

**Whitesboro Central School District  
K-12 Comprehensive School Counseling Plan**



*Inspire – Cultivate – Empower*

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## New York State Part 100 Regulations - School Counseling Programs

The Whitesboro Comprehensive Counseling Plan aligns with the amended Commissioner's Regulation § 100.2(j) Guidance Programs and Comprehensive Developmental School Counseling/Guidance Programs effective July 1, 2019:

*§100.2(j) School Counseling*

*AMENDMENT TO THE REGULATIONS OF THE COMMISSIONER OF EDUCATION*

*Subdivision (j) of section 100.2 of the Regulations of the Commissioner of Education shall be amended, effective July 1, 2017, to read as follows:*

*(j) Guidance programs and comprehensive developmental school counseling/guidance programs.*

*(1) Guidance programs for public schools for school years prior to the 2019-2020 school year and for non-public schools. (i) Public Schools. Each school district shall have a guidance program for all students.*

*[(i)](a) 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 educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.*

*[(ii)](b) In grades 7-12, the guidance program shall include the following activities or services:*

*[(a)](1) an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;*

*[(b)](2) 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 school counselors;*

*[(c)](3) other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education 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 assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and*

*[(d)](4) the services of personnel certified or licensed as school counselors.*

*[(iii)](c) 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. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education DRAFT 18 | P a g e Division. Such plan shall 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; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.*

*[(2)](ii) Nonpublic schools. Each nonpublic secondary school shall provide a guidance and counseling program for students in grades 7-12.*

*(2) Comprehensive developmental school counseling/guidance programs. Beginning with the 2019-2020 school year, each school district shall have a comprehensive developmental school counseling/guidance program, for all students in kindergarten through grade 12. Each school district shall also ensure that all students in grades kindergarten through twelve have access to a certified school counselor(s), which for the city school district of the City of New York and the city school district of the City of Buffalo shall include a licensed guidance counselor(s) pursuant to Part 80 of the Commissioner's regulations.*

*(i) For all grades kindergarten through twelve, district and building level comprehensive developmental school counseling/guidance programs shall prepare students to participate effectively in their current and future educational programs as age appropriate, and be designed to address multiple student competencies including career/college readiness standards, and academic and social/emotional development standards. The comprehensive developmental school counseling/guidance program ("program") shall include the following activities or services:*

*(a) In grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with the teaching staff, and any appropriate pupil personnel service providers, for the purpose of preparing students to participate effectively in their current and future*

*educational programs, to provide information related to college and careers, and to assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns, and where appropriate make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports.*

*(b) For students in grades six through twelve, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans. For a student with disability, the plan shall be consistent with the student's individualized education program;*

*(c) school counseling/guidance core curriculum instruction for the purpose of addressing student competencies related to career/college readiness, academic skills and social/emotional development by a certified school counselor(s);*

*(d) other direct student services which may include, but need not be limited to, responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement, for the purpose of enabling students to benefit from the curriculum, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement. Provided that nothing herein shall prohibit certified or licensed school psychologists or certified or licensed school social workers pursuant to Part 80 of the Commissioner's regulations from providing other direct student services within their applicable scope of practice;*

*(e) indirect student services which may include but need not be limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy, and teaming.*

*(ii) Each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner in which the district shall comply with the requirements of this subdivision. In the case of the City School District of the City of New York, the Department of Education shall submit separate plans for each community school district, for the High School Division and for the Special Education Division. Such district and building level plans shall be developed by or under the direction of certified school counselor(s) and be updated annually, available for review at the district offices and each school building, and made available on the district's website.*

*(a) Each plan shall be developed annually and shall include program objectives, activities, program development and maintenance planning, school counseling curriculum, professional development planning, evaluation methods based on data analysis of program results and closing the gap analysis reports to inform program improvement, and assessment of the resources necessary to support positive student outcomes.*

*(b) Each plan shall also include the preparation of a program outcomes report that includes an analysis of all systematic components of a comprehensive developmental school counseling/guidance program as defined by this subdivision. Such report shall be annually presented to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.*

*(iii) Each school district shall establish a comprehensive developmental school counseling/guidance program advisory council to be comprised of representative stakeholders (such as parents, members of the board of education, school building and/or district leaders, community-based service providers, teachers, certified school counselors and other pupil personnel service providers in the district including school social workers and/or school psychologists). In the case of the City School District of the City of New York, the Department of Education shall establish a comprehensive developmental school counseling/guidance program advisory council for each community school district. The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program. The advisory council shall create and submit an annual report to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.*

*(3) Nothing in this section shall be construed to authorize any individual to provide professional services where certification is required under Part 80 of the Commissioner's regulations or where licensure is required under Title VIII of the Education Law.*

## **The Program**

- The counseling program will be aligned to the district's mission and vision statement.
- The Whitesboro School District's comprehensive developmental counseling programs includes all students K-12.
- All Whitesboro students K-12 have access to a certified school counselor.
- The Whitesboro K-12 counseling program is designed in coordination with the teaching staff to prepare students to effectively participate in their current and future educational programs; address multiple student competencies including career/college readiness standards, academic, and social/emotional development standards. For students in grades K-5, the program is designed by a certified school counselor in coordination with instructional and other Pupil Personnel staff.

## The Services

- The Whitesboro K-5 counseling program is designed:
  - To prepare students to participate effectively in their current and future educational programs
  - To provide information related to college and careers
  - To assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns
  - Where appropriate, to make a referral to a properly licensed professional and/or certified pupil personnel service provider for more targeted supports
- Certified school counselors provide students at Whitesboro in Grades 6-12 with an annual individual progress review plan, which reflects each student's educational progress and career plans; for a student with a disability, the plan shall be consistent with the student's individual education program (IEP).
- All Whitesboro students will complete the following activities or services:
  - School counseling core curriculum instruction for the purpose of addressing student competencies related to career/college readiness, academic skills, and social/emotional development by a certified school counselor.
  - Where appropriate, staff will make a referral to a properly licensed professional and/or certified pupil personnel service provider for more targeted supports.
  - Direct student services to enable students to benefit from the curriculum such as:
    - Responsive services
    - Crisis response
    - Group counseling
    - Individual counseling, appraisal, assessment and advisement
    - Assisting students to develop and implement postsecondary education and career plans
    - Assisting students who exhibit attendance, academic, behavioral or adjustment concerns
    - Encouraging parental involvement
  - Indirect student services that enable student to benefit from their education
    - Referrals to appropriately licensed or certified individuals
    - Consultation and/ or collaboration with others
    - Leadership, advocacy, and teaming activities

## **The Plan**

- The Whitesboro CSD has developed a district-wide & building level comprehensive school counseling plan that complies with the regulation requirements and is in accordance with the following:
  - Developed by or under the direction of a certified school counselor
  - The plan will be updated annually and a report will be presented to the Board of Education
  - The plan is filed in the district office and is available for review by any individual to obtain a hard copy of the plan or access it on the district website
  - The plan presents program objectives, which describe expectations of what students will learn
  - 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

## **Counseling Advisory Council (CAC)**

- The Whitesboro CSD will develop and maintain a counseling program advisory council.
  - Membership will include representative stakeholders.
  - The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program.
- The purpose of the council is to provide feedback on program goals (developed and explained by the school counselor), review program results (based on data presentations by the school counselors), make recommendations about the school counseling program, and serve as advocates for the program.
- The charge of the CAC is to address key paradigm shifts that pertain to quality control (doing the right things), quality assurance (ensuring what is done meets the needs of students and school community) and strategic positioning.
- Recommendations shall be formulated, documented and made available to the school administration and counseling staff to solidify a plan for completion. Further, the recommendations and corresponding action plan shall be shared with the superintendent, who shall then share said documentation with the Board of Education.
- The CAC will provide the district plan to the Board of Education annually, providing an overview of progress and plans for continued work of the CAC.



## **Board of Education Policy Authorization**

In accordance with Policy 8002, Whitesboro has developed a comprehensive, standards-based counseling program. Whitesboro's School Counseling Program values results-based best practices in order to better serve our students. The counseling support systems are goal oriented and developmental in nature, based on various types of student data (attendance, grades and behavior). More importantly, data is collected from students and parents via surveys, focus groups and individual meetings to assist in informing annual goals set by the counseling department. These services aim to help all students, no matter their individual circumstances, to maximize their potential and to develop the skills necessary to become contributing members of a global society.

## **Whitesboro's School Counseling Plan**

This plan has been designed to meet the current and future educational demands in order to better serve the Whitesboro school community. A contemporary counseling program is one that is results based, comprehensive, developmentally appropriate, proactive in nature, and designed to reach every student. When developing and implementing such a program, it is necessary that school counselors hold a comprehensive scope of skills that go beyond the fundamental counseling skills. In order to provide a data-driven program that aims to improve student achievement, school counselors must demonstrate the skills of leadership, advocacy, collaboration and data analysis. With this in mind, our school counselors have utilized a variety of professional development opportunities to increase their knowledge base. By focusing on these areas, they are proficient and suited to carrying out the needs of a modern school counseling plan.

The Whitesboro school counselors are divided among seven buildings, ranging from elementary school to high school. Our counselors are seen as leaders, advocates and vital educators in not only their assigned building, but within the Whitesboro school community as well. This is because the counselors are held to high standards of collaboration when it comes to the planning and implementation of our comprehensive school counseling program. This collaboration is guided by the belief that students should always be put first, a belief that has been woven into every aspect of the school counseling plan. In order to promote student success and close existing achievement gaps, the comprehensive plan incorporates a variety of direct and indirect support services, academic advising, skill development supports, and classroom guidance plans.

Our comprehensive school counseling model values content, process and accountability. School counselors are integral participants in collaborative programs that guide student achievement. Collaborating with teachers, administrators, community members, and families provides school counselors with information that can direct their programs. New York State school counselors with the support of superintendents, principals, and local boards of education can analyze and assess school counseling programs, implement programs through a variety of delivery systems, and maintain an accountability system that demonstrates effectiveness.

*The National Standards for School Counseling Programs (1997)* and the *National Model for School Counseling Programs*, both developed by the American School Counseling Association (ASCA), have shifted the focus of school counseling from a student-by-student system to a comprehensive and developmental program that focuses on academic, career, and personal/social development for every student. Our School Counseling Department strives to meet these recommendations and to provide research-based services in order to better serve our community. All staffing decisions are determined within the district's fiscal parameters and overall priorities.

The transformations that have occurred to the comprehensive school counseling program at Whitesboro continues to help meet the demands of the 21<sup>st</sup> Century educational system and will increase the continuity of services that are provided to our students in all seven buildings. The services provided by our school counselors play significant roles in the closing of a variety of achievement gaps and are a benefit to student learning. We believe our program, which will continue to adapt with educational changes and data results, can and will profoundly contribute to the well-being and success of our students.

## The Comprehensive Model

The comprehensive school counseling program is a framework for the systematic development, implementation, and evaluation of school counseling programs. The comprehensive school counseling plan was designed in a way that:

- Acknowledges the work of school counselors as advocates for students
- Creates results-based counseling programs that support diverse student populations
- Help to close learning gaps
- Aims to reach all students through the use of exemplary strategies that assess academic, career, and social/emotional progress
- Is guided by developmentally appropriate and goal-oriented student competencies

The process for delivery of the National Standards linked to the Common Core Standards is accomplished by utilizing each of the four components of the comprehensive model. The four main components of the model are:

1. **The foundation** of the program which addresses the belief and mission that every student will benefit from the school counseling program
1. **The management system** that presents the organizational process and tools needed to deliver a comprehensive school counseling program. These processes and tools include: agreements or responsibilities, use of data, action plans, time and task analysis, and monthly calendars
1. **The delivery system** which defines the implementation process and the components of the comprehensive model (guidance curriculum, individual planning with students, responsive services and system support)
1. **The accountability system** which helps school counselors demonstrate the effectiveness of their work in measurable terms such as impacts over time, performance evaluation, and a program audit

The National Model for School Counseling Programs speaks to the importance of accountability and having an organizational framework that documents and demonstrates “how students are different as a result of the school counseling programs.” A commitment to accountability shifts public perception from questions such as “what do school counselors really do?” to showing how school counselors are key players in the academic success for all students. While we will use the model as a guide, we will be progressive in our thinking and always evaluate and update what we are doing based on what is in the best interest of the students.

## **Whitesboro Central School Counseling Department Foundations**

### **School District Mission Statement**

To inspire, cultivate, and empower all learners to maximize their potential.

### **Counseling Mission Statement**

The mission of the Whitesboro School Counseling Department is to support the District's mission, by meeting the individual needs of all students by providing them with support, information, resources, and guidance through a comprehensive developmental school counseling program. The services provided by the Whitesboro school counselors empower students to develop the knowledge, skills, abilities and character needed to pursue their individual goals and become contributing members of our society.

### **School District Vision Statement**

Together with our community, the Whitesboro Central School District provides a dynamic, comprehensive program committed to relevant, engaging, individualized experiences, while fostering a culture of personal and professional growth in a safe, diverse, positive learning environment.

### **Counseling Vision Statement**

It is the vision that students graduating from Whitesboro High School will be college and career ready and will have the skills needed to maximize their academic success and social/emotional development. The comprehensive school counseling program supports students through a rigorous curriculum while providing a variety of opportunities for self-directed growth to become contributing and healthy members of a competitive global society.

### **Whitesboro School Counselor Belief Statements**

Counselors at Whitesboro believe that students learn best when:

- Counselors serve as active, positive role models following ethical standards
- Counselors advocate for all students
- They are challenged and actively involved through methods of instruction
- Counselors are responsive to their developmental needs
- Personal responsibility for learning is cultivated and developed
- The subject matter is relevant and taught by motivated and well-prepared staff
- Clear academic and behavioral expectations are communicated and understood
- Their individual strengths and efforts are encouraged and recognized, and specific and timely feedback on their performance is provided
- A school community where respect, acceptance for differences, and civility are modeled by all
- Valid data is used to inform decisions
- Their families are encouraged to take an active, supportive role in their education and basic human needs (shelter, nutrition) are met

## **Student Mindsets and Behaviors**

As a result of a comprehensive counseling program, students should demonstrate the following mindsets and behaviors as outlined by ASCA:

- **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 1) understand the connection between school and the world of work and 2) 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 lifespan.
- **Social/Emotional Development** – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

School counselors use these standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential. To operationalize the standards, school counselors select competencies that align with the specific standards and become the foundation for classroom lessons, small groups and activities addressing student developmental needs. The competencies directly reflect the vision, mission and goals of the comprehensive school counseling program and align with the school’s academic mission.

## **Professional Competencies**

**Counselor Competencies and Ethics** -The Whitesboro school counselor will reference the ASCA School Counselor Competencies (2010) as an outline of the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate their comprehensive, developmental, results-based school counseling programs.

The Whitesboro school counselor will also reference the Board of Education Policy 0010 Code of Ethics for All District Personnel, and the ASCA Ethical Standards for School Counselors (2010) for specific ethical behaviors necessary to maintain the highest standard of integrity, leadership and professionalism.

## **Annual Goals**

Program goals are developed annually in alignment with the vision, mission and the goals of the district, school and department. The goals will serve to guide the curriculum and corresponding action plans. A draft of yearly goals may be developed for each counselor at the beginning of the school year as part of their annual evaluation.

## Whitesboro Central School Counseling Department Management System

The management system incorporates organizational processes and tools to ensure that the Whitesboro school counseling program is organized, concrete, clearly delineated, and reflective of the school's needs.

**Program implementation** - Each counseling department level will decide how students will be assigned to counselors to ensure that each student has access to the counseling program. In addition, counselors will allocate time to:

- deliver guidance lessons,
- provide individual student planning,
- provide responsive services, and
- managing system support.

During the school year, counselors should monitor their time and determine the percentage of time spent in each component of the school counseling program.

**Use of Time** - District counselors recognize the value of delivery of services to students. It is recommended that school counselors spend **80% of their time in Delivery of Services to Students**. The remaining time is spent on Foundation, Management & Accountability.

Component	Elementary	Middle	High
Direct Delivery of Services	70% - 90%	70% - 90%	70% - 90%
Indirect Delivery of Services	10% - 15%	10%-15%	10%-15%
Foundation	5%	5%	5%
Management	10%-15%	10%-15%	10%-15%
Accountability	5%	5%	5%

**Use of Calendars:** Monthly calendars are used by counselors to guide program delivery. The Whitesboro School Counseling Department's annual calendars reflect the school's mission and the vision of having a comprehensive school counseling curriculum. The annual calendar provides a framework for the school counseling programs and helps guide the counselors in their individual daily and weekly calendars.

**Use of Data** - A comprehensive school counseling program is data driven. School counselors must show that each activity implemented is part of the program, and was developed from analysis of the students' needs, achievements, and/or related data. To do this, school counselors need to evaluate process, perception, and results data.

At each level (Elementary, Middle, and High School), school counselors will review and discuss data driven needs for the student population. This may include review of graduation rates, attendance, and standardized test scores. For every desired competency and result there must be a plan how the desired competency will be achieved. Each action plan should include: competencies addressed, description of activity, timeline in which the activity will be completed, who is responsible for delivery, means of evaluating student success, expected results.

Each counseling department will decide on a plan of action to meet student need. Counselors and the school district leadership team will agree on how services will be assigned to specific counselors.

## **Whitesboro Central School Counseling Department Delivery System**

### **Direct Student Services**

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

- **Classroom Activities:** school counselors present lessons in the classroom.
- **Group Activities:** school counselors conduct group activities outside of the classroom to address student's particular needs.
- **Curriculum Tools:** the Whitesboro counseling departments are utilizing curriculum tools such as Guidance Direct software and Google Classroom. Each program level identifies desired results, assessment evidence, and a learning plan. The curriculum tools are active and ongoing, and used in part with annual goals and progress.

### **Individual Student Planning**

Counselors monitor students' progress so they may achieve success in academic, personal/social, and career areas. This may be accomplished through:

- **Individual or Small Group Appraisal:** Work with students in analyzing and evaluating abilities, interests, skills, and achievement.
- **Individual or Small Group Advisement:** Work directly with students on achieving success in personal/social, academic, and career areas.
- **Case Management:** Monitor individual student's progress.
- **Placement:** Collaborate with school staff in determining the best educational setting for students as they meet their academic and social goals.

## **Responsive Services**

School counselors provide support and interventions to meet the needs of students. This is accomplished through:

- Individual and Small Group Counseling: Counseling is provided for students experiencing social, emotional, personal, or academic difficulties.
- Crisis Counseling: Short term counseling that is provided to students, families or staff as an immediate intervention to a crisis.

## **Indirect Student Services**

- Referrals: School counselors provide families with a variety of resources, both inside and outside of school, to better serve our students.
- Consultation: School counselors collaborate with families, school staff and community agencies to develop interventions for students.
- Interdisciplinary Activities: School counselors collaborate with school staff to implement curriculum across content areas.

## **System Support**

School counselors assess the effectiveness of the counseling program. This is accomplished through:

- Teaming: School counselors participate in district wide and building committees.
- Professional Development: School counselors regularly participate in training, conferences, and meetings to update knowledge and skills.
- Program Promotion: School Counselors provide orientation and information regarding the programs to the greater community via websites, newsletters and presentations.
- Program Management and Evaluation: School counselors regularly collect and analyze data to evaluate the program and continue updating program activities.



## Program Delivery Map Grades K-5

**Academic Goal:** 100% of students will experience academic programs and supports appropriate for their needs and goals.

**Career Goal:** 100% of students will participate in age-appropriate activities and instruction in college and careers, allowing them to develop post-high school plans.

**Social/Emotional Goal:** 100% of students will be able to identify their strengths and know how to seek assistance for themselves and others.

Student Focus	Program Activity or Service	Tier	Program Objectives	Timeline	Standards	Staff and Resources	ASCA Domain/ Standards
K-5	Positivity Project	I	*Identify each student's character strengths *Build positive relationships *Build life skills	September - June	NYSED 110.2(j)(2)(i)(d)	*Elementary Teachers *School Counselor *School Social Workers	*Academic, S/E, Career and College Readiness  ASCA M1, 3; B-SS 2; B-SMS 7
K-5	Individual/ Crisis Counseling	II	*Short term counseling to develop individual skills	September - June	NYSED 110.2(j)(2)(i)(d) NYSED 110.2(j)(2)(i)(e)	*School Social Workers	*S/E  ASCA: B-SS 2; B-SMD 7; M2
K-5	RTI, IEP, 504 Plan Individual Counseling	III	*Provide counseling to students identified as needing counseling through CSE and RTI recommendations to meet determined goals	September - June	NYSED 110.2(j)(2)(i)(d) NYSED 110.2(j)(2)(i)(e)	*School Social Workers	*Academic, S/E. College & Career  ASCA: B-SS 2; B-SMD 7; M2
K-5	Conflict Resolution/ Mediation	II	*Mediate and instruct students on how to resolve conflicts	September - June	NYSED 110.2(j)(2)(i)(d)	*School Social Workers *School Counselor	*S/E ASCA: M 1, 3; B-SMS 7, 9; B-SS 1-9
K-5	Agency/Social Services Referrals	II, III	*Referral to community agencies to address students' needs	September - June	NYSED 110.2(j)(2)(i)(d) NYSED 110.2(j)(2)(i)(e)	*School Social Worker *School Counselor	*S/E  ASCA: M 1; B-LS 7; B-SMS 6

K-5	Consultation/ Collaboration	I	*Work together to effectively meet the needs of students	September - June	NYSED 110.2(j)(2)(i)(c) NYSED 110.2(j)(2)(i)(d)	*School Counselors *Teachers *Administrators *School Social Worker *School Nurses *Additional Appropriate Stakeholders	*Academic, S/E, College and Career  ASCA: M 6; BLS-3, 4; B-SMS 8; B-SS 6
K-5	Support Groups	II	*Students will develop their ability to successfully handle different transitions in their lives	October-May	NYSED 110.2(j)(2)(i)(d)	*School Social Workers *School Counselors	*S/E  ASCA: B-LS 1; B-SMS 1, 2
K-5	Social Skills Groups	II	*Students will develop essential life skills	October-June	NYSED 110.2(j)(2)(i)(d)	*School Social Workers *School Counselor	*S/E  ASCA: B-SMS 1, 2; M1
K-5	Career Exploration-Classroom Guidance	I	Curriculum - Career Exploration Lessons *Understanding post-secondary and life-long learning are necessary for career success	October-June	NYSED 110.2(j)(2)(i)(c)	*School Counselor	*College & Career  M 4,5,6; B-LS 7,9
5	Career Project (Elem - classroom guidance)	I	*Students will explore careers related to strengths, skills, talents	May-June	NYSED 110.2(j)(2)(i)(c)	*School Counselor	*Academic, College & Career  M 4,5,6; B-LS 7,9
4-5	Career Fair	I	*Students will meet with professionals to obtain more information on their career interest areas	Spring	NYSED 110.2(j)(2)(i)(c)	*School Counselors *SABA Staff *Local professionals	*College & Career  M 4,5,6; B-LS 7,9



## **Multiple Intelligences – Grade 6**

### **LEARNING OBJECTIVES:**

Students will answer questions on an interest inventory as a self-assessment. They will learn about (8) different types of intelligences. Depending on background and age, some intelligences are more developed than others. This activity helps the students find out what their strengths are. Knowing this, they can work to strengthen the other intelligences that they do not use as often. We discuss “Smart Strengths” (Body, Picture, Word, Number, Music, People, Self, Nature).

Adding to this foundation, we continue to discuss what an Ideal Career would be. Counselor discusses Physical Settings, Working Conditions, Relationships at Work, Psychological Rewards of Working, and Financial Rewards.

Upon completion, students will fill out an Exit ticket reflecting on lesson.

**TARGET GROUP:** 6<sup>th</sup> grade

**STAFF ASSIGNED:** School Counselor

**TIME:** One 40 minute period during each 6<sup>th</sup> grade Health class

**MATERIALS & RESOURCES:** booklets, scheduling and coordination with faculty.

With Google Classroom – laptop computer cart, projector, and internet connection.

**ASCA MINDSETS & STANDARDS:** LS 1, LS 4, LS5, LS7, LS9

## **Careerzone Presentation- Grade 6**

### **LEARNING OBJECTIVES:**

Students will create a portfolio and answer a 60-question assessment to understand existing strengths and their relationship to certain careers. Students will research resulting career paths and explore careers of interest. If the career the student is currently interested in was not a match, students are encouraged to research that career and discover the skills needed to pursue that pathway.

**TARGET GROUP-** 6th grade

**STAFF ASSIGNED-** School Counselor

**TIME-** Two 40 minute periods during each 6th grade Health class

**MATERIALS & RESOURCES-** Laptop computer cart, slideshow presentation, projector, Internet connection, step-by-step instruction sheet, scheduling and coordination with faculty.

**ASCA MINDSETS & STANDARDS-** LS 1, LS 4, LS 5, LS 6

## **Scheduling for Grade 7- Grade 6**

**LEARNING OBJECTIVES:** Present to students the 7<sup>th</sup> grade requirements, allowing them to select the courses they can choose from for 7<sup>th</sup> grade.

**TARGET GROUP:** 6<sup>th</sup> grade

**STAFF ASSIGNED-** School Counselor

**TIME:** 10-20 minutes within 6<sup>th</sup> grade Science classes

**MATERIAL & RESOURCES-** 7<sup>th</sup> grade course selection sheets

**ASCA MINDSETS & STANDARDS-** LS 1, LS 7, LS 8, LS 9, LS 10

## **Career Exploration - Self-Assessment - Grade 6 or 7**

### **LEARNING OBJECTIVES:**

Students will self-reflect on their own personality, abilities, and interests and will identify patterns. They will learn about career clusters that best match their preferences. From this, students will explore specific careers of interest.

**TARGET GROUP:** 6<sup>th</sup> or 7<sup>th</sup> grade

**STAFF ASSIGNED:** School Counselor

**TIME:** One 40-minute period during each 6<sup>th</sup> grade Health class

**MATERIALS & RESOURCES:** Two student worksheets with instructions, scheduling and coordination with faculty.

**ASCA MINDSETS & STANDARDS:** LS 1, LS 4, LS 9

SMS 3

SS 9

## **World of Work – Grade 7**

### **LEARNING OBJECTIVES:**

Students will answer questions on an interest inventory as a self-assessment. Students will see which areas are their top-ranking values (Helping, Adventure, Fame, Relationships, Money, Honesty, Creativity). Discuss the (5) Career Clusters and how their values can drive their career choices. Discuss the World of Work and how a student transitions from high school to (eventually) their Ideal Career.

Upon completion, students will fill out an Exit ticket reflecting on lesson.

**TARGET GROUP:** 7<sup>th</sup> grade

**STAFF ASSIGNED:** School Counselor

**TIME:** One 40 minute period during each 7<sup>th</sup> grade Home & Careers class

**MATERIALS & RESOURCES:** booklets, scheduling and coordination with faculty.

With Google Classroom – laptop computer cart, projector, and internet connection.

**ASCA MINDSETS & STANDARDS:** LS 1, LS 4, LS5, LS7, LS9

## **The Spider Web- Grade 7**

**LEARNING OBJECTIVES:** The purpose of the activity is for students to acquire an awareness about self and others.

**TARGET GROUP:** 7<sup>th</sup> grade

**STAFF ASSIGNED-** School Counselor

**TIME:** 40 minute during each 7 grade Home and Careers class (done 1x in Semester 1 and 1x in Semester 2)

**MATERIAL & RESOURCES-** Laptop computer cart, slideshow presentation, projector, Internet connection, step-by-step instruction sheet, scheduling and coordination with faculty, yarn, Resume worksheet

**ASCA MINDSETS & STANDARDS-** LS 2, LS 5, LS 6, LS 7, LS 9, LS 10

## **Scheduling for Grade 8- Grade 7**

**LEARNING OBJECTIVES:** Present to students the 8th grade requirements, allowing them to select the courses they can choose from for 8<sup>th</sup> grade.

**TARGET GROUP:** 7<sup>th</sup> grade

**STAFF ASSIGNED-** School Counselor

**TIME:** 10-20 minutes within 7<sup>th</sup> grade Science classes

**MATERIAL & RESOURCES-** 7<sup>th</sup> grade course selection sheets

**ASCA MINDSETS & STANDARDS-** LS 1, LS 7, LS 8, LS 9, LS 10, SMS 8



## **BOCES CTEC Field Trip – Grade 8**

### **LEARNING OBJECTIVES:**

Students will spend approx. two hours learning about high school opportunities at the Career & Technical Education Center. Students are assigned (in small groups) a tour guide that visits and summarizes each program at BOCES. Students ask questions about each area of study. Students learn about programs they are allowed to enroll in high school and subsequent career paths.

Upon completion, students will fill out a review card based on their experience.

School Counselor follows up with students in Home & Careers 8, discuss the field trip and answers questions they may have.

**TARGET GROUP:** 8<sup>th</sup> grade

**STAFF ASSIGNED:** School Counselor

**TIME:** 8:00 am – 10:30 am

**MATERIALS & RESOURCES:** coordination of faculty as chaperones, scheduling of transportation of approx #300 staff + students, coordinating with BOCES staff regarding date and time, collecting review cards with all students upon return (input responses on a spreadsheet).

**ASCA MINDSETS & STANDARDS:** LS7, LS9, LS10

## **PTECH Application Process – Grade 8**

**LEARNING OBJECTIVES:** Each year, P-TECH invites 8<sup>th</sup> grade students to apply to the high school program that is center-based. Selected students will attend BOCES for their high school experience and receive a 2-year degree upon completion (4-, 5-, 6- year program). This program is highly individualized (internship opportunities).

Students will learn about this program during the Counselor's discussion about 9<sup>th</sup> grade. In addition, a summary will be read aloud during English 8 classes and interested students will sign up for an after school presentation. A Saturday presentation will also be available for parents. Guidelines will be given for the application process. Students will hand their completed application into the school counselor, who will fill out a recommendation and complete the packet for submission to the PTECH coordinator.

School Counselor will follow- up BOCES staff to schedule interviews with selected students.

**TARGET GROUP:** 8<sup>th</sup> grade

**STAFF ASSIGNED:** School Counselor; BOCES P-TECH Administrator

**TIME:** Multiple events (during class, after school, recommendations, packet coordination)

**MATERIALS & RESOURCES:** Sign-ups (Summary to English teachers to read); Letters of Recommendations for each applicant; Fulfill requirements for each application packet (assemble and deliver)

**ASCA MINDSETS & STANDARDS:** LS7, LS9, LS10

### **The Party- Grade 8**

**LEARNING OBJECTIVES:** Students complete the Party activity in order to obtain their RISASEC code. This activity allows them to quickly obtain a 3-letter code, allowing them to go <https://www.careerzone.ny.gov> and research that code, exploring potential career matches. Students can compare the 8<sup>th</sup> grade results to what was completed in grade 6.

**TARGET GROUP:** 8<sup>th</sup> grade

**STAFF ASSIGNED-** School Counselor

**TIME:** 40 minute during each 8th grade Home and Careers class (done 1x in Semester 1 and 1x in Semester 2)

**MATERIAL & RESOURCES-** Laptop computer cart, slideshow presentation, projector, Internet connection, step-by-step instruction sheet, scheduling and coordination with faculty, The Party worksheet

**ASCA MINDSETS & STANDARDS-** LS 2, LS 5, LS 6, LS 7, LS 9, LS 10

### **Scheduling for Grade 9- Grade 8**

**LEARNING OBJECTIVES:** Present to students the 9th grade requirements, allowing them to select the courses they can choose from for 9<sup>th</sup> grade. All students are given a presentation in Technology 8 classes, reviewing High School requirements. After the presentation, students are met with individually during their respective Home and Careers and Technology classes to complete his or her course selection.

**TARGET GROUP:** 8<sup>th</sup> grade

**STAFF ASSIGNED-** Middle School Counselors

**TIME:** 40 minutes in Home and Careers and Technology (multiple sessions)

**MATERIAL & RESOURCES-** 8<sup>th</sup> grade course selection sheets, blue planning for High School booklet, PowerPoint presentation

**ASCA MINDSETS & STANDARDS-** LS 1, LS 7, LS 8, LS 9, LS 10, SMS 8

## **Transition Planning- Grades 6, 7, 8**

**LEARNING OBJECTIVES:** Aiding the transition process (5th to 6th grade; 6<sup>th</sup> to 7<sup>th</sup>; 7 to 8<sup>th</sup> and 8<sup>th</sup> to 9<sup>th</sup>) which includes teaming, placement, CSE meetings, 504 meetings, Parent/Teacher conferences, Team Plan meetings

**TARGET GROUP:** Counselor's assigned grade level

**STAFF ASSIGNED:** Counselors, Assistant Principal, Principal, School Psychologist, School Social Worker, School Nurse, Team Teachers

**TIME:** On-going

**MATERIALS AND RESOURCES :** Teacher, staff, and/or parent feedback

**ASCA MINDSETS & STANDARDS:** SMS10, LS8, LS7, LS9, LS6, SS6, SS8, SS9

### **TIER 3**

#### **Individual Counseling**

**LEARNING OBJECTIVES:** Students have the opportunity to meet one on one with his or her respective School Counselor to develop skills related to the mindsets and behaviors that enhance students' learning strategies, self-management skills and/or social skills.

**TARGET GROUP:** Counselor's assigned grade level

**STAFF ASSIGNED:** Counselors

**TIME:** Daily, as-needed or scheduled

**MATERIALS AND RESOURCES:**

**ASCA MINDSETS & STANDARDS:** LS1-10, SMS1-10, SS1-9

## **Conflict Resolution and Mediation**

**LEARNING OBJECTIVES:** Students will learn conflict resolution, social skills, cooperative skills and understand other students' perspectives. They will also demonstrate empathy toward others.

**TARGET GROUP:** all students

**STAFF ASSIGNED:** Counselors, Administrators, School Social Worker

**TIME:** As needed

**MATERIALS AND RESOURCES:** Peer mediation form, blue incident form or yellow bus form (if needed)

**ASCA MINDSETS & STANDARDS:** SS1, SS2, SS4, SS6, SS8, SS9, SMS1, SMS2, SMS7

## **Crisis Intervention**

**LEARNING OBJECTIVES:** Student will learn effective coping skills for emotional regulation in times of distress

**TARGET GROUP:** all students

**STAFF ASSIGNED:** Counselors, Administrators, School Social Worker

**TIME:** As needed

**MATERIALS AND RESOURCES:**

**ASCA MINDSETS & STANDARDS:** SMS7, SMS9, SMS10, SS3, SS9

## **INDIRECT SERVICES**

### **Team Meeting**

**LEARNING OBJECTIVES:** To learn or inform staff of academic and/or emotional concerns

**TARGET GROUP:** all students

**STAFF ASSIGNED:** Counselors, Administrators

**TIME:** Once a week (minimally)

**MATERIALS AND RESOURCES:** Staff will meet with staff to discuss student progress/concerns.

**ASCA MINDSETS & STANDARDS:** SS1, SS2, SS6, SS8, SS9, SMS1, SMS2, SMS7

### **Master Scheduling**

**LEARNING OBJECTIVES:** Inputting an effective school year schedule that meets the needs of both staff and students

**TARGET GROUP:** all students

**STAFF ASSIGNED:** Administrators, Counselors

**TIME:** On-going

**MATERIALS AND RESOURCES:** SchoolTools training

**ASCA MINDSETS & STANDARDS:** SS1, SS2, SS6, SS8, SS9, SMS1, SMS2, SMS7

### **Parent/Teacher Conferences**

**LEARNING OBJECTIVES:** Staff will meet with parents/guardians to discuss student progress/concerns.

**TARGET GROUP:** all students

**STAFF ASSIGNED:** Administrators, Counselors, School Social Worker

**TIME:** When needed

**MATERIALS AND RESOURCES:** Staff will meet with parents/guardians to discuss student progress/concerns.

**ASCA MINDSETS & STANDARDS:** SS1, SS2, SS4, SS6, SS8, SS9, SMS1, SMS2, SMS7

### **Teaming and Placement**

**LEARNING OBJECTIVES:** Placement of students on a team or changing a student's schedule as a result of a CSE meeting or a student moving into the district

**TARGET GROUP:** all students

**STAFF ASSIGNED:** Counselors, Administrators, Special Education staff

**TIME:** Throughout the school year

**MATERIALS AND RESOURCES:** Knowledge of the Master Schedule

**ASCA MINDSETS & STANDARDS:** SS2, SS3, SS6, SS8, SS9, SMS1

# High School Calendar of Activities

## August

- Freshman Orientation
  - Learning Objective: Students will become familiar with the high school building, class schedule, school staff, student activities, and student conduct expectations.
  - Target- Freshmen
  - Staff assigned- Counseling staff
  - Time- 2 hour event
  - Materials- student schedules, student handbooks, school map, student planners
  - ASCA Standards: B-LS 10, B-SMS 10, B-SS 2, B-SS 3, M-3
- New Student Registration/Building Tour
  - Learning Objective: Students will become familiar with the high school building, class schedule, school staff and student conduct expectations.
  - Target- All incoming students
  - Staff assigned- Counseling staff
  - Time- 1 hour per student
  - Materials- previous academic records, new student schedule, student handbook, school calendar
  - ASCA Standards: B-LS 7, B-SMS 5, B-SMS 10, SS-2, SS-3, M-3

## September

- Senior Conferences
  - Learning Objective: Students will review their diploma requirements, post-secondary goals and the college application process in order to make informed decisions regarding their future.
  - Target- Seniors
  - Staff assigned- School Counselor
  - Time- 1x 40 minute period per student
  - Materials and Resources- Senior packet, college search tools (books, College Board, Common App) student's four-year plan
  - ASCA Standards: LS-1, LS-7, LS-9, SMS-5, SS-6, M-4
- PSAT Presentations
  - Learning Objective: Students will familiarize themselves with standardized testing and learn about the National Merit Scholarship.
  - Target- Juniors
  - Staff assigned- School Counselor
  - Time- 20 minute classroom presentations
  - Materials- SAT handout
  - ASCA Standards: M-4, LS-9, SS-1, SMS-1
- College Representative Visits to High School
  - Learning Objective: Students will discover the unique opportunities that each college offers, as well as obtain pertinent information regarding individual admissions requirements.
  - Target- juniors and seniors



- Staff assigned- School Counselor
- Time- 1x 40 minute sessions (September- November)
- Materials- College admissions information, financial aid information
- ASCA Standards: M-4, LS-1, SS-3, SMS-10

## October

- College Night
  - Learning Objective: Students will discover collegiate offerings within and outside of New York State, as well as obtain pertinent information regarding individual admissions requirements.
  - Target- juniors and seniors
  - Staff assigned- Mohawk Valley Counseling Association staff
  - Time- 2 hour event
  - Materials- College admissions information, financial aid information, services for students with disabilities
  - ASCA Standards: M-4, LS-1, SS-3, SMS-10
- Host PSAT's
  - Learning Objective: Students will familiarize themselves with standardized testing.
  - Target- Sophomores and Juniors
  - Staff assigned- School Counselors and proctors
  - Time- 4 hours
  - Materials- PSAT test booklets, answer sheets, pencils, calculators
  - ASCA Standards: LS-3, M-2, SS-1, SMS-5, SMS-3
- College application processing
  - Learning Objective: Students, in coordination with school faculty, will fulfill their college application requirements by the required deadline.
  - Target- seniors
  - Staff assigned- School Counselors
  - Time- October-March
  - Materials- Common Application website, SUNY Application, SENDEdu, individual college applications
  - ASCA Standards: M-4, LS-1, LS-5, LS-7, LS-9, SS-5, SMS-5, SMS-8, SMS-10
- Letters of Recommendation- College Applications
  - Learning Objective: Students will coordinate with teachers and counselors to supply their personal information in order to obtain letters of recommendation.
  - Target- Seniors
  - Staff assigned- School Counselors
  - Time- October-February
  - Materials- Student activities sheet, transcript, student interview
  - ASCA Standards: M-4, M-5, LS-5, LS-7, LS-9, SMS-3, SS-3, SS-6, SS-8

## November

- Host SAT's
  - Learning Objective: Students will familiarize themselves with standardized testing.
  - Target- juniors and seniors
  - Staff assigned- School Counselors and proctors

- Time- November, May and June (8 hours each administration)
- Materials- SAT booklets, answer sheets, calculators, pencils
- ASCA Standards: LS-3, M-2, SS-1, SMS-5, SMS-3
- Freshmen Presentations
  - Learning Objective: Students will answer questions on an interest inventory, learn about career clusters, identify personal career codes, graduation requirements, and career expectations for the world of work.
  - Target- freshmen
  - Staff assigned- School Counselors
  - Time- 2x 40 minute periods
  - Materials- John Holland Self- Directed Search, PowerPoint Presentation on graduation requirements, Career Zone, World of Work map, 21st century work skills and employability
  - ASCA Standards: M-5, M-3, M-2, M-1, LS-3, LS-4, LS-5, LS- 7, LS-9, SMS-10, SMS-1, SMS-2, SMS-3, SMS-6, SMS-7, SS-9

#### December

- Freshman Conferences
  - Learning Objectives: Students will be able to identify long-term goals, create a four-year academic plan, learn more about their individual career cluster, and discuss their academic/career preferences.
  - Target- freshmen
  - Staff assigned- School Counselors
  - Time- 1x40 minutes per student
  - Materials- Student's four-year academic plan, SDS results, course selection sheets, course information and course description booklets
  - ASCA Standards: LS-1, LS-3, LS-7, LS-9, LS-10, SMS-1, SMS-8, SS-3, SS-8, M-2, M-4, M-5, M-6
- Review of the PSAT results
  - Learning Objective: Students will gain knowledge about their areas of strength and need, in order to best prepare for standardized testing in the future.
  - Target- Sophomores and Juniors
  - Staff- School Counselors
  - Time- 20 minutes
  - Materials- PSAT test results
  - ASCA Standards: M-2, M-4, M-5, LS-7, LS-9, SMS-5, SMS-6, SS-6

#### February

- BOCES CTE classroom presentations
  - Learning Objective: Students will discover the vocational programming available to them at Oneida-Herkimer-Madison BOCES.
  - Target- sophomores
  - Staff- School Counselors and BOCES representative
  - Time- 15 minute presentations over one week
  - Materials- BOCES program materials
  - ASCA Standards: M-1, M-4, M-6, LS-1, LS-3, LS-4, LS-9, SMS-2, SMS-4, SMS-5, SS-3, SS-6
- BOCES CTE program visitation

- Learning Objective: Students will have the opportunity to discover first-hand the vocational programming available to them at Oneida-Herkimer-Madison BOCES, as well as interview current faculty and students while observing their program of interest.
- Target- sophomores and juniors
- Staff- School Counselors and BOCES staff
- Time- 3x ½ day field trips
- Materials- BOCES program materials
- ASCA Standards: M-3, M-4, M-6, LS-7, LS-9, SMS-2, SMS-5, SS1, SS-2, SS-3, SS-9
- Scheduling
  - Learning Objective: Students will meet in small groups to discuss and select courses and programming for the following school year.
  - Target- Sophomores and Juniors
  - Staff- School Counselors
  - Time- 1x40 classroom presentations
  - Materials- Course selection sheets, course description booklets, BOCES CTE and NV information, College Connection information, student four-year plans, pencils
  - ASCA Standards: M-1, M-4, M-5, M-6, LS-1, LS-3, LS-4, LS-6, LS-7, LS-8, LS-9, SMS-1, SMS-3, SMS-4, SMS-5, SMS-6, SMS-8, SS-1, SS-6, SS-8

## March

- Sophomore Conferences
  - Learning Objective: Students will continue to explore their career options and review their four-year academic plan.
  - Target- Sophomores
  - Staff- School counselors
  - Time- 20 minute individualized meetings
  - Materials- student plan card, course selection choices, careerzone
  - ASCA Standards: LS-1, LS-3, LS-7, LS-9, LS-10, SMS-1, SMS-8, SS-3, SS-8, M-2, M-4, M-5, M-6
- Junior Conferences
  - Learning Objective: Students and their parents will learn about post-high school options and begin to develop personalized plan.
  - Target- Juniors and their parents
  - Staff- School counselors
  - Time- one hour individualized meetings with students and parents
  - Materials- Junior preparedness packet, student plan card, high school transcript, access to Commonapp, SUNY and College Board
  - ASCA Standards: M-1, M-2, M-4, M-5, M-6, LS-1, LS-2, LS-3, LS-4, LS-5, LS-6, LS-7, LS-8, LS-9, LS-10, SMS-1, SMS-3, SMS-4, SMS-5, SMS-6, SMS-7, SMS-8, SMS-10, SS-1, SS-2, SS-3, SS-5, SS-6, SS-7, SS-8, SS-9
- NCAA
  - Learning Objective: Students will obtain information regarding the course requirements in order to participate in Division I and Division II athletics.
  - Target- Junior and Senior athletes
  - Staff- School counselors

- Time- Ongoing
  - Materials- NCAA eligibility website, course forms for D1, D2
  - ASCA standards: M-5, LS-7, SMS-8, SS-3
- Regional Program for Excellence
  - Learning Objective: Students will be given the opportunity to explore their career interests and participate in a year-long internship experience with a local business/organization.
  - Target- Top ranking Juniors
  - Staff- School Counselors, Regional Program staff
  - Time- 40 minute presentation, 20 minute interviews
  - Materials- Program application, letters of recommendation, transcripts
  - ASCA Standards: M-2, M-5, M-6, LS-1, LS-3, LS-4, LS-7, LS-10, SMS-3, SMS-4, SMS-6, SMS-10, SS-1, SS-2, SS-3, SS-5, SS-6, SS-7, SS-9
- Scholarships
  - Learning Objective: Students will discover opportunities for scholarships in the community and colleges of interest, as well as the application requirements for those scholarships.
  - Target- Juniors and Seniors
  - Staff- School Counselors, Guidance Secretary
  - Time- Ongoing
  - Materials- Scholarship packets, student activities sheets, letters of recommendation, transcripts
  - ASCA Standards: M-2, M-4, M-5, LS-7, LS-9, LS-10, SMS-1, SMS-5, SMS-8, SS-1, SS-3, SS-6, SS-8

## **Whitesboro Central School Counseling Department Accountability System**

To achieve the best results for students, Whitesboro school counselors will regularly evaluate their program to determine its effectiveness. Whitesboro school counselors use accountability strategies to monitor student achievement and to evaluate and improve the school counseling program. The school counseling program components may be accessed through data analysis, program results and evaluation and improvement.

**Data Analysis** - Counselors collect, analyze, and report data by specific subgroups and ensure that decisions about student instruction and learning are driven by achievement data for every subgroup. The process begins with needs and strengths assessment and moves through what changes need to be made. The use of data replaces hunches and hypotheses with factual information instead and guides the school counselor and student support staff in planning and delivering learning support programs for all students.

**Program Results** - Counselors analyze the school counseling program using information collected through process, perception, or outcomes data samples. This data will be used to inform decisions related to program improvements. The Whitesboro School Counseling Advisory Council will review the programs to identify trends and areas of success and areas in need of improvement.

**Evaluation and Improvement** - Program evaluation and improvement has four components: self-analysis of the school counselor's strengths and areas of improvement using the School Counselor Competencies Assessment, self-analysis of the school counseling program's strengths and areas of improvement, evaluation of the school counselor's performance will be completed annually by his or her supervisor.