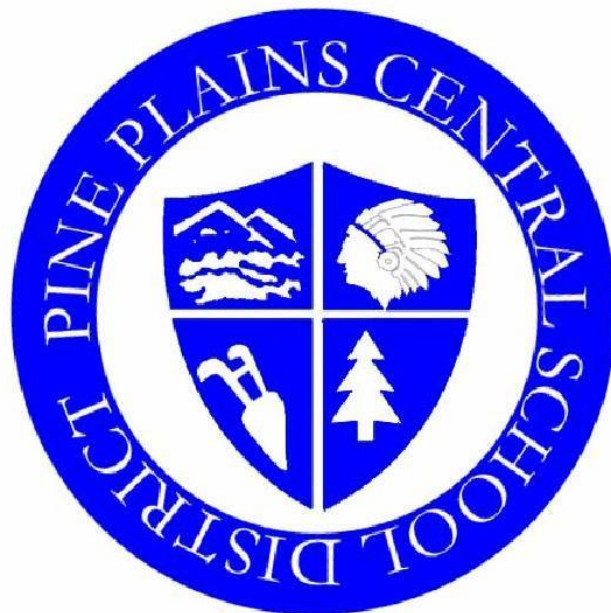


Pine Plains Central School District
Pine Plains, NY 12567



School Counseling Plan

Superintendent of Schools

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School Counselors

Jessica Wisniewski, Last names A-K

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College and Career Counselor

Katie Bucher

Seymour Smith Intermediate Learning Center

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Cold Spring Early Learning Center

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Description of School District

The Pine Plains Central School District is a small public school district located in Dutchess County, New York. Pine Plains is located 55 miles south of Albany, 10 miles west of both the Massachusetts and Connecticut borders and approximately 100 miles north of New York City. This rural community is supported by a number of dairy farms and small businesses. Those who do not work in the immediate area commute to employment in surrounding areas including Kingston, Poughkeepsie, and Westchester County.

The district encompasses nine towns in northeast Dutchess and southern Columbia counties and is comprised of three schools. Cold Spring Early Learning Center consists of grades Pre-K through grade 1. Seymour Smith Intermediate Learning Center is grades 2 through 5. Stissing Mountain Jr./Sr. is grades 6 through 12. Currently, the Pine Plains Central School District serves the needs of approximately 800 students, 47% of which are considered economically disadvantaged. Stissing Mountain Jr./Sr. High School serves approximately 435 students and has a quality academic program that offers a variety of classes in subjects such as Agriculture and Technology, as well as AP classes, and courses offered through Dutchess Community College.

District Mission Statement

The Pine Plains Central School District fosters an environment where all students and staff strive to be: Resilient, Empathetic, Innovative, Self-Directed, Critical Thinkers and Problem Solvers, Communicators and Collaborators, Globally and Culturally Mindful.

School Counseling Mission Statement

School Counselors at the Pine Plains Central School District will act as a bridge between students, parents, and school community and advocate for our students academically, socially, and personally. We will foster a healthy learning environment in order to prepare students to deal effectively with the challenge of an ever-changing global society. We will help them to become humane, critical thinkers, decision makers, and problem solvers. A priority is instilling in our students a respect and stewardship for our community at large.

School Counselor Vision Statement

It is our vision that students graduating from the Pine Plains Central School District will be college and career ready and 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.

Foundation/Management

Guidance Program

“Character education is a learning process that enables students and adults in a school community to understand, care about and act on core ethical values such as respect, justice, civic virtue and citizenship, and responsibility for self and others. Upon such core values, we form the attitudes and actions that are the hallmark of safe, healthy and informed communities that serve as the foundation of our society.”

-History of Character Education (www.ed.gov)

1. In grades K-5, the program shall be designed in coordination with the staff to prepare students to participate effectively in their current and future educational programs. School Counselors aim to support students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parental involvement. School Counselors will meet in conjunction with K-5 staff to design and implement a character education program based on the following six pillars: Trustworthiness, respect, responsibility, fairness, caring, and citizenship.
2. In grades 6-12, the guidance program shall include the following activities or services:
 - a) An annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or in 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 school counselors.
 - c) Other advisory, individual, or group counseling assistance to enable students to benefit from the curriculum, 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.

Goals

- To foster student achievement for every student.
- To implement a proactive, prevention-based, developmentally appropriate school counseling program which supports our vision.
- To promote and enhance the learning process for all students.

Objectives

- Assist students with attendance, academic, personal and social/family issues.
- Educate students, families, staff, and the community on the aspects of a student centered counseling program that focuses on students' strength, empowerment, and preparation for future success.
- Work in conjunction with Administration, School Psychologists, Social Workers, Teachers, and outside resources to improve student attendance.
- Design counseling related programs that are preventative in nature and proactive so all children have equal access to learn and to excel in present and future academic/college/career/military or workplace endeavors.

Student Mindsets and Behaviors for Student Success

School Counselors incorporate organizational assessments and tools that are concrete, clearly delineated and reflective of the school's needs. Assessments and tools include:

School counselor competency and school counseling program assessments to self-evaluate areas of strength and improvement for individual skills and program activities.

Use-of-time assessment to determine the amount of time spent toward the recommended 80 percent or more of the school counselor's time to direct and indirect services with students.

Annual agreements developed with and approved by administrators at the beginning of the school year addressing how the school counseling program is organized and what goals will be accomplished.

Advisory council is the District Leadership Team which includes administrators, teachers and parents.

Use of data to measure the results of the program as well as to promote systemic change within the school system so every student graduates with a plan for college or career.

Annual and monthly calendars to keep students, parents, teachers and administrators informed and to encourage active participation in the school counseling program.

The American School Counselor Association (ASCA) School Counselor Competencies

The ASCA School Counselor Competencies outline the knowledge, abilities, skills and attitudes that ensure school counselors are equipped to meet the rigorous demands of the profession and the needs of pre-K–12 students. These competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a comprehensive school counseling program addressing academic achievement, career planning and personal/social development. Organized around and consistent with “The ASCA National Model: A Framework for School Counseling Programs (Third Edition),” the competencies can be used in a variety of ways including: School counselors. Self-assess their own competencies. Formulate an appropriate professional development plan School administrators. Guide the recruitment and selection of competent school counselors and develop or inform meaningful school counselor performance evaluation School counselor education programs. Establish benchmarks for ensuring school education students graduate with the knowledge, skills and attitudes needed for developing comprehensive school counseling program.

*ASCA recommends a counselor student ratio of 250:1.

Standard 1: Career Development

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Standard 2: Integrated Learning

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: Universal Foundation Skills

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Standard 3b: Career Majors

Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

Ethical Standard for School Counselors

1. Act in the best interests of the student clients at all times. Act in good faith and in the absence of malice.
2. Inform student clients of possible limitations on the counseling relationship prior to the beginning of the relationship.
3. Actively attempt to understand the diverse cultural backgrounds of the clients with whom you work, including your own cultural/ethnic/racial identity and its impact on your values and beliefs about the counseling process.
4. Function within the boundaries of personal competence. Be aware of personal skill levels and limitations.
5. Be able to fully explain why you do what you do. A theoretical rationale should undergird counseling strategies and interventions.
6. Encourage family involvement, where possible, when working with minors in sensitive areas that might be controversial.
7. Be sure what you are doing is defined as an appropriate function in your work setting.
8. Read and adhere to the ethical standards of your profession. Keep copies of the ASCA Ethical Standards for School Counselors on hand, review them periodically and act accordingly.
9. Consult with other professionals (colleagues, supervisors, counselor educators, professional association ethics committee, etc.) Have a readily accessible support network of professionals.
10. Join appropriate professional associations. Read association publications and participate in professional development opportunities.
11. Stay up-to-date with laws and current court rulings, particularly those pertaining to counseling with minors.
12. Consult with a knowledgeable attorney, when necessary. In questionable cases, seek legal advice prior to initiating action.

Delivery/Accountability

School Counselors Implement the Counseling Program by Providing:

School Guidance Curriculum:

- Academic skills support
- Organizational, study and test-taking skills
- Education in understanding self and others
- Coping strategies
- Peer relationships and effective social skills
- Communication, problem-solving, decision-making, and conflict resolution
- Career/College awareness, exploration, and planning
- Multicultural/diversity awareness

Individual Student Planning:

- Goal-setting/decision- making
- Academic planning
- Career/College planning
- Education in understanding of self, including strengths and weaknesses
- Transition planning

Responsive Services:

- Individual and small group counseling for behavioral/attendance/adjustment issues
- Individual/family/school crisis intervention
- Conflict Resolution
- Consultation/collaboration
- Parent/Teacher Conferences

System Support:

- Professional development
- Consultation, collaboration, and teaming

School Counselors Collaborate With:

Parents:

- Parent information nights
- Communication/networking
- Academic planning programs
- One-on-one parent conferencing
- Assessment results interpretation
- Resource referrals
- College/career exploration

Teachers:

- Assistance with students' academic plans
- Classroom guidance activities on study skills, career development, etc.
- Academic support, learning style assessment and education to help students succeed academically
- At-risk student identification and implementation of interventions to enhance success
- Parent communication/education

Administrators:

- School climate
- Behavioral management plans
- School-wide needs assessment
- Student data and results
- Student assistance team building
- Leadership

Students:

- Social/Emotional Support
- Peer support
- Academic support
- College and Career support
- Leadership development

Community:

- Student Internship
- Enrichment programs
- Referrals
- Crisis interventions
- Career Day
- Scholarship programs

School Counselor K-12 Continued Support Services:

- Character Education Program
- Student Assemblies
- Grade Level Meeting
- New Family Orientation
- 5th to 6th grade transition planning
- AIS Analysis and Placements
- Individual Parent/Teacher Conferences
- Red Ribbon Prevention Week
- Bully Prevention Week
- Honor Society Nominations
- Private School Applications/Recommendations
- Mid-Year AIS Recommendations
- Scheduling Recommendations

Counseling:

- Transition Counseling for 6th Graders and Parents
- Individual Counseling
- Transition Counseling for new students
- Classroom Guidance
- 6th Grade Transition Groups
- Social Skills Groups
- Study Skills Groups
- Attendance Improvement Groups
- Banana Splits Groups
- 6th/7th Grade Girls Groups
- 6th Grade Boys Groups
- Social and Emotional Learning
- Student assessments including personality, strengths & weaknesses, and learning style

Consultation:

- CSE Committee
- Grade Level Teams
- Academic Departments
- Pupil Assessment Team
- Classroom Intervention Support
- Assist with Master Schedule
- RTI Committee
- Sec. 504 Committee
- Professional Learning Communities
- School Psychologist
- P/T, O/T, Speech Service Providers

Program Assessments

Annual stakeholder review forum

Guidance and administration reserve the right to alter as needed. Please visit Pine Plains Central School District website @ www.ppcsd.org further information.