten Parents	Principal, Psychologist, Social Worker, Teachers,		June
K Orientation	All Kindergarten Students	Classroom Teachers	Principal, Psychologist, Social Worker	September
Parent Information Night	All Parents	Classroom Teachers	Principal, Psychologist, Social Worker	September
Unit, chapter and standardized testing reveal student strengths & weaknesses	K-5	Classroom Teachers	School Psychologist	On-going
Grade Level Meetings	K-5	Classroom Teachers, Reading Specialists, Math Teachers	Principal	Ongoing
Universal Screening and trimester assessments/RtI	K-5	Classroom Teacher, AIS Teachers, Problem Solving Team	Principal, Psychologist, Social Worker	Ongoing
Problem Solving Team meetings	K-5	Problem Solving Team members, classroom teachers	Principal PPS	Ongoing
Team Meeting/IST	K-5	Classroom Teacher, AIS Teachers, Social Worker, Psychologist, Principal	Parents	Ongoing
CSE/504	K-5	Classroom Teacher, AIS Teachers, Social Worker, Psychologist, Principal	Parents	Ongoing
Transition Meeting 5 th - 6 th	5 th Grade	Classroom teachers, PPS staff	Principal	June

Goal 2

Help students who exhibit attendance, academic, behavioral or adjustment problems.

Target population: Grades K-5

Objectives:

- ◆ Students will acquire the knowledge and skills which will foster effective learning in school and across the lifespan.
- ◆ Students will acquire the knowledge and interpersonal skills to help them understand and respect themselves and others.
- ◆ Students will make decisions, set goals, and take necessary action to achieve goals.
- ◆ Students will acquire knowledge of personal safety strategies and skills.

Annual Assessment:

- ◆ Improved student attendance will be assessed by monthly and year-end attendance and tardiness reports.
- ◆ Improvement of student behavior will be assessed by the reduction of reported disciplinary problems, and decrease in referrals to Administration, by individual students and groups as a whole.
- ◆ Improved student adjustment to school will be noted by the classroom teacher and school staff.

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
Regular attendance reporting	K-5	Classroom teachers, attendance aide	Principal, nurse, social worker	On-going
Telephone calls to parents	Absent students	Attendance aide, nurse	Principal, classroom teachers, social worker	On-going
Written communication to parent/guardian regarding excessive absences	Students with excessive absences	Principal	PPS staff	As needed based on information from Student Information System
Parent Conferences	Student with excessive absences	Principal, social worker	PPS Staff	As needed
Parent Teacher Conferences	Students identified as struggling	Classroom Teacher	Principal, Psychologist	As needed

	educationally in grades K-5			
Problem Solving Team/RtI	Students who continue to fall below academic standards	Principal, Psychologist, Social Worker, Classroom Teacher, Reading Specialist, Math Teacher, Speech Teacher		As needed
Academic Intervention Support	Students in need of this service	Principal, AIS teachers, Problem Solving Team		On-going
Counseling	Students in need of this service	School Psychologist, Social Worker	Principal, classroom teacher	On-going
Referral to CSE	Students in need of this service	IST		As needed
Referral to community agencies	Students in need of this service	Social Worker	Psychologist, Principals	As needed

Goal 3

Educate students concerning personal safety.

Target population: Grades K-5

Objectives:

- ◆ Students will acquire knowledge of personal safety strategies and skills.

Annual Assessment:

- ◆ Classroom teacher’s observation of student responses and parental feedback.

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
Instruction, assemblies, workshops regarding personal safety	K-5	Classroom Teachers, Physical Education teachers	Nurse Social Worker Psychologist Outside presenters	As needed
Health Education Program	K-5	Classroom Teachers	Nurse	Ongoing

Fire prevention Program	K-5	Classroom Teachers	Principal	Annual
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Goal 4

Encourage parental involvement in their children’s education.

Target population: Grades K-5

Objectives:

- ◆ Parents will gain insights into their child’s academic and social progress.
- ◆ Parents will understand and participate in plans to remediate any academic and/or behavioral problems their child might display.
- ◆ Parents will gain the skills to help their child make decisions, set goals and take necessary action to achieve goals.
- ◆ Parents will recognize the importance of their school involvement as it relates their child’s success.

Annual Assessment:

- ◆ Parental awareness of educational services, programs and goals will be assessed by parental feedback.
- ◆ Parent contact will be assessed by teacher and administrative observation.

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
Parent Information Night	K-5 parents	Principal, Classroom Teachers, PPS staff, Special Area Teachers		September
Parent Teacher Conferences	K-5 Parents	Classroom teachers	Principal	November/December Ongoing
Notices to Parents: report cards, progress reports, informal communication	K-5 Parents	Classroom Teachers	Principal, Social Worker	On-going
PTA	K-5 Parents	Principal, Classroom Teachers		On-going
Book Fair	K-5 Parents	Principal	PTA	Varies by Building
Family Nights/Events	K-5 Parents	Principal	PTA	Varies by Building

Site-Based Team	Teacher, Parent, Admin Representatives	Teacher, Parent, Admin Representatives	Parent Rep	Monthly
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Comprehensive programs for students in grades 6-8 include:

- Goal 5: Review each child’s educational progress and career plans annually
- Goal 6: Teach students about various careers and help them to develop career planning skills.
- Goal 7: Provide assistance to enable students to benefit from the curriculum, as well as the following:
 - Develop and implement post-secondary education and career plans
 - Help students who exhibit attendance, academic, behavioral and/or adjustment problems.
- Goal 8: Encourage parental involvement in the educational process.

Goal 5

Review each child’s educational progress and career plans annually

Target population: Grades 6-8

Objectives:

- ◆ Students will acquire the knowledge and skills that will foster lifelong learning both in school and across the lifespan.
- ◆ Students will complete school with the academic preparation essential to choose from a wide range of post-secondary options, including college and career.
- ◆ Students will explore the relationship of academics to the world of work and to a life at home and community.
- ◆ Students will acquire the skills to investigate the world of work in relation to their own personal knowledge of self and to make informed career decisions.
- ◆ Students will employ strategies to achieve future career goals with success and satisfaction. Students will explore the relationship between personal qualities, education, training and the world of work.
- ◆ Students will make decisions, set goals, and take necessary action to achieve goals with a strong understanding of self and interpersonal relationships.

Annual Assessment:

- ◆ Review of academic progress and career interest inventory to verify that they contain current information for next step(s) for student’s future goals.
- ◆ Counselor notation indicating completion of student planning process.
- ◆ Student feedback and self-evaluation concerning their educational and career planning progress.

- ◆ Parent/Guardian feedback regarding their child’s educational and career planning progress.

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
Individual student/counselor conference	6-8	School Counselors	Naviance	Ongoing
Group educational and Career counseling sessions	6-8	School Counselors, Classroom Teachers	Naviance	Ongoing
Academic Reviews	6-8	School Counselors, Classroom Teachers	IST, Assistant Principal	Ongoing
Grade level team meetings	6-8	School Counselors, Classroom Teachers, Dept Chairs	Principal, Assistant Principal	Ongoing
Transition Meetings	6-8	School Counselors, PPS staff	Principal, Assistant Principal	June

Goal 6

Teach students about various careers and help them to develop career planning skills.

Target population: Grades 6-8

Objectives:

- ◆ Students will acquire skills to investigate the world of work in relation to knowledge of themselves and their interests and begin to make informed decisions about career paths and choices.
- ◆ Students will employ strategies to achieve future career goals with success and satisfaction.
- ◆ Students will explore the relationship between personal qualities, education, training and the world of work.

Annual Assessment:

- ◆ Counselor feedback and evaluation of student plans
- ◆ Student and parent feedback.

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
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Naviance- Career Exploration	6-8	School Counselors	FACS teachers, Classroom Teachers	Fall/Spring
Individual/group instruction on career exploration	6-8	School Counselors, FACS teachers	Naviance	Fall/Spring
STRIDES Program (SEL)	6-8	SWs & Counselors		Ongoing

Goal 7

Provide assistance to enable students to benefit from the curriculum, as well as the following:

Develop and implement post-secondary education and career plans

Help students who exhibit attendance, academic, behavioral and/or adjustment problems.

Target population: Grades 6-8

Objectives:

- ◆ Students will acquire the knowledge and skills contributing to effective learning in school and across the lifespan.
- ◆ Students will complete school with the academic preparation essential to choose from a wide range of substantial high school offerings in order to ultimately create college and career readiness.
- ◆ Students will gain exposure to the relationship between academics and the world of work.
- ◆ Students will acquire the knowledge and interpersonal skills to help them understand and respect themselves and others.
- ◆ Students will make decisions, set goals, and take necessary actions to achieve goals.

Annual Assessment:

- ◆ Increased student participation in class activities.
- ◆ Increased student participation in extra-curricular activities and tutorial assistance programs.
- ◆ Teacher, student and parent feedback.

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
6 th Grade Parent Orientation	Incoming 6 th grade parents	Principal, Assistant Principal	Social Workers, School Counselors	May
MS Locker Day	6 th Graders	Principal		August
MS Grade Orientation	6 th Graders	Principal, Assistant Principal, PPS Staff, School Counselors		August

Anti-bullying/ Harassment/ Relationships lessons	6-8	PPS staff	LICAB Partnership	Ongoing
IST Meetings	6-8	PPS staff, School Counselors, Classroom Teachers	Assistant Principal	Ongoing
Extra help	6-8	Classroom Teachers	PPS staff	Ongoing
Review of report cards	6-8	School Counselors	Principal, Assistant Principal, Classroom Teachers	Each quarter
AIS Support	Identified students in grades 6-8	AIS providers School Counselors	Principal, Assistant Principal	Ongoing
Student/Teacher Conferences	Students exhibiting behavioral or adjustment problems 6-8	Classroom Teachers	Principal, Social Worker, School Counselor	As needed
Teacher/Parent/ Principal Conferences	Students exhibiting behavioral or adjustment problems 6-8	Principal, Classroom Teachers	PPS Staff	As needed
Classroom Instruction	6	Classroom Teachers, PPS Staff	Principal, Assistant Principal	Ongoing

Goal 8

Encourage parental involvement in the educational process.

Target population: Grades 6-8

Objectives:

- ◆ Parents will be made aware that their student will complete school with the academic preparation essential to choose from a wide variety of substantial secondary options, ultimately leading to college and career readiness.
- ◆ Parents will gain insights into their child's academic and social progress.
- ◆ Parents will gain the skills to help their child make decisions, set goals and take necessary action to achieve goals.

- ◆ Parents will recognize the importance of their school involvement as it relates their child’s success.

Annual Assessment:

- ◆ Feedback from parents and students.
- ◆ Improved student performance.

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
6 th grade orientation	Incoming 6 th grade parents 6 th Grade Parent Handbook	Principal, Assistant Principal, School Counselors	Technology Support	May/June
Parent/student/counselor conferences for student programs	6-8	School Counselors		Ongoing
Evening presentations on current issues	6-8	Principal, School Counselors, Social Worker	Outside speakers and agencies	Ongoing
Information about course placement	6-8	Classroom Teachers, Department Chairs, School Counselors	Technology Support, School Webpage, Google Classroom	Spring
Team/Grade level webpages	6-8	Classroom Teachers, School Counselors	Technology Support, Google Classroom	Ongoing

Comprehensive programs for students in grades 9-12 include:

- Goal 9: Review each child’s educational progress and career plans annually & help students successfully transition from the middle school to the high school.
- Goal 10: Teach students about various careers and help them to develop career planning skills.
- Goal 11: Provide assistance to enable students to benefit from the curriculum, as well as the following:
 Develop and implement post-secondary education and career plans
 Help students who exhibit attendance, academic, behavioral and/or adjustment problems.
- Goal 12: Encourage parental involvement in the educational process.

Goal 9

Review each child’s educational progress and career plans annually

Target population: Grades 9-12

Objectives:

- ◆ Students will acquire the knowledge and skills which will foster and strengthen effective learning in school and across the lifespan.
- ◆ Students will gain knowledge of the correlation between their academic learning to the workforce, life at home, and community involvement.
- ◆ Students will acquire the skills to understand and investigate the world of work with a strong relationship to their understanding of self in order to make informed career path decisions.:
- ◆ Students will make decisions, set goals, and take necessary action to achieve goals.

Annual Assessment:

- ◆ Review of transcripts and career planning forms to verify that they contain current information for next step(s) for student’s future goals.
- ◆ Counselor notation indicating completion of student planning process.
- ◆ Student feedback and self-evaluation concerning their educational and career planning progress.
- ◆ Parent/Guardian feedback regarding their child’s educational and career planning progress.

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
Individual student/counselor conference	9-12	School Counselors	Principal Assistant Principal	Ongoing
Group educational and career counseling sessions	9-12	School Counselors	Principal Assistant Principal	Ongoing
Academic Reviews	9-12	School Counselors	IST Assistant Principal	Ongoing
Naviance	9-12	School Counselors	Principal, Assistant Principal	Ongoing
Junior Meetings	11	School Counselors	Principal, Assistant Principal	January-June
Senior Meetings	12	School Counselors, PPS staff	Principal, Assistant Principal	Sept- Dec
Academy of Applied	10	School Counselors	Principal	January

Technology Visitation				
FACD Job Training	9-12	School Counselors, PPS	Special Education Staff	Ongoing
Strength Explorer Questionnaire Completed Transition Survey	9	School Counselors	Naviance	January
SAT/ ACT Administration	10-12	School Counselors		Ongoing
SCCC Early College Program Introduced	10	School Counselors	Principal	Fall
Classroom presentations Common Application Essays and Letters	12	School Counselors	Teachers	Fall

Goal 10

Teach students about various careers and help them to develop career planning skills.

Target population: Grades 9-12

Objectives:

- ◆ Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- ◆ Students will employ strategies to achieve future career goals with success and satisfaction. Students will explore the relationship between personal qualities, education, training, and the world of work.

Annual Assessment:

- ◆ Counselor feedback and evaluation of student plans
- ◆ Student and parent feedback

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
Individual/group instruction on career exploration	9-12	School Counselors	Naviance, Career Zone	Fall/Spring
BOCES visitation/BOCES Assembly	10	School Counselors	Principal Assistant Principals	Jan/Feb

Road Trip Nation Achieve Works Personality Assessment	10	School Counselors	Parents Community	Jan/Feb/March
ACCESS VR Presentation	9-12	School Counselors	Principals Assistant Principals Parents	Spring
Senior Exit Survey	12	Principal		June

Goal 11

Provide assistance to enable students to benefit from the curriculum, as well as the following:
Develop and implement post-secondary education and career plans; Help students who exhibit attendance, academic, behavioral and/or adjustment problems.

Target population: Grades 9-12

Objectives:

- ◆ Students will acquire the knowledge and skills leading to effective learning in schools and ultimately leading to lifelong learning.
- ◆ Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including, but not limited to, college.
- ◆ Students will explore the relationship of academics to the world of work and to life at home and community.
- ◆ Students will acquire the knowledge and interpersonal skills to help them understand and respect themselves and others.
- ◆ Students will make decisions, set goals, and take necessary action to achieve goals.

Annual Assessment:

- ◆ Increased student participation in class activities.
- ◆ Increased student participation in extra-curricular activities and tutorial assistance programs.
- ◆ Teacher, student and parent feedback.
- ◆ Reduced incidence of non-attendance by students with attendance problems.
- ◆ Overall improvement in student attendance rate.

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
Transition Meetings	Incoming 9 th	School Counselors, PPS	Assistant Principal	June

Parent/Student Orientation	Incoming 9 th	Principal, School Counselors		August
Classroom Presentations on high school scheduling and courses	9-11	School Counselors	Assistant Principal	Fall/Winter
Achieve Works Intelligence & Road Trip Nation	11	Counselors		February
Individual/Group Counseling	Students in need 9-12	School Counselors, Social Workers, Psychologist	Assistant Principal, Teacher Referrals	Ongoing
Team Meetings	9-12	Assistant Principal, School Counselors, Psychologist, Social Worker, Classroom Teacher	Principal	Ongoing
College Fair	9-12	Assistant Principal, School Counselors		Spring
PPS Meetings	9-12	PPS Team		Weekly
Club Fair	9-12	School Counselors Teachers Principal		September
Parent Information Nights	9-12	School Counselors Assistant Principals		Ongoing
PSAT Administration/Method Learning Introduction	11/Open to grade 10 for early practice	School Counselors		Fall
SAT/ ACT Administration	10-12	School Counselors		Ongoing
Practice ACT Administration	10	School Counselors		
SCCC Early College Program Introduced	10	School Counselors	Principal	Fall

Goal 12

Encourage parent/guardian involvement in postsecondary planning, while guiding students to become more independent and to advocate for themselves in relation to future college/career goals.

Target population: Grades 9-12

Objectives:

- ◆ Parents will be made aware that their student will complete school with the academic preparation essential to choose from a wide variety of substantial secondary options, ultimately leading to college and career readiness.
- ◆ Parents will gain insights into their child’s academic and social progress.
- ◆ Parents will gain the skills to help their child make decisions, set goals and take necessary action to achieve goals.
- ◆ Parents will recognize the importance of their school involvement as it relates their child’s success.

Annual Assessment:

- ◆ Feedback from parents and students.
- ◆ Improved student performance.

Activity	Target Group	Staff Assigned	Other Resources	Dates of Activity
Orientation	Incoming 9 th grade parents	Principal, Assistant Principal, School Counselors		August
Report Cards	9-12	Classroom Teachers	Assistant Principal, Infinite Campus	Quarterly
Parent Information Nights	9-12	School Counselors	Assistant Principal	Sept-May
ACCESS- VR Transition	9-12	Principal, Special Education	School Counselors	Spring
College Information Night	12	School Counselors	Principal	Fall
College Representative Visits	12	School Counselors		Sept-Dec

Individual Junior Parent/Student Post HS Planning Appointments	11	School Counselors	Principals	March
Individual Senior Parent/Student Post HS Planning Appointments	12	School Counselors	Principals	October

K-12 Counseling Curriculum

ACADEMIC	K	1	2	3	4	5	6	7	8	9	10	11	12
SC K-12.2.1 Academic Development: Standard A													
<i>Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.</i>													
<i>Improve Academic Self-Concept</i>													
Articulate feelings of competence and confidence as a learner	X	X	X	X	X	X							
Display a positive interest in learning	X	X	X	X	X	X							
Take pride in work and in achievement	X	X	X	X	X	X							
Accept mistakes as essential to the learning process	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
<i>Acquire Skills for Improving Learning</i>													
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	X
<i>Achieve School Success</i>													
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							
Develop a broad range of interests and abilities							X	X	X	X	X	X	X
Demonstrate dependability, productivity and initiative										X	X	X	X
Share knowledge	X	X	X	X	X	X	X	X	X	X	X	X	X
SC K-12.2.2. Academic Development: Standard B													
<i>Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.</i>													
<i>Improve Learning</i>													
Demonstrate the motivation to achieve individual potential							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
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	X
Use knowledge of learning styles to positively influence school performance										X	X	X	X
Become self-directed and independent learners				X	X	X	X	X	X	X	X	X	X
<i>Plan to achieve Goals</i>													
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
Use problem-solving and decision-making skills to assess progress toward educational goals										X	X	X	X
Understand the relationship between classroom performance and success in school			X	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
SC K-12.2.3 Academic Development: Standard C													
<i>Students will understand the relationship of academics to the world of work, and to life at home and in the community.</i>													
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
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
SC K-12.1.1 Career Development: Standard A													
<i>Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</i>													
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				
Learn to make decisions							X	X	X	X	X	X	X
Learn how to set goals				X	X	X	X	X	X	X	X	X	X
Understand the importance of planning							X	X	X				
Pursue and develop competency in areas of interest							X	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
<i>Develop Employment Readiness</i>													
Acquire employability skills such as working on a team, problem-solving and organizational skills							X	X	X	X	X	X	X
Apply job readiness skills to seek employment opportunities										X	X	X	X
Demonstrate knowledge about the changing workplace							X	X	X				
Learn about the rights and responsibilities of employers and employees							X	X	X				
Learn to respect individual uniqueness in the workplace							X	X	X				
Learn how to write a resume											X		
Develop a positive attitude toward work and learning							X	X	X				
Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace							X	X	X	X	X	X	X
Utilize time- and task-management skills							X	X	X				
SC K-12.1.2 Career Development: Standard B													
<i>Students will employ strategies to achieve future career goals with success and satisfaction.</i>													
<i>Acquire Career Information</i>													
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
Know the various ways which occupations can be classified	X	X	X	X	X	X	X	X	X	X	X	X	X

Use research and information resources to obtain career information									X	X	X	X	X	X
Learn to use the internet to access career planning information									X	X	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
<i>Identify Career Goals</i>														
Demonstrate awareness of the education and training needed to achieve career goals	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Assess and modify their educational plan to support career goals									X	X	X	X	X	X
Use employability and job readiness skills in internship, mentoring, shadowing and/or other world of work experiences											X	X	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
SC K-12.1.3 Career Development: Standard C														
<i>Students will understand the relationship between personal qualities, education, training, and the world of work.</i>														
<i>Acquire Knowledge to Achieve Career Goals</i>														
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	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	X
Understand that the changing workplace requires lifelong learning and acquiring new skills									X	X				
Describe the effect of work on lifestyles									X	X	X	X	X	X
Understand the importance of equity and access in career choice									X	X	X	X	X	X
Understand that work is an important and satisfying means of personal expression								X	X	X	X	X	X	X
<i>Apply Skills to Achieve Career Goals</i>														

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						
Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences										X	X	X	X

Personal/Social Development	K	1	2	3	4	5	6	7	8	9	10	11	12
SC K-12.1.4 Personal/Social Development: Standard A													
Students will acquire the knowledge, attitudes, ad interpersonal skills to help them understand and respect self and others.													
<i>Acquire Self-Knowledge</i>													
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
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						
Distinguish between appropriate and inappropriate behaviors	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				
Understand the need for self-control and how to practice it		X	X	X	X	X	X						
Demonstrate cooperative behavior in groups				X	X	X	X						
Identify personal strengths and assets						X	X	X	X				
Identify and discuss changing personal and social roles								X	X				
Identify and recognize changing family roles					X	X	X						
<i>Acquire Interpersonal Skills</i>													
Recognize that everyone has rights and responsibilities					X	X	X	X	X	X	X	X	X
Respect alternative points of view					X	X	X	X	X	X	X	X	X

Recognize, accept, respect and appreciate individual differences								X	X	X	X	X	X
Recognize, accept and appreciate ethnic and cultural diversity								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
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						

SC K-12.1.5 Personal/Social Development: Standard B
Students will make decisions, set goals, and take necessary action to achieve goals.

<i>Self-Knowledge Applications</i>													
Use a decision-making and problem-solving model				X	X	X	X	X	X				
Understand consequences of decisions and choices				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
Develop effective coping skills for dealing with problems				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
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

SC K-12.1.5 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	X	X	X				
Learn the difference between appropriate and inappropriate physical contact	X	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			
Learn about the emotional and physical dangers of substance use and abuse					X	X	X	X	X	X			
Learn how to cope with peer pressure						X	X	X	X	X	X	X	X
Learn techniques for managing stress and conflict					X	X	X	X	X	X	X	X	X
Learn coping skills for managing life events							X	X	X	X	X	X	X