



MEDINA CENTRAL SCHOOL DISTRICT

Comprehensive K-12 School Counseling Plan

Table of Contents

Comprehensive Planning Process	3
Introduction	4
Regulations for School Counseling Programs	5
What is a School Counseling Program?	6
Benefits of a Comprehensive School Counseling Program	7
Role of a Professional School Counselor	10
New York State Certification Requirements for Professional School Counselors	11
Elements of a K-12 Comprehensive School Counseling Plan	12
Foundation:	
District and Counseling Department Mission	16
District and Counseling Department Vision	17
District and Counseling Department Philosophical Beliefs	18
District Data	19
American School Counseling Association (ASCA) National Standards	21
ASCA National Standards Crosswalk	22
ASCA Mindsets & Behaviors for Student Success	28
Delivery System:	
School Counseling Core Curriculum	31
Individual Student Planning	32
Responsive Services	32
System Support	32
Management System:	
Annual Agreement	34
Advisory Council	34
Agency Partnerships	36
Use of Data	36

Action Plans	38
Use of Time	39
Acknowledgements	40
Accountability:	
Key Components of School Counselor Accountability	42
School Counselor Program Assessment Tool	42
ASCA School Counselor Competencies	46
Oak Orchard Primary School Counseling Plan:	
Program Delivery Map	60
Counseling Curriculum Overview	65
Clifford H. Wise Intermediate School Counseling Plan:	
Program Delivery Map	72
Counseling Curriculum Overview	81
Medina Jr.-Sr. High School Counseling Plan:	
Program Delivery Map	84
Counseling Curriculum Overview	99
References	103

Comprehensive Planning Process

The district counseling department dedicated one and a half days for face-to-face meeting and spent additional time in data gathering and planning outside of these meeting times. During these meetings, school counselors conducted an audit of current duties and activities. Each activity was identified as falling under one of the five domains: “Curriculum, Individual Student Planning, Responsive Services, System Support and Non-Counseling Related Tasks” to ensure that school counseling staff are spending their time effectively and efficiently.

Current practices were audited against the standards set forth by both New York State and the American School Counselors Association, and were reviewed in consideration of the newly proposed “Behaviors and Mindsets.” A K-12 standards crosswalk was completed to evaluate the level of support and service that is provided at each level in regards to each individual standard. Gaps in current levels of service were identified, and additional duties and activities were created/selected to fill these gaps. An estimated timeline for service delivery was developed.

The school counseling professionals carefully examined their current standards-based activities and determined what management needs (schedules for service delivery, curriculum/plans, etc.) are required to provide each service. In addition to management needs, accountability measures were developed to identify “how students are different after school counseling services are delivered”.

As a result, a comprehensive program was developed to address the needs of all learners in the Medina Central School District. This plan was presented to building and district administration in hopes that it will guide the use of our departmental resources and professional responsibilities.

In the event that departmental staffing, New York State standards or building composition changes, this plan will need to be reviewed and updated. This plan will be otherwise reviewed, as needed to ensure that the services are accurately reflected as they are being provided in this plan.

Introduction

Professional school counselors play a significant role in improving student achievement and serve as student and systems advocates. They apply their professional training in schools in order to support student academic success. Through a comprehensive school counseling program of developmental, preventive, remedial and responsive services, professional school counselors address academic development, career development and social/emotional development of students.

Through leadership, advocacy, collaboration and data analysis, professional school counselors will focus on the goal of improving student achievement, provide the necessary behavioral support to students and create the changes necessary to impact the system. As leaders and advocates, professional school counselors will promote, assess and implement this Comprehensive K-12 School Counseling Program.

Professional school counselors will use disaggregated data to drive program and activity development, which will enable them to meet the needs of all students and close the achievement gap. The school counseling program will be data driven and will be evaluated annually and modified based on results to ensure that every student achieves success.

Through the use of a data-driven/results-based and standards-based model, professional school counselors will follow the recommended practice of providing:

- Counseling
- Coordination
- Consultation
- Advocacy and Leadership
- Systemic Change

The Medina Central School District Counseling Department has examined their current counseling practices and services and has aligned them with the American School Counseling Association (ASCA), the ASCA National Model and the expectations of the New York State Education Department.

We are proud to present the Medina Central School District Comprehensive K-12 School Counseling Program.

Regulations for School Counseling Programs

(Adapted from New York State Education Department Part 100.2.J of the Commissioner's Regulations, Last updated July 2019)

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 12 have access to a certified school counselor(s).

I.) ***For all grades kindergarten through 12***, district and building level comprehensive developmental school counseling programs shall prepare students to participate effectively in their current and future educational programs as age appropriate, address multiple student competencies including career/college readiness standards, and academic and social/emotional development standards. The comprehensive developmental school counseling program shall include the following activities or services:

- A. in grades kindergarten through 5, 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 6 through 12, 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 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, activities to accomplish the objectives; specifications of the staff members and other resources assigned to accomplish the objectives; and 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.

What is a School Counseling Program?

A School Counseling Program is “comprehensive in scope, preventative in design and developmental in nature.” It is designed so that the majority of the school counselor’s time is spent in direct service to all students so as to ensure that every student receives the maximum benefit from the program.

A comprehensive school counseling program focuses on what all students from pre-kindergarten through grade 12 should know and understand in three domain areas: academic, career, and personal/social with an emphasis on academic success for every student.

The program is preventive in design with a purpose of conveying specific skills and learning opportunities in a proactive and preventive manner. Professional school counselors design programs and services to meet the needs of students at the appropriate developmental stages. Therefore, their responsibilities should be directed toward program delivery and direct counseling services.

The standard for academic development is to implement strategies that support and maximize student learning. This would include “acquiring knowledge and skills that contribute to effective learning in school and across the lifespan, employing strategies to achieve success in school and understand the relationship of academics to the world of work, home and in the community.”

The standard for career development is to provide a foundation for “acquiring skills, attitudes and knowledge that enables students to make a successful transition from school to the world of work and from job to job across the life career span.”

The standard for personal/social development is to provide a foundation for personal and social growth as the students progress through school and into their adult life. “Social/Emotional development includes the acquisition of skills, attitudes and knowledge that help students understand and respect self and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of our society.”

A School Counseling Program:

- Reaches every student
- Is comprehensive in scope
- Is preventative in design
- Is developmental in nature
- Is an integral part of the educational program for student success
- Is implemented by a credentialed school counselor
- Is conducted in collaboration with all stakeholders
- Uses data to drive program decisions
- Monitors student progress

Adapted from The ASCA National Model: A Framework for School Counseling Program (2012)

Benefits of a Comprehensive School Counseling Program

Comprehensive developmental school counseling programs have a positive impact on students, parents or guardians, teachers, administrators, boards of education, professional school counselors and other student services personnel, post-secondary institutions and the community. The benefits to each of these groups include the following:

Benefits for Students:

- Ensures every student receives the benefits of the school counseling program.
- Assists students in acquiring knowledge and skills in academic, career, and personal/social development.
- Ensures equitable access to educational opportunities.
- Provides strategies for closing the student achievement gap.
- Supports development of skills to increase student success.
- Facilitates career exploration and development.
- Monitors data to facilitate student improvement.
- Fosters advocacy for students.
- Develops decision-making and problem solving skills.
- Assists in acquiring knowledge of self and others.
- Assists in developing effective interpersonal relationship skills.
- Provides school counseling services for every student.
- Increases the opportunity for adult - youth relationships.
- Encourages positive peer relationships.
- Fosters a connectedness to school.
- Fosters resiliency factors for students.

Benefits for Parents/Guardians:

- Provides support in advocating for their children's academic, career and personal/social development.
- Supports partnerships in their children's learning and career planning.
- Ensures academic planning for every student.
- Develops a systematic approach for their child's long-range planning and learning.
- Increases opportunities for parent/school interaction.
- Enables parents to access school and community resources.
- Provides informational workshops.
- Connects to community and school-based services.
- Provides data on student progress.
- Ensures every child receives access to school counseling services.
- Promotes a philosophy that some students need more and seeks to ensure they receive it.

Benefits for Teachers:

- Provides an interdisciplinary team approach to address student needs and educational goals.
- Increases collaboration between professional school counselors and teachers.
- Provides opportunities for co-facilitation of classroom guidance lessons.
- Supports the learning environment.
- Provides consultation to assist teachers in their guidance and advisement role.
- Promotes a team effort to address developmental skills and core competencies.
- Supports classroom instruction.
- Promotes supportive working relationships.
- Increases teacher accessibility to the counselor as a classroom presenter and resource person.
- Positively impacts school climate and the learning environment.

Benefits for Administrators:

- Aligns the school counseling program with the school's academic mission.
- Provides a school counseling program promoting student success.
- Provides a proactive school counseling curriculum addressing student needs and enhancing school climate.
- Provides a program structure with specific content.
- Assists administration to use professional school counselors effectively to enhance learning and development for all students.
- Uses data to develop school counseling goals and school counselor responsibilities.
- Provides a system for managing and evaluating the effectiveness of the school counseling program.
- Monitors data for school improvement.
- Provides data for grant applications and funding sources.
- Enhances community image of the school counseling program.

Benefits for the Board of Education:

- Provides a rationale for implementing a school counseling program.
- Ensures that a quality school counseling program is available for every student.
- Demonstrates the need for appropriate levels of funding.
- Articulates appropriate credentials and staffing ratios.
- Informs the community about school counseling program success.
- Supports standards-based programs.
- Provides data about improved student achievement.
- Provides a basis for determining funding allocations for the school counseling program.
- Furnishes program information to the community.
- Provides ongoing information about student acquisition of competencies and standards through school counseling program efforts.

Benefits for School Counselors:

- Defines responsibilities within the context of a school counseling program.
- Provides a clearly defined role and function in the educational system.

- Supports access to every student.
- Provides direct service to every student.
- Provides a tool for program management, implementation and accountability.
- Seeks to eliminate non-school counseling activities.
- Recognizes professional school counselors as leaders, advocates and change agents.
- Ensures the school counseling program's contribution to the school's mission.

Benefits for Student Services Personnel:

- Defines the school counseling program.
- Provides school psychologists, social workers, and other professional student services personnel with a clear understanding of the role of the school counselor.
- Fosters a positive team approach, which enhances cooperative working relationships and improves on individual student success.
- Uses school counseling data to maximize benefit to individual student growth.
- Increases collaboration for utilizing school and community resources.

Benefits for Post-Secondary Education:

- Enhances articulation and transition of students to post-secondary institutions.
- Prepares every student for advanced educational opportunities.
- Motivates every student to seek a wide range of substantial, postsecondary options, including college.
- Encourages and supports rigorous academic preparation.
- Promotes equity and access to postsecondary education for every student.

Benefits for the Community

- Provides an increased opportunity for collaboration and participation of community members with the school program.
- Builds collaboration, which enhances a student's postsecondary success.
- Creates community awareness and visibility of the school counseling program.
- Enhances economic development through quality preparation of students for the world of work.
- Increases opportunities for business and industry to participate actively in the total school program.
- Provides increased opportunity for collaboration among counselors, business, industry, and communities.
- Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity.
- Supports the academic preparation necessary for students' success in the workforce

Role of a Professional School Counselor

The school counselor's leadership is important to the successful implementation of the programs at the schools. In their leadership role, professional school counselors serve as change agents, collaborators and advocates. Through the use of data analysis, professional school counselors will work to improve student success and ensure educational equity for all students. They will collaborate with other professionals to influence systemic change and advocate for students by using strong communication, consultation and leadership skills.

Professional school counselors advocate for students' educational needs and work to ensure that these needs are addressed at every level of the school experience. They believe, support and promote every student's goals to achieve success in school. Through their leadership, advocacy, collaboration and counseling, professional school counselors reduce barriers so that students increase their opportunities for success.

Professional school counselors team with all stakeholders to develop and implement responsible educational programs that support the achievement for every student. They create effective working relationships among students, professionals and support staff, parent/guardians and community members. They are essential collaborative partners who enhance the educational opportunities of students and families.

Professional school counselors assess the school for systemic barriers to academic success. They use data to ensure equity and access to a rigorous curriculum, which will maximize post-secondary options.

The School Counselor:

- Serves as a leader who is engaged in systems-wide change to provide academic and behavioral supports for the success of all students.
- Plays a leadership role within the school counseling program and develops activities to implement and evaluate the program. The school counselor works collaboratively with other stakeholders in making decisions about the school counseling program.
- Provides individual and group counseling services to meet the developmental, preventive and remedial needs of students.
- Consults with students, parents, teachers and other school and community personnel to assist in meeting the needs of students.
- Coordinates all counseling services for students and assists with the coordination and implementation of student services in the school.
- Interprets test results and other student data. The counselor also works with teachers with the educational placement of students by using appropriate educational assessment strategies.
- Professional school counselors, using their leadership, advocacy, teaming and collaboration, and data driven decision-making skills, work toward ensuring that every student will have access to a quality and equitable education.
- Adheres to ethical standards of the counseling profession, and abides by the laws, policies and procedures that govern the schools. The counselor participates in professional associations and professional development opportunities when available.

New York State Certification Requirements for Professional School Counselors

The strategic goal of the Board of Regents is to provide New York State educational systems with certified, qualified and well trained professionals to serve all students. Professional school counselors in New York State must meet the following requirements:

Provisional certification:

- 1) A Baccalaureate Degree from a regionally accredited institution of higher education.
- 2) Graduate Study in School Counseling: 30 credits. School counseling courses are specifically for individuals preparing for a career as a school counselor.
- 3) College Internship/Supervised Practice: The college-supervised internship must be a part of an approved school counselor program. The internship/practice is generally the culminating experience of a program leading to a state certificate in school counseling.
- 4) Child Abuse Identification Workshop
- 5) School Violence Prevention Workshop
- 6) Fingerprinting Clearance

Permanent Certification:

- 1) Satisfaction of the Above Requirements.
- 2) Master's Degree
- 3) Additional Graduate Work: 30 additional semester hours in school counseling, equaling 60 credits of graduate work in total.
- 4) Experience: Two years in a pupil personnel service position in a public or approved independent elementary and/or secondary school.
- 5) United States Citizenship by 2021, changes will be implemented for requirements for obtaining a provisional and permanent K-12 Professional School Counselor certificate in New York State.

Adapted from the NYS Comprehensive Model for Comprehensive K-12 School Counseling Program (2012).

Elements of a K-12 Comprehensive School Counseling Plan

In 2003, the American School Counselor Association (ASCA) published The ASCA National Model: A Framework for School Counseling Programs. This model has been researched and successfully implemented throughout the country. The model provides accountability and uniformity for the profession of school counseling. In more recent years, the model has been revised to address the needs of the profession. As a result, this document is reflective of the third edition of the ASCA National Model (2012). The updated model includes four themes: leadership, advocacy, collaboration, and systemic change. The model is also driven by four components. The four components are: Foundation, Management, Delivery, and Accountability. Information learned through the accountability process contributes to the continuous improvement of the school counseling program.

Themes

The ASCA National Model (2012) is guided by four themes:

- 1. Leadership**
- 2. Advocacy**
- 3. Collaboration**
- 4. Systemic Change**

Foundation

The Foundation includes the set of beliefs and philosophy, which guides the program, the mission and three student outcome domains of academic development, career development and social/emotional development. These create the *what* of the program - what every student will know and be able to do, what every student will receive as a benefit of a school counseling program.

The Foundation is upheld by school counselors and the creation of a comprehensive school counseling program, which focuses on three areas:

1. Program Focus: To establish a program focus, school counselors will identify personal beliefs that address how *all* students benefit from the school counseling program. The school counselor develops a vision and mission statement. Program goals are defined, outlined and noted how they will be measured.

2. Student Competencies: Enhancing the learning process for all students, the ASCA Student Standards guide the development of effective school counseling programs around three domains: academic; career, and personal/social development. The comprehensive school counseling program complements the state and district initiatives.

3. Professional Competencies: “The ASCA School Counselor Competencies outline the knowledge, attitudes, and skills that ensure school counselors are equipped to meet rigorous demands of the profession. The ASCA Ethical Standards for School Counselors specify the principles of ethical behavior necessary to maintain the highest standard of integrity, leadership, and professionalism. They guide school counselors’ decision-making and help to standardize professional practice to protect both students and school counselors” (ASCA, 2012, p. 2).

Delivery System

The Delivery System defines the implementation process and components of the comprehensive model including the school counseling core curriculum, individual student planning, responsive services and system support. The Delivery System addresses *how* the program will be implemented. The delivery component consists of direct and indirect services. Direct services are provided with students, and indirect services are provided for students. It is recommended that 80 percent or more of the school counselor’s time be spent in direct and indirect student services.

Management System

The Management System includes the organizational process and tools that may be used to deliver the comprehensive school counseling program. The tools may include use of data, action plans and calendars. The Management System addresses the *when* (calendar and action plan) and *how* (use of data), *who* will implement and *on what authority* (management agreement and advisory council).

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 councils: made up of students, parents, teachers, school counselors, administrators and community members to review and make recommendations about school counseling program activities and results

- Use of data: to measure the results of the programs as well as to promote systemic change within the school system so every student graduates college-and career-ready

- Curriculum, small-group and closing-the-gap action plans: including developmental, prevention and intervention activities and services that measure the desired student competencies and the impact on achievement, behavior and attendance
- Annual and weekly calendars: to keep students, parents, teachers and administrators informed and to encourage active participation in the school counseling program” (ASCA National Model, 2012, p. 128-132).

Accountability

The Accountability demonstrates the effectiveness of the work of the school counselor in measurable terms. This necessitates the collection and use of data that support and link the school counseling program to student academic and behavioral success. It answers the question: *“How are students different as a result of the program?”* This will be arrived at through the use of data. The Accountability System measures the school counseling program’s progress toward and impact on academic achievement, graduation rates, post-secondary options, school climate, attendance, etc.

Adapted from the ASCA National Model for School Counseling Programs (2012).



FOUNDATION

Mission

Vision

Philosophical Beliefs

District Data

ASCA National Standards

ASCA National Standards Crosswalk

ASCA Mindsets and Behaviors

Mission Statement

Medina Central School District Mission Statement:

Medina Central School will educate to inspire all to reach beyond the expected and positively impact their communities.

Medina Central School District Counseling Program Mission Statement:

The mission of the Medina Central School District comprehensive counseling program is to foster a desire within all students to pursue educational, personal and career goals. As ongoing advocates for our students, we, as counselors, strive to enhance their unique character and aid them in becoming well-rounded, diversely skilled, and capable, contributing members of an ever changing world.

Vision Statement

Medina Central School District Vision Statement:

Medina Central School District works to exemplify excellence in education.

Medina Central School District Counseling Program Vision Statement:

The Medina Central School District School Counselor vision includes collaborating with students in the personal pursuit of excellence. We recognize that each student will follow his or her own pathway to success. Thus, we aim toward nurturing individual potential by way of self-awareness, wholesome decision making and reverence for others. Working in conjunction with school administrators, teachers, and parents to facilitate the achievement of a student's individual success, we take pride in our competence to genuinely connect, demonstrate compassion, and be empathic with all students.

Philosophical Beliefs

The Medina Central School Community believes that:

1. *We hold high expectations for all students and support individual needs to ensure success.*
2. *Everyone is treated with respect and dignity.*
3. *We encourage creativity, innovation and problem solving.*
4. *Families and community members are essential partners in our students' success.*
5. *A safe, respectful environment is conducive to learning.*
6. *We value a strong, honest work ethic and accountability.*
7. *We continually assess and optimize our programs, practices and services.*

The Medina Central School District Counselors Believe:

1. *All students can learn and should be given the opportunity to do so.*
2. *All students have dignity and worth and have a right to a safe, mutually respectful, healthy and orderly learning environment.*
3. *Learning involves the education of the whole person and is a continuous lifelong process.*
4. *All students have the right to participate in the school counseling program.*
5. *Learning requires the active participation, mutual respect and individual accountability of students, teachers, staff, parents and community members.*
6. *Diversity is to be respected and appreciated as we foster unity among our students, faculty, staff and community.*

District Data

Geographical Location: Medina Central School District is nestled in a crook of the Erie Canal and is a picturesque Western New York farming community located in Orleans County. The District is located midway between Rochester and Buffalo, New York near the south shore of Lake Ontario. Population of the District includes approximately 11,700 people, with about 52% residing within the village itself. The home of the Mustangs, the District encompasses the Village of Medina as well as the towns of Ridgeway and Shelby, serving a student population of over 1,520 children throughout a 100-square mile area. The District is comprised of three schools: Oak Orchard Primary, Clifford H. Wise Intermediate School, and Medina Jr-Sr High School. All schools are located on the same campus, each with separate addresses. The District address is One Mustang Drive, Medina, NY 14103 (NYS Department of Education, 2018).

Specifically, Medina Jr.-Sr. High School (grades 7-12) hosts approx. 650 students, while Clifford H. Wise Intermediate School (3-6) instructs roughly 370, and Oak Orchard Primary (PreK-2) greets approx. 365 students daily. Approximately 60% of the student population is considered economically disadvantaged and as of the 2018-2019 school year, all students of the District receive free breakfast and lunch (National Center for Education Statistics, 2020).

District Administration	
Superintendent	Dr. Mark Kruzynski
Assistant Superintendent	Marc Graff
Jr-Sr High School Principal	Michael Cavanagh
Jr-Sr Assistant Principal	Joel Reed
Intermediate School Principal	Chris Hughes
Primary School Principal	Jennifer Stearns
Director of Curriculum and Instruction	Julie Webber
Director of Special Programs	Alexandra DiLaura
Director of Community Partnerships	Daniel Doctor

Demographics

District Population					
Enrollment/Year	2017-18 <i>N=1,502</i>	2018-19 <i>N=1,484</i>	2019-20 <i>N=1,445</i>	2020-21 <i>N=1,366</i>	2021-22 <i>N=1,301</i>
Pre-K	41 (half day)	54 (half day)	63 (half day)		
Kindergarten	100	88	102	90	110
Grade 1	112	102	96	107	85
Grade 2	90	116	85	96	102
Grade 3	114	91	112	83	88
Grade 4	106	104	95	111	81
Grade 5	109	110	111	92	105
Grade 6	123	113	109	104	93
Grade 7	117	117	102	110	103
Grade 8	109	118	120	108	108
Grade 9	136	103	111	121	108
Grade 10	125	134	101	115	121
Grade 11	115	111	120	97	92
Grade 12	127	113	108	125	102
Ungraded Elementary	2	1	2	2	
Ungraded Secondary	17	9	8	5	3

Ethnicity by Percentage for District								
Race/Ethnicity	2018-19		2019-20		2020-21		2021-22	
	#	%	#	%	#	%	#	%
American Indian or Alaska Native	10	1%	12	1%	11	1%	8	1%
Black or African American	71	5%	63	5%	63	5%	58	4%
Hispanic or Latino	111	8%	111	8%	108	8%	95	7%
Asian/other Pacific Islander	5	0%	5	0%	5	0%	4	0%
White	1,111	78%	1,074	77%	1,064	78%	1,013	78%
Multiracial	123	9%	112	9%	115	8%	123	9%

American School Counseling Association (ASCA) National Standards

Professional school counselors are actively committed to eliminating obstacles that students face and help them understand that the choices they make will affect their educational and career options in the future.

The ASCA National Standards for students ensures that all aspects of school counseling are considered for students to meet their academic, career and personal/social needs. The Standards offer an opportunity for school counselors, school administrators, faculty, parents and members of the community to engage in dialogue about expectations for students' academic success and the role of the school counseling program in enhancing student learning.

The National Standards have and will continue to be used as a guide to design and implement programs and establish school counseling as an integral component of the academic mission of the schools and will ensure that all students have access to the school counseling program as part of their learning experience.

The National Standards describe what the students should know and be able to do within the educational system. Professional school counselors use them to help students achieve their highest potential.

In accordance with the ASCA National Standards, the school counseling program facilitates student development in three broad domains (academic development, career development, personal/social development). Each developmental area encompasses desired student learning competencies (composed of knowledge, attitudes and skills). Domains promote behavior that enhances learning for all students.

Standards for each domain provide direction for developing effective school counseling programs. They are descriptions of what students should know and be able to do at the highest level of expectations.

Student competencies are specific knowledge, attitudes and skills that students should obtain in the content standard areas. The competencies guide program development and assess student growth and development. Indicators describe the specific knowledge, skills and abilities that students demonstrate to meet specific competencies.

Adapted from the American School Counseling Association National Model (2012).

ASCA National Standards Crosswalk

The Crosswalk shows the alignment between existing curriculum operating procedures and the ASCA National Standards. The Crosswalk is a matrix used in standards and curriculum alignment. The matrix lists all standards, competencies and indicators and shows specifically where each competency is taught developmentally by grade level or within a school counseling/academic lesson. Competency achievement will vary across all grade levels. School counseling activities are designed around the National Standards to ensure students achieve the desired competencies.

Academic Development Domain	Grades K-2	Grades 3-6	Grades 7-12
STANDARD A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.			
Competency A:A1: Improve Academic Self-concept			
A:A1.1 Articulate feelings of competence and confidence as learners	X		
A:A1.2 Display a positive interest in learning	X		
A:A1.3 Take pride in work and achievement	X		
A:A1.4 Accept mistakes as essential to the learning process	X		
A:A1.5 Identify attitudes which lead to successful learning	X	X	
Competency A:A2 Acquire Skills for Improving Learning			
A:A2.1 Apply time management and task management skills	X	X	X
A:A2.2 Demonstrate how effort and persistence positively affect learning	X		
A:A2.3 Use communications skills to know when and how to ask for help when needed	X	X	
A:A2.4 Apply knowledge and learning styles to positively influence school performance	X		
A:A2.5 Refine study and organizational skills	X	X	X
Competency A:A3 Achieve School Success			
A:A3.1 Take responsibility for their actions	X	X	
A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students	X		
A:A3.3 Develop a broad range of interest and abilities	X	X	X
A:A3.4 Demonstrate dependability, productivity, and initiative	X		
A:A3.5 Share knowledge	X		

STANDARD B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.			
Competency A:B1 Improve Learning			
A:B1.1 Demonstrate the motivation to achieve individual potential	X		
A:B1.2 Learn and apply critical thinking skills	X		
A:B1.3 Apply the study skills necessary for academic success at each level	X		
A:B1.4 Seek information and support from faculty, staff, family and peers	X	X	X
A:B1.5 Organize and apply academic information from a variety of sources	X	X	X
A:B1.6 Use knowledge of learning styles to positively influence school performance	X	X	X
A:B1.7 Become a self-directed and independent learner	X		
Competency A:B2 Plan to Achieve Goal			
A:B2.1 Establish challenging academic goals in primary, intermediate and junior/senior high school	X	X	X
A:B2.2 Develop an initial four-year plan			X
A:B2.3 Update and modify the four-year plan			X
A:B2.4 Use assessment results in educational planning	X	X	X
A:B2.5 Develop and implement annual plan of study to maximize academic ability and achievement	X	X	X
A:B2.6 Apply knowledge of aptitudes and interests to goal setting		X	X
A:B2.7 Use problem-solving and decision-making skills to assess progress toward educational goals			X
A:B2.8 Understand the relationship between classroom performance and success in school	X	X	X
A:B2.9 Identify post-secondary options consistent with interests, achievement, aptitude, and abilities			X
STANDARD C: Students will understand the relationship of academics to the world of work, and to life at home and in the community.			
Competency A:C1 Relate School to Life Experiences			
A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life	X	X	X
A:C1.2 Seek co-curricular and community experiences to enhance the school experience	X		
A:C1.3 Understand the relationship between learning and work	X	X	X
A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals	X	X	X
A:C1.5 Understand that school success is the preparation to make the transition from student to community member		X	X

A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities			X
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Career Development Domain			
STANDARD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.			
Competency C:A1 Develop Career Awareness			
C:A1.1 Develop skills to locate, evaluate, and interpret career information			X
C:A1.2 Learn about the variety of traditional and non-traditional occupations	X		X
C:A1.3 Develop an awareness of personal abilities, skills, interests, and motivations	X	X	X
C:A1.4 Learn how to interact and work cooperatively in teams	X	X	X
C:A1.5 Learn to make decisions	X	X	X
C:A1.6 Learn how to set goals		X	X
C:A1.7 Understand the importance of planning	X	X	X
C:A1.8 Pursue and develop competency in areas of interest	X	X	X
C:A1.9 Develop hobbies and vocational interests	X	X	X
C:A1.10 Balance between work and leisure time	X		
Competency C:A2 Develop Employment Readiness			
C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills	X		
C:A2.2 Apply job readiness skills to seek employment opportunities			X
C:A2.3 Demonstrate knowledge about the changing workplace			X
C:A2.4 Learn about the rights and responsibilities of employers and employees			X
C:A2.5 Learn to respect individual uniqueness in the workplace		X	X
C:A2.6 Learn how to write a resume			X
C:A2.7 Develop a positive attitude toward work and learning	X		
C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace		X	X
C:A2.9 Utilize time and task-management skills	X		X
STANDARD B: Students will employ strategies to achieve future career goals with success and satisfaction.			
Competency C:B1 Acquire Career Information			
C:B1.1 Apply decision making skills to career planning, course selection, and career transition			X
C:B1.2 Identify personal skills, interests, and abilities and relate them to current career choice			X
C:B1.3 Demonstrate knowledge of the career planning process			X
C:B1.4 Know the various ways in which occupations can be classified			X

C:B1.5 Use research and information resources to obtain career information			X
C:B1.6 Learn to use the internet to access career planning information		X	X
Competency C:B2 Identify Career Goals			
C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals			X
C:B2.2 Assess and modify their educational plan to support career			X
C:B2.3 Select course work that is related to career interests			X
C:B2.4 Maintain a career planning portfolio			X
STANDARD C: Students will understand the relationship between personal qualities, education, training, and the world of work.			
Competency C:C1. Acquire Knowledge to Achieve Career Goals			
C:C1.1 Understand the relationship between educational achievement and career success			X
C:C1.2 Explain how work can help to achieve personal success and satisfaction	X		X
C:C1.3 Identify personal preferences and interests which influence career choice and success		X	X
C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills			X
C:C1.5 Describe the effect of work on lifestyle	X		X
C:C1.6 Understand the importance of equity and access in career choice		X	X
C:C1.7 Understand that work is an important and satisfying means of personal expression	X		
Competency C:C2 Apply Skills to Achieve Career Goals			
C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational, and career goals			X
C:C2.2 Learn how to use conflict management skills with peers and adults	X	X	X
C:C2.3 Learn to work cooperatively with others as a team member	X	X	
C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences			X

Personal/Social Development Domain			
STANDARD A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.			
Competency PS:A1 Acquire Self-Knowledge			
PS:A1.1 Develop positive attitudes toward self as a unique and worthy person	X	X	X
PS:A1.2 Identify values, attitudes and beliefs	X	X	X
PS:A1.3 Learn the goals setting process	X	X	X
PS:A1.4 Understand change is a part of growth	X	X	X
PS:A1.5 Identify and express feelings	X	X	
PS:A1.6 Distinguish between appropriate and inappropriate behavior	X	X	X
PS:A1.7 Recognize personal boundaries, rights, and privacy needs	X	X	X
PS:A1.8 Understand the need for self-control and how to practice it	X	X	X
PS:A1.9 Demonstrate cooperative behavior in groups	X	X	X
PS:A1.10 Identify personal strengths and assets	X	X	X
PS:A1.11 Identify and discuss changing personal and social roles	X	X	X
PS:A1.12 Identify and recognize changing family roles	X	X	X
Competency PS:A2 Acquire Interpersonal Skills			
PS:A2.1 Recognize that everyone has rights and responsibilities	X	X	X
PS:A2.2 Respect alternative points of view	X	X	X
PS:A2.3 Recognize, accept, respect and appreciate individual differences	X	X	X
PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity	X	X	X
PS:A2.5 Recognize and respect differences in various family configurations	X	X	
PS:A2.6 Use effective communications skills	X	X	X
PS:A2.7 Know that communication involves speaking, listening, and nonverbal behavior	X	X	X
PS:A2.8 Learn how to make and keep friends	X	X	
STANDARD B: Students will make decisions, set goals, and take necessary action to achieve goals.			
Competency PS:B1 Self-Knowledge Application			
PS:B1.1 Use a decision-making and problem-solving model	X		
PS:B1.2 Understand consequences of decisions and choices	X	X	X
PS:B1.3 Identify alternative solutions to a problem	X	X	X
PS:B1.4 Develop effective coping skills for dealing with problems	X	X	X

PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions	X	X	X
PS:B1.6 Know how to apply conflict resolution skills	X	X	X
PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences	X	X	X
PS:B1.8 Know when peer pressure is influencing a decision	X	X	X
PS:B1.9 Identify long-and short-term goals			X
PS:B1.10 Identify alternative ways of achieving goals			X
PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills	X	X	
PS:B1.12 Develop an action plan to set and achieve realistic goals			X
STANDARD C: Students will understand safety and survival skills.			
Competency PS:C Acquire Personal Safety Skills			
PS:C1.1 Demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact)	X	X	
PS:C1.2 Learn about the relationship between rules, laws, safety, and the protection of rights of the individual	X	X	X
PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact	X	X	
PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy	X	X	X
PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help	X	X	X
PS:C1.6 Identify resource people in the school and community, and know how to seek their help	X	X	X
PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices	X	X	X
PS:C1.8 Learn how to cope with peer pressure	X	X	
PS:C1.9 Learn techniques for managing stress and conflict	X	X	X
PS:C1.10 Learn coping skills for managing life events	X	X	X

ASCA Mindsets & Behaviors for Student Success

K-12 College- and Career-Readiness Standards for Every Student

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

Category 1: Mindset Standards

School Counselors encourage the following mindsets for all students.

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

Category 2: Behavior Standards

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

Learning Strategies	Self-Management Skills	Social Skills
Demonstrate critical-thinking skills to make informed decisions	Demonstrate ability to assume responsibility	Use effective oral and written communication skills and listening skills
Demonstrate creativity	Demonstrate self-discipline and self-control	Create positive and supportive relationships with other students
Use time-management, organizational and study skills	Demonstrate ability to work independently	Create relationships with adults that support success

Apply self-motivation and self-direction to learning	Demonstrate ability to delay immediate gratification for long-term rewards	Demonstrate empathy
Apply media and technology skills	Demonstrate perseverance to achieve long- and short-term goals	Demonstrate ethical decision making and social responsibility
Set high standards of quality	Demonstrate ability to overcome barriers to learning	Use effective collaboration and cooperation skills
Identify long- and short-term academic, career and social/emotional goals	Demonstrate effective coping skills when faced with a problem	Use leadership and teamwork skills to work effectively in diverse teams
Actively engage in challenging coursework	Demonstrate the ability to balance school, home and community activities	Demonstrate advocacy skills and ability to assert self, when necessary
Gather evidence and consider multiple perspectives to make informed decisions	Demonstrate personal safety skills	Demonstrate social maturity and behaviors appropriate to the situation and environment
Participate in enrichment and extracurricular activities	Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	



DELIVERY SYSTEM

School Counseling Core Curriculum

Individual Student Planning

Responsive Services

System Support

Delivery System

The Delivery System outlines the activities, interactions and areas in which professional counselors work to deliver the program per New York State School Counseling Components. The Delivery System and Management System are intertwined throughout the process. Within the Delivery System, there are four components: school counseling curriculum, individual student planning, responsive services and system support. All activities of the school counseling program are included into one of the four areas of the Delivery System.

School Counseling Core Curriculum

The school counseling curriculum consists of a written instructional program that is “comprehensive in scope, preventative and proactive, developmental in design, coordinated by professional school counselors and delivered by professional school counselors and other educators.” The designed lessons and activities are delivered to every student and promote knowledge, attitudes and skills through instruction in the three content areas: academic development, career development and personal/social development. The school counselor is responsible for planning, designing, implementing and evaluating the curriculum. The curriculum is aligned with the American School Counselor Association (ASCA) National Standards and the school district’s academic goals.

The curriculum is delivered through strategies such as:

- Classroom Instruction
- Interdisciplinary Curriculum Development
- Group Activities
- Parent Workshops and Instruction

A curriculum map is designed to give an overview of the specified topics covered during classroom lessons. These topics vary depending on the need of the district and age level of the students. These lessons are focused to assist students in improving all areas of development and assist in academic success.

Professional School Counselors maintain calendars outlining school counseling events to ensure students, parents/guardians, teachers and administrators know when and where activities will be held.

Activity Charts are created to ensure School Counselors are meeting both State and National standards across the K-12 setting. These charts provide the framework for implementing a cohesive School Counseling program to meet the needs of the district and its students.

Individual Student Planning

Individual student planning consists of professional school counselors “coordinating ongoing systemic activities designed to help individual students establish personal goals and develop future plans.” Activities may include helping students plan, monitor and manage their own learning as well as meeting competencies in the areas of academic, career and personal/social development. Individual planning with students is implemented through strategies such as individual or small group appraisal and/or advisement.

Responsive Services

The Responsive Services component consists of “activities to meet students’ immediate needs and concerns. These needs or concerns may require counseling, consultation, referral, peer facilitation or information.” This component is available to all students and is often initiated by student self-referral; however, teachers, parents/guardians or others may also refer students for assistance. The support of other educational professionals is necessary for successful implementation. A range of services is available (from early intervention to crisis response).

Responsive services are delivered through strategies such as:

- Consultation
- Individual Counseling
- Small Group Counseling
- Crisis Counseling
- Conflict Resolution
- Student Support Team
- Referrals to Community Services
- Peer Facilitation

System Support

System Support consists of activities that establish, maintain and enhance the school counseling program. School counselors, through their leadership and advocacy skills, promote systemic change by contributing in ongoing:

- Professional Development - in-service training/conferences, professional association membership, post-graduate education, contributions to professional literature, reflective practices
- Consultation, Collaboration and Teaming - consultation with teachers, staff members and parents; partnering with staff, parents/guardians, community; community outreach; advisory councils; district committees
- Program Management and Operations - management activities, data analysis, fair share responsibilities
- Public Relations - providing community, staff and parents updated information regarding the school counseling program and its goals

Adapted from the ASCA National Model: A Framework for School Counseling Programs (2012).



MANAGEMENT

Annual Agreement

Advisory Council

Agency Partnerships

Use of Data

Action Plans

Use of Time

Acknowledgements

The Management System

The Management System describes the various organizational processes and tools necessary to manage a school counseling program. Professional school counselors will analyze their site data, develop plans of action to meet objectives, abide by a master calendar and provide organizational activities. "Management systems include efforts by administration to support professional school counselors in delivering the program. Administrators will work collaboratively with professional school counselors to analyze student data and develop action plans and implementation timelines."

Professional school counselors develop calendars with regard to program implementation, monitoring student progress and maximizing time spent carrying out the school counseling program.

Annual Agreement

Annual agreements outline the organization, focus and goals of the school counseling program. ***The purpose of these agreements is to encourage dialogue and discussion of agreed goals between the school counselor and administrator.*** As a result, the alignment of school counseling program goals with the goals of the school are clear and collaborative. The discussion enhances administration's understanding of a comprehensive school counseling program, highlights the importance of the role of the professional school counselor, and fosters a partnership to meet goals for the school community. The agreement helps the professional school counselor to streamline their goals and make their work more purposeful and intentional. An annual agreement is developed for each school counselor and is signed by the school counselor and supervising administrator within the first two months of the school year.

Advisory Council

An advisory council is a representative group of people appointed to advise and assist the school counseling program. The advisory council is responsible for reviewing the goals, competencies and results and participates in recommendations to the school counseling department and the administration. The advisory council membership should be representative stakeholders of the school counseling program. Membership should include the following representatives: students, parents/guardians, teachers, school counselors, administrators, school board members, and business and community members. The advisory council should meet a minimum of twice a year.

The advisory council's function will vary depending on a number of variables (i.e. the number of years an educational program is in existence, community needs, etc.). They provide support, input and provide recommendations for program development and improvement. Professional school counselors will use data to analyze the program effectiveness and to make decisions with regard to changes in the program content and delivery. The council functions as a communication link between the school counseling program and the various groups served (students, parents/guardians, educators, businesses and the community).

Advisory Council Members 2022-2023

This Comprehensive K-12 School Counseling Program is the result of a collaborative effort among the counseling department, administrators, parents, and Board of Education members. This is a working document and as a result the Comprehensive School Counseling Program will need to be revised in order to maintain the rigorous standards outlined by national and state standards.

Marc Graff, Assistant Superintendent, Medina Central School District (CSD)

Alexandra DiLaura, Director of Special Programs, Medina CSD

LuAnn Tierney, School Board President, Medina CSD

Scott Robinson, School Board Member, Medina CSD

Audralee Doll, Director of Counseling & School Counselor, Medina Jr.-Sr. High School

Sarah Ha, School Counselor, Medina Jr.-Sr. High School

Andrea Morabito, School Counselor, Medina Jr.-Sr. High School

Morgan Brower, School Counselor, Clifford Wise Intermediate School

Lindsay Fassel, School Counselor, Clifford Wise Intermediate School

Meghy Galante, School Counselor, Oak Orchard Primary School

Julie Milne, School Psychologist, Medina CSD

Ann Marie Martillotta, School Psychologist, Medina CSD

Shannon Stephenson, School Psychologist, Medina CSD

Carin Farina, School Social Worker, Oak Orchard Primary School

Mariah Kenny, School Social Worker, Clifford Wise Intermediate School

Noelle DuPont, School Social Worker, Medina Jr.-Sr. High School

PJ Bell, District AVID Coordinator & Social Studies Teacher, Medina Jr.-Sr. High School

Jody Sargeny, Bus./Tech/Ag./FACS Department Chair, Business Teacher, Medina Jr.-Sr. HS

Lynn Woodruff, Elementary School Teacher, Oak Orchard Primary

Christina Reddy, 4th Grade Teacher, Clifford Wise Intermediate School

Alina Patterson, Special Education Teacher, Clifford Wise Intermediate School

Jesse Cudzillo, Medina Community Member and Director of Orleans County YMCA

Mary Goldhawk Lewis, Parent Representative

Student Representative(s), Designated students volunteer each year from the Jr.Sr. High School

Agency Partnerships

The Medina Central School District counseling department works closely with local, county and regional agencies to provide comprehensive support for our students and their families. These are a *few* of our local agency partnerships:

- Orleans County Mental Health
- Orleans County Department of Child and Family Services
- Orleans County Probation
- Medina Police Department/School Resource Officer
- UConnect Care (Formerly known as GCASA)
- MAAC - Medina Area Association of Churches
- Foodlink
- LIFE - Liberty Partnership
- Orleans-Niagara BOCES
- Restore - Sexual Assault Services
- ACT - Alternative Choices for Teens
- Help Me Grow of Western New York
- Upward Bound

Use of Data

A comprehensive school counseling program is designed to be data-driven. The use of data is an integral part to ensure that every student is monitored and therefore benefits from the school counseling program. The use of data determines program accountability and progress toward goals. In addition, the utilization of data helps to facilitate counselors to uncover any gaps in student achievement and recognize any disparities between groups. It serves as a guide on where to focus resources, programs, interventions and strategies to meet students' needs and ensure school success. Professional school counselors monitor student progress through nine types of data:

- **Student Achievement Data** measures student academic progress including:
 - Standardized test scores
 - Grade Point Averages (GPA)
 - PSAT and SAT scores
 - Graduation rates
 - Diploma types
 - Achievement levels
 - Promotion and retention rates
 - Dropout rates
 - Specific academic programs (academic honors, college prep., etc.)

- **Behavioral Data** is correlated with academic achievement including:
 - Course enrollment patterns
 - Discipline referrals
 - Suspension rates
 - Alcohol, tobacco and other drug violations
 - Attendance rates
 - Parent/guardian involvement
 - Participation in extracurricular activities
 - Homework completion rates

- **Standards and Competency-related Data** measures student mastery of the competencies delineated in the ASCA National Standards. The data includes:
 - Percentage of students with a four-year plan
 - Percentage of students who have participated in job shadowing
 - Percentage of students who have set and attained academic goals
 - Percentage of students who apply conflict resolution skills

- **Disaggregate Data** is used to determine if any gaps in achievement exist via the comparison of student demographics and additional groups. The data may include:
 - Race/ethnicity
 - Gender
 - Language
 - Socio-economic status
 - Special education
 - Vocational outcomes
 - Grade level
 - Teacher assignment
 - Home language

- **Program Results Data** is used to determine the school counseling program's impact. Professional school counselors evaluate process, perception and results data.
- **Process Data** provides evidence that events occurred and describes the way the program is conducted and if it follows the prescribed practice.
- **Perception Data** measures what students and others observe or perceive, knowledge gained, attitudes and beliefs held and competencies achieved.
- **Results Data** measures the impact of an activity or program and shows if the program has had a positive impact on students. Results data may include, but are not limited to:
 - Attendance data
 - Discipline referral data
 - Graduation rates

● **Outcome Data** is necessary to determine the true impact of the school counseling program. This may include the review of immediate and long range data. Data will drive program decision making. Outcome data shows the impact of an activity or program and answers the question, “So what?”

Action Plans

To efficiently and effectively deliver the school counseling program, there must be a plan detailing how the school counselor intends to achieve the desired result. The action plan is utilized with the school counselor curriculum. The action plan should contain:

- Domains and standards to be addressed
- Student competencies to be addressed
- Description of the actual school counseling activity to be provided
- Title or name of the curriculum to be used
- Timeline for completion of activity
- Person(s) responsible for the delivery of the activity
- Means of evaluating student success
- Data driving the decision to address the competency
- Expected results for students

Use of Time

Professional school counselors recognize and value the time they spend providing direct services to students. They should keep track of their time and document activities performed throughout the day. This will allow counselors and the administrators the opportunity to determine the amount of time being spent delivering services to students and non-school counseling activities. Program delivery and direct counseling services for students can be increased by re-assigning non-counseling activities when possible.

The American School Counselors Association estimates that a school counselor’s time should be allocated in the following ways:

	Primary School	Intermediate School	Jr.-Sr. High School
Curriculum Planning/Delivery	35-45%	25-35%	15-25%
Individual Student Planning	5-10%	15-25%	25-35%
Responsive Services	30-40%	30-40%	25-35%
Systems Support	10-15%	10-15%	10-15%
Non-Counseling Related Tasks	0%	0%	0%

Appropriate vs. Inappropriate Activities for School Counselors

Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
Individual student academic program planning	Coordinating paperwork and data entry of all new students
Interpreting cognitive, aptitude and achievement tests	Coordinating cognitive, aptitude and achievement testing programs
Providing counseling to students who are tardy or absent	Signing excuses for students who are tardy or absent
Providing counseling to students who have disciplinary problems	Performing disciplinary actions or assigning discipline consequences
Providing counseling to students as to appropriate school dress	Sending students home who are not appropriately dressed
Collaborating with teachers to present school counseling core curriculum lessons	Teaching classes when teachers are absent
Analyzing grade-point averages in relationship to achievement	Computing grade-point averages
Interpreting student records	Maintaining student records
Providing teachers with suggestions for effective classroom management	Supervising classrooms or common areas
Ensuring student records are maintained as per state and federal regulations	Keeping clerical records
Helping the school principal identify and resolve student issues, needs and problems	Assisting with duties in the principal's office
Providing individual and small-group counseling services to students	Providing therapy or long-term counseling in schools to address psychological disorders
Advocating for students at individual education plan meetings, student study teams and school attendance review boards	Coordinating school-wide individual education plans, student study teams and school attendance review boards
Analyzing disaggregated data	Serving as a data entry clerk

Adapted from the ASCA National Model: Framework for School Counseling Programs (2012).

Acknowledgements

The Department wishes to thank the Superintendent and the Board of Education for their support throughout the development of the Comprehensive K-12 School Counseling Program. The completion and quality of this plan is due in no small part to the time and resources sanctioned by the Superintendent and Board of Education.



ACCOUNTABILITY

Key Components

School Counselor Program Assessment

ASCA School Counselor Competencies

Accountability

The accountability system will enable professional school counselors to determine how well students have met the standards and achieve intended outcomes. To evaluate the program and demonstrate accountability, professional school counselors must collect and use data that supports and links the school counseling program to student academic success, school improvement and to show positive changes in student behavior.

Key Components of School Counselor Accountability

Using Data:

Data collection provides the school counseling program with the information needed to evaluate the program as it relates to student progress. The data collection will occur before and after the school counseling activity and will reveal what worked and clarify what needs to be changed or improved to ensure student success. The aforementioned is done via pre and post test evaluations and works to answer the question, *“How are students different as a result of the school counseling program?”*

School Counseling Program Assessment Tool

The school counseling program assessment tool aligns with the four components of the ASCA National Model. This resource will be used as a guideline to measure each component in Medina CSD’s Comprehensive School Counseling Plan. A self-assessment will be conducted by each building using this tool at the end of every school year to determine strengths as well as areas of improvement.

School Counseling Program Assessment Tool

FOUNDATION			
CRITERIA	No	In Progress	Yes
Beliefs			
a. Indicates an agreed-upon belief system about the ability of all students to achieve			
b. Addresses how the school counseling program meets student developmental needs			
c. Addresses the school counselor’s role as an advocate for every students			
d. Identifies persons to be involved in the planning, managing, delivery and evaluation of school counseling program activities			
e. Includes how data informs program decisions			

f. Includes how ethical standards guide the work of school counselors			
Vision Statement			
a. Describes a future where school counseling goals and strategies are being successfully achieved			
b. Outlines a rich and textual picture of what success looks like and feels like			
c. Is bold and inspiring			
d. States best possible student outcomes			
e. Is believable and achievable			
Mission Statement			
a. Aligns with the school's mission statement and may show linkages to district and state department of education mission statements			
b. Written with students as the primary focus			
c. Advocates for equity, access and success of every student			
d. Indicates the long-range results desired for all students			
Program Goals			
a. Promote achievement, attendance and/or behavior			
b. Are based on school data			
c. Address schoolwide data, policies and practices to address closing-the-gap issues			
d. Address academic, career and/or personal/social development			
ASCA Mindsets & Behaviors			
a. Standards are identified and align with program mission and goals			
b. Standards and competencies selected from other standards (state/district, 21st Century, Character Ed, etc.) align with ASCA Mindsets & Behaviors, program mission and goals as appropriate			
School Counselor Professional Competencies and Ethical Standards			
a. ASCA School Counselor Competencies have been reviewed			
b. ASCA Ethical Standards for School Counselors have been reviewed			
PROGRAM MANAGEMENT			
CRITERIA	No	In Progress	Yes
School Counselor Competencies Assessment			
School counselor competencies assessment has been completed			
School Counseling Program Assessment			
School counseling program assessment has been completed			
Use-of-Time Assessment			
a. Use-of-time assessment reviewed annually			

b. Direct and indirect services account for 80 percent of time or more			
c. Program management and school support activities account for 20 percent of time or less			
Annual Agreement			
a. Created and signed by the school counselor and supervising administrator within first two months of school			
b. One agreement per school counselor			
c. Provides rationale for use of time based on data and goals			
d. Reflects school counseling program mission and program goals			
e. Lists school counselor roles and responsibilities			
f. Identifies areas for school counselor professional development			
Advisory Council			
a. Membership includes administrator and representatives of school and community stakeholders			
b. Meets at least twice a year and maintains agenda and minutes			
c. Advises on school counseling program goals, reviews program results and makes recommendations			
d. Advocates and engages in public relations for the school counseling program			
e. Advocates for school counseling program funding and resources			
Use of Data			
a. School data profile completed, tracking achievement, attendance and behavior data			
b. School data inform program goals			
c. School counseling program data (process, perception, outcome) are collected and reviewed and inform program decisions			
d. Organizes and shares data/results in a user-friendly format (e.g., charts)			
Action Plans (Curriculum, Small Group and Closing the Gap)			
a. Data are used to develop curriculum, small-group and closing-the-gap action plans using action plan templates			
b. Action plans are consistent with the program goals and competencies			
c. Projected results (process, perception and outcome) data have been identified			
d. Projected outcome data are stated in terms of what the student will demonstrate			
Curriculum Lesson Plan			
Curriculum lesson plan templates are used to develop and implement classroom activities			
Calendars (Annual and Weekly)			
a. Indicate activities of a comprehensive school counseling program			

b. Reflect program goals and activities of school counseling curriculum, small-group and closing-the-gap action plans			
c. Are published and distributed to appropriate persons			
d. Indicate fair-share responsibilities			
e. Weekly calendar aligns with planned use of time in the annual agreement			
DELIVERY			
CRITERIA	No	In Progress	Yes
Direct student services are provided (Strategies to include instruction, group activities, appraisal, advisement, counseling and crisis response)			
a. Deliver school counseling curriculum lessons to classroom and large groups			
b. Provide appraisal and advisement to assist all students with academic, career and personal/social planning			
c. Provide individual and/or group counseling to identified students with identified concerns or needs			
Indirect student services are provided to identified students (Strategies to include referrals, consultation, collaboration)			
Direct and indirect service provision amounts to 80 percent or more of the school counselor's time			
ACCOUNTABILITY			
CRITERIA	No	In Progress	Yes
Data Tracking			
a. School data profile is analyzed, and implications for results over time are considered			
b. Use-of-time assessment is analyzed and implications are considered			
Program Results (Process, Perception and Outcome Data)			
a. Curriculum results report is analyzed, and implications are considered			
b. Small-group results reports are analyzed, and implications are considered			
c. Closing-the-gap results reports are analyzed, and implications are considered			
d. Program results are shared with stakeholders			
Evaluation and Improvement			
a. School counselor competencies assessment informs self-improvement and professional development			
b. School counseling program assessment informs program improvement			
c. School counselor performance appraisal is conducted and informs improvement			
d. Program goal results are analyzed, and implications considered			

ASCA School Counselor Competencies

I. SCHOOL COUNSELING PROGRAMS

School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program that aligns with the ASCA National Model.

- I-A: Knowledge

ASCA's position statement, The Professional School Counselor and School Counseling Preparation Programs, states that school counselors should articulate and demonstrate an understanding of:

- I-A-1. The organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices
 - I-A-2. The organizational structure and components of an effective school counseling program that aligns with the ASCA National Model
 - I-A-3. Barriers to student learning and use of advocacy and data-driven school counseling practices to close the achievement/opportunity gap
 - I-A-4. Leadership principles and theories
 - I-A-5. Individual counseling, group counseling and classroom instruction ensuring equitable access to resources promoting academic achievement, career development and personal/social development for every student
 - I-A-6. Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders to create learning environments that promote educational equity and success for every student
 - I-A-7. Legal, ethical and professional issues in pre-K–12 schools
 - I-A-8. Developmental theory, learning theories, social justice theory, multiculturalism, counseling theories and career counseling theories
 - I-A-9. The continuum of mental health services, including prevention and intervention strategies to enhance student success
- I-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.

- I-B-1. Plans, organizes, implements and evaluates a school counseling program aligning with the ASCA National Model
- I-B-1a. Creates a vision statement examining the professional and personal competencies and qualities a school counselor should possess
- I-B-1b. Describes the rationale for a comprehensive school counseling program

- I-B-1c. Applies the school counseling themes of leadership, advocacy, collaboration and systemic change, which are critical to a successful school counseling program
- I-B-1d. Describes, defines and identifies the qualities of an effective school counseling program
- I-B-1e. Describes the benefits of a comprehensive school counseling program for all stakeholders, including students, parents, teachers, administrators, school boards, department of education, school counselors, counselor educators, community stakeholders and business leaders
- I-B-1f. Describes the history of school counseling to create a context for the current state of the profession and comprehensive school counseling programs
- I-B-1g. Uses technology effectively and efficiently to plan, organize, implement and evaluate the comprehensive school counseling program
- I-B-1h. Demonstrates multicultural, ethical and professional competencies in planning, organizing, implementing and evaluating the comprehensive school counseling program
- I-B-2. Serves as a leader in the school and community to promote and support student success
 - I-B-2a. Understands and defines leadership and its role in comprehensive school counseling programs
 - I-B-2b. Identifies and applies a model of leadership to a comprehensive school counseling program
 - I-B-2c. Identifies and demonstrates professional and personal qualities and skills of effective leaders
 - I-B-2d. Identifies and applies components of the ASCA National Model requiring leadership, such as an advisory council, management tools and accountability
 - I-B-2e. Creates a plan to challenge the non-counseling tasks that are assigned to school counselors
- I-B-3. Advocates for student success
 - I-B-3a. Understands and defines advocacy and its role in comprehensive school counseling programs
 - I-B-3b. Identifies and demonstrates benefits of advocacy with school and community stakeholders
 - I-B-3c. Describes school counselor advocacy competencies, which include dispositions, knowledge and skills
 - I-B-3d. Reviews advocacy models and develops a personal advocacy plan
 - I-B-3e. Understands the process for development of policy and procedures at the building, district, state and national levels
- I-B-4. Collaborates with parents, teachers, administrators, community leaders and other stakeholders to promote and support student success

- I-B-4a. Defines collaboration and its role in comprehensive school counseling programs
- I-B-4b. Identifies and applies models of collaboration for effective use in a school counseling program and understands the similarities and differences between consultation, collaboration and counseling and coordination strategies
- I-B-4c. Creates statements or other documents delineating the various roles of student service providers, such as school social worker, school psychologist or school nurse, and identifies best practices for collaborating to affect student success
- I-B-4d. Understands and knows how to apply a consensus-building process to foster agreement in a group
- I-B-4e. Understands how to facilitate group meetings to effectively and efficiently meet group goals
- I-B-5. Acts as a systems change agent to create an environment promoting and supporting student success
- I-B-5a. Defines and understands system change and its role in comprehensive school counseling programs
- I-B-5b. Develops a plan to deal with personal (emotional and cognitive) and institutional resistance impeding the change process
- I-B-5c. Understands the impact of school, district and state educational policies, procedures and practices supporting and/or impeding student success
- I-C: Attitudes

School counselors believe:

- I-C-1. Every student can learn, and every student can succeed
- I-C-2. Every student should have access to and opportunity for a high-quality education
- I-C-3. Every student should graduate from high school and be prepared for employment or college and other post-secondary education
- I-C-4. Every student should have access to a school counseling program
- I-C-5. Effective school counseling is a collaborative process involving school counselors, students, parents, teachers, administrators, community leaders and other stakeholders
- I-C-6. School counselors can and should be leaders in the school and district
- I-C-7. The effectiveness of school counseling programs should be measurable using process, perception and outcome data

II. FOUNDATIONS

School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program aligning with the ASCA National Model.

- II-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

- II-A-1. Beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level
- II-A-2. Educational systems, philosophies and theories and current trends in education, including federal and state legislation
- II-A-3. Learning theories
- II-A-4. History and purpose of school counseling, including traditional and transformed roles of school counselors
- II-A-5. Human development theories and developmental issues affecting student success
- II-A-6. District, state and national student standards and competencies, including ASCA Student Standards and other student standards that may complement and inform the comprehensive school counseling program
- II-A-7. Legal and ethical standards and principles of the school counseling profession and educational systems, including district and building policies
- II-A-8. The three domains of academic achievement, career planning and personal/social development

- II-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:

- II-B-1. Develops the beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level
- II-B-1a. Examines personal, district and state beliefs, assumptions and philosophies about student success, specifically what they should know and be able to do
- II-B-1b. Demonstrates knowledge of a school's particular educational vision and mission
- II-B-1c. Conceptualizes and writes a personal philosophy about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission
- II-B-1d. Writes a school counseling vision statement that describes a future world in which the school counseling goals and strategies are being successfully achieved

- II-B-2. Develops a school counseling mission statement aligning with the school, district and state mission
- II-B-2a. Critiques a school district mission statement and identifies or writes a mission statement aligning with beliefs
- II-B-2b. Writes a school counseling mission statement that is specific, concise, clear and comprehensive, describing a school counseling program's purpose and a vision of the program's benefits for every student
- II-B-2c. Communicates the vision and mission of the school counseling program to all appropriate stakeholders
- II-B-3. Uses student standards, such as ASCA Student Standards and other appropriate student standards such as district or state standards, to drive the implementation of a comprehensive school counseling program
- II-B-3a. Crosswalks the ASCA Student Standards with other appropriate student standards
- II-B-3b. Prioritizes student standards that align with the school's goals
- II-B-4. Applies the ethical standards and principles of the school counseling profession and adheres to the legal aspects of the role of the school counselor
- II-B-4a. Practices ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors
- II-B-4b. Understands the legal and ethical nature of working in a pluralistic, multicultural and technological society
- II-B-4c. Understands and practices in accordance with school district policy and local, state and federal statutory requirements
- II-B-4d. Understands the unique legal and ethical nature of working with minor students in a school setting
- II-B-4e. Advocates responsibly for school board policy and local, state and federal statutory requirements in students' best interests
- II-B-4f. Resolves ethical dilemmas by employing an ethical decision-making model appropriate to work in schools
- II-B-4g. Models ethical behavior
- II-B-4h. Continuously engages in professional development and uses resources to inform and guide ethical and legal work
- II-B-4i. Practices within the ethical and statutory limits of confidentiality
- II-B-4j. Continually seeks consultation and supervision to guide legal and ethical decision making and to recognize and resolve ethical dilemmas
- II-B-4k. Understands and applies an ethical and legal obligation not only to students but to parents, administration and teachers as well
- II-C: Attitudes

School counselors demonstrate their attitudes and beliefs that all students deserve access to a comprehensive program that:

- II-C-1. Has an impact on every student rather than a series of services provided only to students in need
- II-C-2. Is an integral component of student success and the overall mission of the school and school district
- II-C-3. Promotes and supports academic achievement, career planning and personal/social development for every student
- II-C-4. Adheres to school and district policies, state laws and regulations and professional ethics standards
- II-C-5. Is intentional in addressing the information, opportunity and achievement gaps

III. MANAGEMENT

School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a school counseling program aligning with the ASCA National Model.

- III-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

- III-A-1. Leadership principles, including sources of power and authority and formal and informal leadership
- III-A-2. Organization theory to facilitate advocacy, collaboration and systemic change
- III-A-3. Presentation skills for programs such as teacher in-services, parent workshops and presentation of results reports to school boards
- III-A-4. Time management, including long- and short-term management using tools such as schedules and calendars
- III-A-5. Data-driven decision making
- III-A-6. Current and emerging technologies such as use of the Internet, Web-based resources and information management systems

- III-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:

- III-B-1. Self-evaluates his/her own competencies leading to and resulting in the formulation of an appropriate professional development plan
- III-B-1a. Conducts a school counseling program assessment
- III-B-1b. Negotiates a management plan for the comprehensive school counseling program with the administrator
- III-B-1c. Discusses and develops the management component of the school counseling program with the other members of the school counseling staff
- III-B-1d. Presents school counseling management tools to the principal, and finalizes an annual school counseling agreement

- III-B-1e. Discusses the anticipated program results when implementing the action plans for the school year
- III-B-1f. Participates in school counseling and education-related professional organizations
- III-B-1g. Develops a yearly professional development plan demonstrating how the school counselor advances relevant knowledge, skills and dispositions
- III-B-1h. Communicates effective goals and benchmarks for meeting and exceeding expectations consistent with the administrator/school counselor annual agreement and district performance appraisals
- III-B-1i. Uses personal reflection, consultation and supervision to promote professional growth and development
- III-B-2. Establishes and convenes an advisory council for the comprehensive school counseling program
- III-B-2a. Uses leadership skills to facilitate vision and positive change for the comprehensive school counseling program
- III-B-2b. Determines appropriate education stakeholders who should be represented on the advisory council
- III-B-2c. Develops effective and efficient meeting agendas
- III-B-2d. Reviews school data, school counseling program assessment and school counseling program goals with the advisory council
- III-B-2e. Records meeting notes and distributes as appropriate
- III-B-2f. Analyzes and incorporates feedback from the advisory council related to school counseling program goals as appropriate
- III-B-3. Accesses or collects relevant data, including process, perception and outcome data, to monitor and improve student behavior and achievement
- III-B-3a. Reviews and disaggregates student achievement, attendance and behavior data to identify and implement interventions as needed
- III-B-3b. Uses data to identify policies, practices and procedures leading to successes, systemic barriers and areas of weakness
- III-B-3c. Uses student data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps
- III-B-3d. Understands and uses data to establish goals and activities to close the achievement, opportunity and/or information gap
- III-B-3e. Knows how to use data to identify gaps between and among different groups of students
- III-B-3f. Uses school data to identify and assist individual students who do not perform at grade level and do not have opportunities and resources to be successful in school
- III-B-3g. Knows and understands theoretical and historical basis for assessment techniques

- III-B-4. Assesses use of time in direct and indirect student services and program management and school support
- III-B-4a. Organizes and manages time to effectively implement a comprehensive school counseling program
- III-B-4b. Identifies appropriate distribution of school counselor's time based on the school data and program goals
- III-B-4c. Creates a rationale for school counselor's use of time in the delivery component to focus on the goals of the comprehensive school counseling program
- III-B-4d. Identifies and evaluates fair-share responsibilities, which articulate appropriate and inappropriate counseling and non-counseling activities
- III-B-5. Develops calendars to ensure the effective implementation of the school counseling program
- III-B-5a. Creates annual and weekly calendars to plan activities to reflect school counseling program goals
- III-B-5b. Demonstrates time-management skills including scheduling, publicizing and prioritizing time and tasks
- III-B-6. Designs and implements action plans aligning with school and school counseling program goals
- III-B-6a. Uses appropriate academic and behavioral data to develop school counseling core curriculum, small-group and closing-the-gap action plans and determines appropriate students for the target group or interventions
- III-B-6b. Identifies ASCA domains, standards and competencies being addressed by each plan
- III-B-6c. Creates lesson plans related to the school counseling core curriculum identifying what will be delivered, to whom it will be delivered, how it will be delivered and how student attainment of competencies will be evaluated
- III-B-6d. Determines the intended impact on academics, attendance and behavior
- III-B-6e. Identifies appropriate activities to accomplish objectives
- III-B-6f. Identifies appropriate resources needed
- III-B-6g. Identifies data-collection strategies to gather process, perception and outcome data
- III-B-6h. Shares results of action plans with staff, parents and community.
- III-B-7. Implements program management and school support activities for the comprehensive school counseling program
- III-B-7a. Creates a program management and school support planning document addressing school counselor's responsibilities for program management and professional development
- III-B-7b. Coordinates activities that establish, maintain and enhance the school counseling program as well as other educational programs
- III-B-8. Conducts self-appraisal related to school counseling skills and performance
- III-C: Attitudes

School counselors believe:

- III-C-1. A school counseling program/department must be managed like other programs and departments in a school
- III-C-2. Planning, organizing, implementing and evaluating a school counseling program are critical responsibilities for a school counselor
- III-C-3. Management of a school counseling program must be done in collaboration with administrators

IV. DELIVERY

School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program aligning with the ASCA National Model.

- IV-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

- IV-A-1. The distinction between direct and indirect student services
 - IV-A-2. The concept of a school counseling core curriculum
 - IV-A-3. Counseling theories and techniques that work in school, such as rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution focused brief counseling, person-centered counseling and family systems
 - IV-A-4. Counseling theories and techniques in different settings, such as individual planning, group counseling and classroom lessons
 - IV-A-5. Classroom management
 - IV-A-6. Principles of career planning and college admissions, including financial aid and athletic eligibility
 - IV-A-7. Principles of working with various student populations based on characteristics such as ethnic and racial background, English language proficiency, special needs, religion, gender and income
 - IV-A-8. Principles of multi-tiered approaches within the context of a comprehensive school counseling program
 - IV-A-9. Responsive services (counseling and crisis response) including grief and bereavement
 - IV-A-10. The differences between counseling, collaboration and consultation, especially the potential for dual roles with parents, guardians and other caretakers
- IV-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.

Direct Student Services

School Counseling Core Curriculum

- IV-B-1. Implements the school counseling core curriculum
- IV-B-1a. Identifies appropriate curriculum aligned to ASCA Student Standards

- IV-B-1b. Develops and presents a developmental school counseling core curriculum addressing all students' needs based on student data
- IV-B-1c. Demonstrates classroom management and instructional skills
- IV-B-1d. Develops materials and instructional strategies to meet student needs and school goals
- IV-B-1e. Encourages staff involvement to ensure the effective implementation of the school counseling core curriculum
- IV-B-1f. Knows, understands and uses a variety of technology in the delivery of school counseling core curriculum activities
- IV-B-1g. Understands multicultural and pluralistic trends when developing and choosing school counseling core curriculum
- IV-B-1h. Understands and is able to build effective, high-quality peer helper programs

Individual Student Planning

- IV-B-2. Facilitates individual student planning
- IV-B-2a. Understands individual student planning as a component of a comprehensive program
- IV-B-2b. Develops strategies to implement individual student planning, such as strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or post-secondary planning
- IV-B-2c. Helps students establish goals and develops and uses planning skills in collaboration with parents or guardians and school personnel
- IV-B-2d. Understands career opportunities, labor market trends and global economics and uses various career assessment techniques to help students understand their abilities and career interests
- IV-B-2e. Helps students learn the importance of college and other post-secondary education and helps students navigate the college admissions process
- IV-B-2f. Understands the relationship of academic performance to the world of work, family life and community service
- IV-B-2g. Understands methods for helping students monitor and direct their own learning and personal/social and career development

Responsive Services

- IV-B-3. Provides responsive services
- IV-B-3a. Lists and describes interventions used in responsive services, such as individual/ small-group counseling and crisis response
- IV-B-3b. Understands appropriate individual and small-group counseling theories and techniques such as rational emotive behavior therapy, reality therapy, cognitive behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems

- IV-B-3c. Demonstrates an ability to provide counseling for students during times of transition, separation, heightened stress and critical change
- IV-B-3d. Understands what defines a crisis, the appropriate response and a variety of intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response
- IV-B-3e. Provides team leadership to the school and community in a crisis
- IV-B-3f. Involves appropriate school and community professionals as well as the family in a crisis situation
- IV-B-3g. Understands the nature of academic, career and personal/social counseling in schools and the similarities and differences among school counseling and other types of counseling, such as mental health, marriage and family and substance abuse counseling, within a continuum of care
- IV-B-3h. Understands the role of the school counselor and the school counseling program in the school crisis plan

Indirect Student Services

Referrals

- IV-B-4a. Understands how to make referrals to appropriate professionals when necessary
- IV-B-4b. Compiles referral resources to utilize with students, staff and families to effectively address issues
- IV-B-4c. Develops a list of community agencies and service providers for student referrals

Consultation

- IV-B-5a. Shares strategies that support student achievement with parents, teachers, other educators and community organizations
- IV-B-5b. Applies appropriate counseling approaches to promoting change among consultees within a consultation approach
- IV-B-5c. Works with education stakeholders to better understand student needs and to identify strategies that promote student achievement

Collaboration

- IV-B-6a. Partners with parents, teachers, administrators and education stakeholders for student achievement and success
- IV-B-6b. Conducts in-service training or workshops for other stakeholders to share school counseling expertise
- IV-B-6c. Understands and knows how to provide supervision for school counseling interns consistent with the principles of the ASCA National Model
- IV-C: Attitudes

School counselors believe:

- IV-C-1. School counseling is one component in the continuum of care that should be available to all students
- IV-C-2. School counselors coordinate and facilitate counseling and other services to ensure all students receive the care they need, even though school counselors may not personally provide the care themselves
- IV-C-3. School counselors engage in developmental counseling and short-term responsive counseling
- IV-C-4. School counselors should refer students to district or community resources to meet more extensive needs such as long-term therapy or diagnoses of disorders

V. ACCOUNTABILITY

School counselors should possess the knowledge, abilities, skills and attitudes necessary to monitor and evaluate the processes and results of a school counseling program aligning with the ASCA National Model.

- V-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

- V-A-1. Basic concepts of results-based school counseling and accountability issues
- V-A-2. Basic research sampling, methodology and analysis concepts to understand research outcomes and conduct action research
- V-A-3. Use of data to evaluate program effectiveness and to determine program needs
- V-A-4. School counseling program assessments and results reports

- V-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.

- V-B-1. Analyzes data from school data profile and results reports to evaluate student outcomes and program effectiveness and to determine program needs
- V-B-1a. Analyzes use of time to determine how much time is spent in school counseling program components and considers best use of time compared to student needs as identified through student data
- V-B-1b. Analyzes results from school counseling program assessment
- V-B-1c. Uses formal and informal methods of program evaluation to design and enhance comprehensive school counseling programs
- V-B-1d. Uses student data to support decision-making in designing effective school counseling programs and interventions
- V-B-1e. Measures and analyzes results attained from school counseling core curriculum, small group and closing-the-gap activities

- V-B-1f. Works with members of the school counseling team and with the administration to decide how school counseling programs are evaluated and how results are shared
- V-B-1g. Analyzes and interprets process, perception and outcome data
- V-B-1h. Reviews progress toward program goals
- V-B-1i. Uses technology in conducting research and program evaluation
- V-B-1j. Reports program results to the school counseling community
- V-B-1k. Uses data to demonstrate the value the school counseling program adds to student achievement
- V-B-1l. Uses results obtained for program improvement
- V-B-2. Understands and advocates for appropriate school counselor performance appraisal process based on school counselor competencies and implementation of the comprehensive school counseling program
- V-B-2a. Analyzes self-assessment related to school counseling skills and performance
- V-B-2b. Identifies how school counseling activities fit within categories of a performance appraisal instrument
- V-B-2c. Encourages administrators to use a performance appraisal instrument reflecting appropriate responsibilities for school counselors
- V-B-3a. Compares current school counseling program implementation with the ASCA National Model
- V-B-3b. Shares the results of the program assessment with administrators, the advisory council and other appropriate stakeholders
- V-B-3c. Identifies areas for improvement for the school counseling program
- V-C: Attitudes

School counselors believe:

- V-C-1. School counseling programs should achieve demonstrable results
- V-C-2. School counselors should be accountable for the results of the school counseling program
- V-C-3. School counselors should use quantitative and qualitative data to evaluate their school counseling program and to demonstrate program results
- V-C-4. The outcomes of the school counseling program should be analyzed and presented in the context of the overall school and district performance



PRIMARY SCHOOL COUNSELING PLAN

Oak Orchard

Program Delivery Map

Curriculum Overview

Oak Orchard Primary School Counseling Program Delivery Map

Curriculum & Activities

C = Career Instruction; CC = Core Curriculum; DS = Direct Services; IS = Indirect Services; IPR; Individual Progress Review

Timeframe	Activity/Service	Components per NYS	ASCA Domain/Standard Competency	Grade Level(s)	Staff Involved	Management Needs/Format	Assessment Format
Academic Development Domain							
Ongoing	Parent/Teacher Conferences	IS, IPR	A:A1, A:A3, A:B2, A:C1	UPK-2	Teacher, Counselor, Psychologist, Social Worker & Administrator	Designated meeting times, collaboration, communication	Follow-up phone calls/meetings/ Report cards
Ongoing	Team meetings	IS, IPR	A:B2	UPK-2	Counselor & Teacher	Designated meeting time	ODRs/Report cards
Ongoing	Attendance Review	IS	A:A3, A:B2, A:C1	K-2	Counselor, Social Worker, Administrator, & SRO	Communication forms (school to home and home to school)	Attendance
Ongoing	CSE/504/RTI meetings	IS, IPR	A:A1, A:B2	K-2	Administration, School Psychologist, Counselor, Social Worker, Parents, & Teachers	Designated meeting times	Annual review meetings
Ongoing	Individual counseling (Mandated/ Data Recommendations)	DS, CI, IPR	A:A1, A:A2, A:A3, A:B2, A:C1	K-2	Psychologist & Counselor	Universal referral form, collaboration with administrators, teachers, and parents	ODRs/Report cards/teacher feedback/universal assessment
Weekly	Small group counseling (Mandated/ Data Recommendations) <i>Group topics are determined based on SAEBRS assessment outcome</i>	DS	A:A1, A:A2, A:A3, A:B1, A:B2, A:C1	K-2	Psychologist & Counselor	Universal referral form, collaboration with administrators, teachers, and parents	SAEBRS data
Ongoing/weekly	Character Strong Education	DS, CC	A:A1, A:A2, A:A3, A:B1, A:B2, A:C1	UPK-2	Counselor & Teachers	Materials for lessons Planning time for preparation	Pre and Post tests/SAEBRS data
Ongoing/Weekly	Administrator/Counselor Meetings	IS, IPR	A:B2	UPK-2	School Psychologist, Social Worker, Counselor & Administration	Collaboration w/ administration, psychologist, social worker & counselor	Completion of assigned tasks

Timeframe	Activity/Service	Components per NYS	ASCA Domain/Standard Competency	Grade Level(s)	Staff Involved	Management Needs/Format	Assessment Format
Academic Development Domain							
Ongoing/ every 6 weeks	FBA's/BIPs	IPR, IS, DS	A:A1, A:A2, A:A3, A:B1, A:B2	K-2	School Psychologist, Social Worker, Counselor, Teacher & Administrators	Unified/district form, collaboration with teachers/CSE/ administrators	Implementation/ review of BIP/formal assessments
Ongoing	Documentation <i>note taking, phone log, etc.</i>	IS, IPR	A:B2	UPK-2	Counselor, Administration, Social Worker, Teachers, & School Psychologist	eSchool Computer/notebook/ supplies	Analysis/utilization of data collected as needed
As needed	Whole Group Counseling (collaboration with classroom teachers based on specific need of students)	DS, CC	A:A1, A:A2, A:A3, A:B1, A:B2, A:C1	K-2	Counselor & Teacher	Supplies Collaboration with teacher	Observation of change/universal assessment
Ongoing	Transition Counseling <i>welcoming and orienting new students to the building, assisting with transition</i>	DS	A:A1, A:A2, A:A3, A:B1, A:C1	UPK-2	Counselor, Social Worker	eSchool record keeping Communication with administration, parents and office staff	Ease of transition into and out of Primary School
Ongoing	Professional Development	IS, CC	A:B2	UPK-2	Counselor, Social Worker, & School Psychologist	Flexibility and time	Acquisition and implementation of knowledge upon return
Ongoing	Supplemental Activities <i>Outside of typical work hours, including open house, kindergarten screening, etc.</i>	IS, IPR	A:A1, AB1, A:C1	UPK-2	School Psychologist, Social Worker, Counselor, Teacher, & Administration	Flexibility in after school schedule Summer work days	Development of relationship/trust with community
Ongoing	Curriculum Review	CC, IS	A:A1, A:B2, A:C1	UPK-2	Counselor & Director of Curriculum	Summer work days	Student response/universal assessment
Ongoing	Theme Weeks <i>coordinating with administration and staff regarding career awareness</i>	C, DS, IS	C:A1, C:A2, C:B1, C:B2, C:C1, C:C2	UPK-2	All staff	Coordination with teachers & administration	Choices survey

Timeframe	Activity/Service	Components per NYS	ASCA Domain/Standard Competency	Grade Level(s)	Staff Involved	Management Needs/Format	Assessment Format
Career Development							
Ongoing	Career Months	C, DS, IS	C:A1, C:B1, C:C1, C:C2	UPK-2	Counselor, teachers	Online career resources, time planning and preparation of slides and rollout	Student response
Spring	Career Fair	C, DS	C:A1, C:B1, C:C1, C:C2	UPK-2	Counselor,	Connection to community resources, planning and preparation	Acquisition and implementation of knowledge upon return
Ongoing	Professional Development	IS, CC	C:C1	UPK-2	Counselor	Specified work days Access to School Counseling related groups/conferences	Acquisition and implementation of knowledge upon return
Timeframe	Activity/Service	Components per NYS	ASCA Domain/Standard Competency	Grade Level(s)	Staff Involved	Management Needs/Format	Assessment Format
Personal/Emotional Development							
Ongoing	Parent/Teacher Conferences	IS, IPR	PS:A1, PS:A2, PS:B1, PS:C	UPK-2	Teacher, School Psychologist, Social Worker Counselor & Administration	Collaboration with administration, teachers, & parents, Follow-up phone calls or meeting	ODRs/report cards/Observable change in behavior
Ongoing/Weekly	Team meetings	IS, IPR	PS:B1 PS:A2	UPK-2	Counselor, School Psychologist, Social Worker & Teacher	Collaboration with teachers	ODRs/Report cards
Ongoing	Individual counseling (Mandated/Data Recommendations)	DS, CI, IPR	PS:A1, PS:A2, PS:B1, PS:C	K-2	Social Worker, Counselor, School Psychologist	Universal referral form, collaboration with administrators, teachers, and parents. Designated meeting location	ODRs/Report cards/teacher feedback/universal assessment
Ongoing/weekly	Character Strong Education	DS, CC	PS:A1, PS:A2, PS:B1, PS:C	UPK-2	Counselor	Planning time Specified budget for materials	SAEBRS data

Timeframe	Activity/Service	Components per NYS	ASCA Domain/Standard Competency	Grade Level(s)	Staff Involved	Management Needs/Format	Assessment Format
Personal/Emotional Development							
Ongoing/monthly	K-12 Counselor meetings	IS, C, CC	PS:A2	UPK-2	All district Counselors	Collaboration with district counselors	Completion of assigned tasks
Ongoing	Teacher Consultation	IS, IPR	PS:A2, PS:C	UPK-2	Administration, School Psychologist, Teachers, Counselor, Social Worker	Collaboration with teacher	Acquisition of knowledge/support to one another
Ongoing/ every 6 weeks	FBAs/BIPs	IPR, IS, DS	PS:A1, PS:A2, PS:B1, PS:C	K-2	School Psychologist, Counselor, Social Worker, Teachers & Administrators	Unified/district form, collaboration with teachers/ administrators, & CSE	Implementation/ review of BIP/formal assessments
Ongoing	Student Referrals	IS	PS:A2	UPK-2	Counselor & Teachers	Unified permission form. Collaboration with administration, teachers & parents.	Follow through on part of referring individual
Ongoing	Student Observations	IS, IPR	PS:B1	UPK-2	Administration, Counselor, Social Worker & School Psychologist	Unified/district form Collaboration with teachers and administration	Completion of form
Ongoing	Crisis Intervention	DS	PS:A1, PS:A2, PS:B1, PS:C	UPK-2	Administration, School Psychologist, Social Worker, & Counselor	CPI Training Walkie-talkies De-escalation space/time	Crisis Intervention forms Mini Intervention log
Ongoing	CSE/504/RTI meetings	IS, IPR	PS:A1	UPK-2	Administration, School Psychologist, Social Worker, Parents, & Teachers	Universal referral form, collaboration with administration, teachers & parents	Annual review
Ongoing	Collaboration with County Agencies	IS	PS:A1, PS:A2, PS:B1, PS:C	UPK-2	Social Worker	Access and collaboration with out-of-district agencies	ODR referrals/observable change in behavior

Timeframe	Activity/Service	Components per NYS	ASCA Domain/Standard Competency	Grade Level(s)	Staff Involved	Management Needs/Format	Assessment Format
Personal/Emotional Development							
As needed	Whole Group Counseling	DS, CC	PS:A1, PS:A2, PS:B1, PS:C	UPK-2	Counselor & Teacher	Collaboration with classroom teacher Access to materials	Observation of change/universal assessment
As needed	CPS/Law Guardian Visits	IS, DS	PS:A2, PS:B1, PS:C	UPK-2	School Psychologist, Social Worker, & Counselor	Sit with student during visits as demonstration of support	CPS follow-up letter (founded/unfounded)
Ongoing	Professional Development	IS, CC	PS:A1, PS:A2, PS:B1, PS:C	UPK-2	Counselor, Social Worker, School Psychologist	Attendance to workshops/trainings Access to school counselor associations/conferences	Acquisition and implementation of knowledge upon return
Ongoing	Supplemental Activities <i>outside of typical work hours, family fun nights, etc.</i>	IS	PS:A2	UPK-2	Counselor, Social Worker, Teacher, & Administration	Access to building after hours Compensation for time (when applicable)	Development of relationship/trust with community
Ongoing	Curriculum Review	CC, IS	PS:A1, PS:A2, PS:B1, PS:C	UPK-2	Counselor	Planning time summer work days	Student response/SAEBRS
Ongoing	Data Collection & analysis	IS, IPR	PS:A1	UPK-2	Counselor, School Psychologist, Social Worker	Universal assessment/SAEBRS, eSchool	Notes, phone log, behavior plans, etc.
Ongoing	Mediation <i>student:teacher; student:student, etc.</i>	DS	PS:A1, PS:A2, PS:B1, PS:C	UPK-2	Counselor, School Psychologist, Social Worker	Collaboration with teachers, administration, students and parents.	Recognizable change/improvement in relationship

Curriculum Overview

Character Strong Education Kindergarten Curriculum	
Timeframe	Topic/Focus
September: Zones of Regulation	<ol style="list-style-type: none"> 1. Zones of Regulation introduction 2. Rules and Routines 3. Understanding emotions
October: Respect	<ol style="list-style-type: none"> 1. Understanding Respect 2. Whole Body Listening 3. Creating classroom respect agreements 4. Practicing Respect 5. Understanding and valuing differences in others
November: Responsibility	<ol style="list-style-type: none"> 1. Understanding consequences of actions 2. Understanding responsibility 3. Practicing responsibility
December: Gratitude	<ol style="list-style-type: none"> 1. Understanding gratefulness 2. What are we thankful for? 3. Identifying emotions associated with gratitude 4. Practicing gratitude 5. Manners
January: Empathy	<ol style="list-style-type: none"> 1. Understanding empathy 2. Empathetic listening 3. Personal kindness goals 4. Showing kindness 5. Practicing kindness and empathy
February: Perseverance	<ol style="list-style-type: none"> 1. Understanding and Identifying perseverance 2. Growth Mindset 3. Mistakes are opportunities to learn 4. Practicing perseverance in a team setting
March: Honesty	<ol style="list-style-type: none"> 1. Understanding honesty 2. Identifying emotions of self and others 3. Practicing showing honesty when identifying their feelings 4. Identifying if a situation is honest or dishonest

Kindergarten Curriculum (continued)	
Timeframe	Topic/Focus
April: Cooperation	<ol style="list-style-type: none"> 1. What is cooperation? 2. Practicing listening 3. Building communication skills 4. Practicing cooperation 5. Practicing teamwork
May: Courage	<ol style="list-style-type: none"> 1. Understanding courage 2. Practicing courage 3. It's okay to ask for help! 4. Inclusion
June: Creativity	<ol style="list-style-type: none"> 1. Identifying personal strengths 2. Emotion Identification 3. Self-expression as a coping skill

Character Education 1st Grade Curriculum	
Timeframe	Topic/Focus
September: Zones of Regulation	<ol style="list-style-type: none"> 1. Zones of Regulation introduction 2. Rules and Routines 3. Understanding Emotions
October: Respect	<ol style="list-style-type: none"> 1. Understanding respect 2. Practicing listening skills 3. Creating classroom respect agreements 4. The importance of individuality 5. Bad signs, Warning signs, and Good signs in a friendship 6. Identifying how words and actions affect others in a positive or negative way.
November: Responsibility	<ol style="list-style-type: none"> 1. Understanding responsibility 2. Practicing responsibility 3. What it feels like and looks like to manage distractions

	<ol style="list-style-type: none"> 4. Practicing overcoming distractions 5. Building skills of self-monitoring to stay focused in a variety of settings
December: Gratitude	<ol style="list-style-type: none"> 1. Understanding gratitude 2. Practicing identifying and communicating how they would feel in different scenarios. 3. Practicing gratitude 4. Emotion awareness and coping
January: Empathy	<ol style="list-style-type: none"> 1. Understanding Empathy 2. Practicing recognizing how others can feel in different situations 3. Building friendship skills 4. Reflect on their own strengths and areas to grow 5. Practice showing empathy during conflicts with friends 6. Practice positive listening skills with friends
February: Perseverance	<ol style="list-style-type: none"> 1. Understanding perseverance 2. Practice focusing through distractions 3. Identifying perseverance strategies 4. Practice learning through mistakes as they face a challenge 5. Practicing perseverance with a team
March: Honesty	<ol style="list-style-type: none"> 1. Understanding honesty 2. Brainstorm ways to be truthful in thoughts, actions, and words at school and at home. 3. Identifying if a scenario is honest or dishonest 4. Practice using I-Statements 5. Honest thoughts-thinking before you speak
April: Cooperation	<ol style="list-style-type: none"> 1. Understanding cooperation 2. Practicing cooperation in a team setting 3. Building communication skills 4. Practicing cooperation to achieve a goal
May: Courage	<ol style="list-style-type: none"> 1. Understanding courage 2. Practicing focusing strategies 3. Focusing on situations that require courage

	<ol style="list-style-type: none"> 4. Setting a Courage goal to try something new 5. Reflection
June: Creativity	<ol style="list-style-type: none"> 1. Understanding creativity and self-expression 2. Practicing emotion awareness and working in groups to creatively show their understanding. 3. Identify emotions using creativity 4. Practicing creativity with limited instruction. 5. Practice creative thinking and problem-solving.

Character Education 2nd Grade Curriculum	
Timeframe	Topic/Focus
September: Zones of Regulation	<ol style="list-style-type: none"> 1. Zones of Regulation introduction 2. Rules and Routines 3. Understanding Emotions
October: Respect	<ol style="list-style-type: none"> 1. Understanding respect 2. Creating a classroom respect agreement 3. Tree of Choices 4. Conflict Resolution 5. Practice communicating respect using “I -statements”
November: Responsibility	<ol style="list-style-type: none"> 1. Understanding responsibility 2. Practicing responsibility 3. Engaging in community circles 4. “I can” responsibility statements
December: Gratitude	<ol style="list-style-type: none"> 1. Understanding gratitude 2. Practicing expressing gratitude as a way to regulate emotions. 3. Identifying different things they are grateful for and proud of within themselves 4. Understanding how feelings of Gratitude can help them balance out big emotions

January: Empathy	<ol style="list-style-type: none"> 1. Understanding empathy 2. Identifying big and small problems 3. Tree of Choices 4. Practice talking and listening with empathy 5. Identify what grows kindness and what does not 6. Practice empathy with each other when working through challenges 7. Practice using empathy to resolve conflicts
February: Perseverance	<ol style="list-style-type: none"> 1. Understanding perseverance 2. Practicing perseverance 3. Students will reflect on ways to engage in the world to make it a better place and create a plan with a partner. 4. Completing challenges in a group setting
March: Honesty	<ol style="list-style-type: none"> 1. Understanding honesty 2. Identifying ways to show honesty with themselves by evaluating strengths they can use to feel more confident and focused. 3. Practicing honesty while identifying emotions and discussing strategies to regulate emotions. 4. Students will learn about and try out different strategies that would help with regulating emotions
April: Cooperation	<ol style="list-style-type: none"> 1. Understanding cooperation 2. Practicing cooperating and turn taking 3. Practicing conflict resolution skills 4. Students will identify their strengths and talents
May: Courage	<ol style="list-style-type: none"> 1. Understanding courage 2. Students will practice visualization skills to create a Gallery of Courage that shows each student engaging in something new and courageous. 3. Students will engage in small group challenges by sharing their ideas and encouraging others. 4. Practicing engagement in the classroom

	5. Identifying acts of courage
June: Creativity	<ol style="list-style-type: none"> 1. Understanding what creativity looks and sounds like 2. Students will think creatively to come up with unique coping strategies 3. Practicing emotional regulation through creativity

Group Counseling Curriculum Overview
Topics: Coping, Regulation, Self-Management, and Relationships.
<i>Groups are determined based on SAEBRS assessment outcome.</i>
<i>Group counseling curriculum is from Character Strong Tier 2 Curriculum.</i>
<i>K-2nd grade Skill Based Curriculum that focuses on four skills: Coping, Regulation, Self-Management, and Relationships.</i>

Career Development
Implementation:
<ul style="list-style-type: none"> ● Two career focuses a month based on the 16 Career Clusters ● Career Learning Center- interactive google slides for teachers to utilize ● Resources provided for teachers and families to participate in our career focus ● Career Development Day Presentations this school year with community volunteers



INTERMEDIATE SCHOOL COUNSELING PLAN

Clifford H. Wise Intermediate School

Program Delivery Map

Curriculum Overview

Clifford Wise Intermediate School Counseling Program Delivery Map

Curriculum & Activities

C = Career Instruction; CC = Core Curriculum; DS = Direct Services; IS = Indirect Services; IPR; Individual Progress Review

Timeframe	Activity/Service	Components per NYS	ASCA Domain/Standard Competency	Grade Level(s)	Staff Involved	Management Needs/Format	Assessment Format
Academic Development Domain							
Ongoing	Character Education School-Wide Activities <i>i.e. themed weeks</i>	CC	A:A1, A:A2, A:B1	3-6	Counselors	Planning Time Materials Funds for Supplies	ODRs, attendance, DASA reports
Ongoing	Scheduling Committee <i>Discuss and problem-solve schedule issues</i>	IS	A:A3, A:B1, A:B2	3-6	Counselors, teachers, school psychologist, administrators	Collaboration with teachers and administrators	eSchool Management System
Ongoing	Master schedule and individual student schedules	IPR	A:A2, A:A3, A:B1, A:B2, A:C1	3-6	Counselors, teachers, psychologist, admin	Collaboration with teachers and administrators	eSchool Management System
Ongoing	Schedule changes	IPR	A:A2, A:A3, A:B1, A:B2, A:C1	3-6	Counselors, teachers	Collaboration with teachers and administrators	eSchool Management System
Ongoing	Parent Teacher Conferences	IPR	A:A3, A:B1	3-6	Counselors, teachers, school psychologist, school social worker and parents	Teacher/parent invitation	Follow-up phone calls/meetings/Report cards
Ongoing	Collaboration, & Consultation	IPR, IS	A:A2, A:A3, A:B1, A:B2, A:C1	3-6	Counselors, psychologist, school social worker, teachers, administrators, outside agencies	Collaboration with teachers, community members, parents/guardians	Acquisition of knowledge
Timeframe	Activity/Service	Components per NYS	ASCA Domain/Standard Competency	Grade Level(s)	Staff Involved	Management Needs/Format	Assessment Format
Academic Development Domain							

Ongoing	Agency Referrals	IS	A:A2, A:B1, A:B2	3-6	Counselors, school psychologist, school social worker, and agency	Collaboration and referrals to outside agencies	Agency reports
Ongoing	Home Visits	IS	A:B1, A:B2, A:C1	3-6	Counselors, school psychologists, school social worker, administrators, teachers	Another available person to travel with	Acquisition of knowledge and/or completion of task
Ongoing	Professional Development	IS, CC	C:C1	3-6	Counselors, school psychologist, school social worker	Specified work days Access to School Counseling related groups/ conferences	Acquisition and implementation of knowledge upon return
Ongoing	Annual Individual Progress Review	IPR	A:A1, A:A2, A:A3, A:B1, A:B2, A:C1	6	Counselors	Time to meet with all students, Career exploration program	Individual Progress Review form
Ongoing	SEL <i>Social-emotional learning program intended to provide social, emotional, behavioral, and academic growth for all students</i>	CC	A:A1, A:A2, A:A3	3-6	Counselor, classroom teacher	Planning Time, Materials, Curriculum up-date funds	Universal Assessment
Ongoing and as needed Sept-June	Classroom Observations	IPR	A:B1, A:B2	3-6	Counselors, school psychologist, school social worker	Time in the classroom setting	Acquisition of knowledge
As needed	New Student Orientation	IPR	A:A2, A:B2	3-6	Counselors	New Student Packet and Materials	Student adjustment (self and teacher report)
As needed	504 meetings	IPR	A:A1, A:A2, A:A3, A:B1	3-6	School psychologist, counselors, school social worker, administration	Academic goals and accommodations	504 Document
Timeframe	Activity/Service	Components per NYS	ASCA Domain/Standard Competency	Grade Level(s)	Staff Involved	Management Needs/Format	Assessment Format

Academic Development Domain

Daily	Non-mandated Individual Counseling	DS	A:A1, A:A2, A:B2, A:C1	3-6	Counselors, school psychologist, school social worker	Discussion based on student led topics	Pre-Post Test, Universal Assessment
Daily	Group Counseling (Mandated & Non-Mandated)	DS	A:A1, A:A2, A:B2, A:C1	3-6	Counselors, school psychologist, school social worker	Discussion based on student led topics	Pre-Post Test, Universal Assessment
Weekly	Counselor/Admin Meetings	IS	A:B2	3-6	Counselors, school psychologist, school social worker, administrators	Collaboration with administration & counselor	Completion of assigned tasks
Weekly	The Wise Word <i>Weekly parent/guardian communication letter that is sent out via REMIND and Wise Website</i>	IS	A:B1, A:A3	3-6	Counselors, teachers, administration	Collaboration with administration, access to internet/REMIND, time to update	Parent/Guardian feedback
As needed	Webpage <i>Updating and maintaining school counseling webpage on district website</i>	IS	A:B1, A:C1	3-6	Counselors	Access to internet/computer, time to update information	Data from school website
Quarterly	Review Student Progress/ Report Card	IPR	A:A2, A:A3, A:B1, A:B2	3-6	Counselors, teachers	Academic goals and accommodations	eSchool Management System
As Needed	BIP/FBA	IPR	A:A2, A:A3, A:B1	3-6	School psychologist, counselors, school social worker, teachers	Academic goals and accommodations	Follow-up Meetings Data Collection review
September	3rd Grade Welcome Meeting	DS	A:B2	3	Counselor, administrators	Auditorium	Student participation at meeting, student/teacher feedback
September	Open House	DS	A:A2, A:B2	3-6	Counselors, social worker, school psychologist, teachers, administrators	Time after school for open house	Student/family attendance at open house

October	STEM Recruitment	IPR	A:A3, A:B2	6	Counselors, teachers, parents	Attendance at Advisor Meeting at GCC	Student participation in STEM
Once in Spring	High School Tours	DS	A:A1, A:B2	6	Counselors-Wise and JRSR, teachers	Access to the high school, availability of high school counselors	Student self- report
May	Accelerated Student Selection and Placement	IPR	A:A3, A:B2	6	Counselors, 6th grade teachers	Teacher recommendation	Student participation in accelerated courses
May-June	Student Placement meetings	IPR	A:A3, A:B1, A:B2	2-6	Counselors, school psychologist, teachers, administrators	Academic goals and accommodations	Acquisition of knowledge
June	2nd Grade Orientation	DS	A:A2, A:A3, A:B2	3	Counselors, Administrators	Orientation packet, auditorium, video	Student participation at orientation, student/teacher feedback
Timeframe	Activity/Service	Components per NYS	ASCA Domain/Standard Competency	Grade Level(s)	Staff Involved	Management Needs/Format	Assessment Format
Career Development							
Ongoing	Career Exploration Classroom Lessons	CC	C:A1, C:A2, C:C1, C:C2	3-6	Counselor, classroom teacher	Planning Time, Materials, Curriculum, up-date funds	Pre and Post Test
Ongoing	Collaboration and consultation	IS	C:A1, C:B1, C:C1, C:C2	3-6	Counselors, school psychologist, school social worker, teachers, administrators, parents, outside agencies, community members	Collaboration with all necessary individuals	Acquisition of knowledge
Ongoing	Non-mandated Individual Counseling	DS	C:C1, C:C2	3-6	Counselors, school psychologist	Redbook Sign-In & Computer, Discussion based on student led topics	Google form
Ongoing	Annual Individual	IPR	C:A1, C:A2, C:B1, C:B2, C:C1, C:C2	6	Counselors	Time to meet with all students, Career	Individual Progress Review form

	Progress Review					exploration program	
Ongoing	SEL <i>Social-emotional learning program intended to provide social, emotional, behavioral, and academic growth for all students</i>	CC	C:A1, C:A2, C:C1, C:C2	3-6	Counselor, classroom teacher	Planning Time, Materials, Curriculum, up-date funds	Pre and Post Test, Universal Assessment
Daily	Group Counseling <i>(Mandated & Non-Mandated)</i>	DS	C:C1, C:C2	3-6	Counselors, school psychologist, school social worker	Discussion based on student led topics	Pre-Post Test, Universal Assessment
Weekly	Counselor/Admin Meetings	IS	C:C1, C:C2	3-6	Counselors, school psychologist, school social worker, administrators	Collaboration with administrators	Completion of assigned tasks
As Required	K-12 Counseling Department meetings	IS, C, CC	C:C1	K-12	All district counselors, social workers	Collaboration with district counselors	Completion of assigned tasks
As Needed	Webpage <i>Updating and maintaining school counseling webpage on district website</i>	IS	C:A1, C:A2, C:B1, C:B2, C:C1, C:C2	3-6	Counselors	Access to internet/computer, time to update information	Webpage, data from school website
Ongoing	Building wide college and career related activities	C, DS, IS, IPR	C:A1, C:B1, C:C1, PS:A1	3-6	All building personnel	Planning Time, Materials, Curriculum, up-date funds	Acquisition of knowledge
Personal/Emotional Development							
Ongoing	Documentation	IPR	PS:C1	3-6	Counselors, school psychologist, school social worker	Keeping notes, tasks, phone log, etc.	Analysis/utilization of data collected as needed
Ongoing	Bullying Incident Reports	DS	PS:B1, PS:C1	3-6	Counselors, school psychologist, school social worker, teachers, administrators	Referral form	DASA numbers, ODRs
Ongoing	Classroom Observations	IPR	PS:A1, PS:A2, PS:B1, PS:C1	3-6	Counselors, school psychologist,	Collaboration with teachers	Acquisition of knowledge

					school social worker		
Ongoing	UConnect Care Referral and Consultation	IPR	PS:B1, PS:C1	3-6	Counselors	Collaboration with GCASA	Student participation in GCASA
Ongoing	Collaboration and Consultation	IS	PS:A1, PS:A2, PS:B1, PS:C1	3-6	Counselors, school psychologist, school social worker, teachers, administrators, outside agencies, parents, community members	Collaboration with all necessary individuals	Acquisition of knowledge
Ongoing	Crisis Counseling	DS	PS:A1, PS:A2, PS:B1, PS:C1	3-6	Counselors, school psychologist, school social worker	Discussion based on student led topics	Google form, teacher referral
Ongoing	Peer Mediation	DS	PS:A1, PS:A2, PS:B1, PS:C1	3-6	Counselors, school psychologist, school social worker	Discussion based on student led topics	Google form, teacher referral
Ongoing	Agency Referrals	IS	PS:A1, PS:A2, PS:B1, PS:C1	3-6	Counselors, school psychologist, school social worker, and agency	Collaboration and referrals to outside agencies	Agency reports
Ongoing	Home Visits	IS	PS:A1, PS:A2, PS:C1	3-6	Counselors, school psychologist, school social worker, administrators, teachers	Another available person to travel with	Acquisition of knowledge and/or completion of task
Timeframe	Activity/Service	Components per NYS	ASCA Domain/Standard Competency	Grade Level(s)	Staff Involved	Management Needs/Format	Assessment Format
Personal/Emotional Development							
Ongoing	Professional Development	IS, CC	C:C1	3-6	Counselor, school psychologist,	Specified work days,	Acquisition and implementation of

					school social worker	Access to School Counseling related groups/ conferences	knowledge upon return
Ongoing	School Supply Closet <i>Maintain and organize closet, provide items to students and families in need</i>	DS	PS:B1, PS:C1	3-6	Counselors	Funds and Donations	Distribution of donations/ helpfulness to families
Ongoing	Annual Individual Progress Review	IPR	PS:A1, PS:B1, PS:C1	6	Counselors	Student planning career exploration program	Individual Progress Review form
As needed	Parent Teacher Conferences	IPR	PS:A1, PS:A2, PS:B1, PS:C1	3-6	Counselors, school psychologist, school social worker, teachers and parents	Collaboration with administration, teachers, & parents	Follow-up phone calls or meetings/ODRs/report cards/Observable change in behavior
As needed	SSI Documentation <i>Supplemental security income paperwork</i>	IPR	PS:B1, PS:C1	3-6	Counselors, teachers	Time to complete SSI paperwork, collaboration with teachers	Completed SSI document
As needed	New student orientation	IPR	PS:B1	3-6	Counselors	New Student Packet and Materials	Student adjustment (self and teacher report)
As needed	504 meetings	IPR	PS:B1, PS:C1	3-6	Counselors, school psychologist, school social worker	Academic goals / accommodations	504 Document
Daily	Non-mandated Individual Counseling	DS	PS:A1, PS:A2, PS:B1, PS:C1	3-6	Counselors, school psychologist, school social worker	Discussion based on student led topics	Pre-Post Test, Universal Assessment
Daily	Group Counseling (Mandated & Non-Mandated)	DS	PS:A1, PS:A2, PS:B1, PS:C1	3-6	Counselors, school psychologist, school social worker	Discussion based on student led topics	Pre-Post Test, Universal Assessment
Weekly	Backpack Program <i>Hand out backpacks of food to students who sign up to take home extra food on</i>	DS	PS:B1, PS:C1	3-6	Counselors, PTSA	Donations	Distribution of donations/helpfulness to families/Google survey

	<i>the weekend; reach out to families</i>						
Timeframe	Activity/Service	Components per NYS	ASCA Domain/Standard Competency	Grade Level(s)	Staff Involved	Management Needs/Format	Assessment Format
Personal/Emotional Development							
Weekly	Counselor/ Admin Meetings	IS	PS:A2	3-6	Counselors, school psychologist, school social worker, administrators	Collaboration with administration & counselor	Completion of assigned tasks
Ongoing	SEL <i>Social-emotional learning program intended to provide social, emotional, behavioral, and academic growth for all students</i>	CC	PS:A1, PS:A2, PS:B1, PS:C1	3-6	Counselor, classroom teacher	Planning Time, Materials, Curriculum, up-date funds	Pre and Post Tests, Universal Assessment
As Needed	K-12 Counselor Meetings	IS, C, CC	PS:A2	K-12	All district counselors, social workers	Collaboration with district counselors	Completion of assigned tasks
As Needed	Webpage <i>Updating and maintaining school counseling webpage on district website</i>	IS	PS:A1, PS:A2, PS:B1, PS:C1	3-6	Counselors	Access to internet/computer, time to update information	Data from school website
As Needed	BIP/FBA	IPR	PS:A1, PS:A2, PS:B1, PS:C1	3-6	School psychologist, counselors, school social worker, teachers	Academic goals and accommodations	Ongoing review
Sept	3rd Grade Welcome Meeting	DS	PS:A1, PS:A2, PS:B1, PS:C1	3	Counselor, administrators	Auditorium	Student participation at meeting, student/teacher feedback
Sept	Open House	DS	PS:A1, PS:A2, PS:B1, PS:C1	3-6	Counselors, teachers, administrators	Time after school for open house	Student/family attendance at open house
October	School-Wide Halloween Party	DS	PS:A1, PS:A2, PS:B1, PS:C1	3-6	Counselors, teachers, administrators	Planning Time Funds for Supplies	100% student involvement, teacher feedback
Nov-Dec	Angel Tree <i>Program to collect and provide holiday gifts for our students and families in need</i>	DS	PS:C1	3-6	Counselors, teachers, nurse	Donations	Distribution of donations/helpfulness to families/Google survey

Yearly	Erin's Law Instruction	DS	PS:A1, PS:C1	3-6	Counselors, teachers, administrators	Collaboration with teachers, curriculum	Student participation during lesson, student/teacher feedback
May	Puberty and Body Change Instruction	DS	PS:A1, PS:C1	4	Counselors and Physical Education teachers	Collaboration with teachers, curriculum	Student participation during discussion, student/teacher feedback
Timeframe	Activity/Service	Components per NYS	ASCA Domain/Standard Competency	Grade Level(s)	Staff Involved	Management Needs/Format	Assessment Format
Personal/Emotional Development							
May-June	Student Placement Meetings	IPR	PS:B1, PS:C1	2-7	Counselors, school psychologist, teachers, administrators	Collaboration with teachers and administrators	ODRs, attendance reports, grades
June	School-Wide Fun Day	DS	PS:C1	3-6	Counselors, teachers, administrators	Planning Time, Funds for Activities, teacher involvement and participation	100% student involvement
June	3rd Grade Orientation	DS	PS:A1, PS:A2, PS:B1, PS:C1	3	Counselors, administrators	Orientation packet, auditorium, video	Student participation at orientation, student/teacher feedback

Curriculum Overview

SEL 3rd Grade Curriculum
Topics
September- Respect
October- Responsibility
November-Gratitude
December- Empathy/Kindness
January- Perseverance
February- Honesty
March- Cooperation
April- Courage
May- Creativity

SEL 4th Grade Curriculum
Topics
September- Respect
October- Responsibility
November-Gratitude
December- Empathy/Kindness
January- Perseverance
February- Honesty
March- Cooperation
April- Courage
May- Creativity

SEL 5th Grade Curriculum
Topics
September- Respect
October- Responsibility
November-Gratitude
December- Empathy/Kindness
January- Perseverance
February- Honesty
March- Cooperation
April- Courage
May- Creativity

SEL 6th Grade Curriculum
Topics
September- Respect
October- Responsibility
November-Gratitude
December- Empathy/Kindness
January- Perseverance
February- Honesty
March- Cooperation
April- Courage
May- Creativity

Individual/Group Counseling Curriculum Overview
Topics
<ul style="list-style-type: none"> ● Social Skills ● Anger Management ● Emotion Management ● Bullying/Peer Conflict ● Safety Concerns ● Home Concerns ● Grief/Loss ● Academics/Organization Skills ● Character Strong: Coping ● Character Strong: Regulation ● Character Strong: Self Management ● Character Strong: Relationships



JR. - SR. HIGH SCHOOL COUNSELING PLAN

Medina Jr. -Sr. High School

Program Delivery Map

Curriculum Review

Medina Jr./Sr. High School Counseling Program Delivery Map

Curriculum & Activities

C = Career Instruction; CC = Core Curriculum; DS = Direct Services; IS = Indirect Services; IPR; Individual Progress Review

Timeframe	Activity/Service	Components per NYS	ASCA Domain/Standard Competency	Grade Level(s)	Staff Involved	Management Needs	Assessment Format
Academic Development Domain							
Ongoing/annually	Academic Review of Credits & Graduation Requirements	DS, IPR	A:B2, A:C1	8-12	Counselor	Senior Interviews, Transcripts	Medina High School Personalized Education Plan (PEP)
Ongoing/annually	Transcript Management/ Transfer Students <i>Determine appropriate credit to award incoming students, input in eSchool Management system and consult with building principal if required</i>	IS, IPR	A:B2	8-12	Counselor	eSchool Management system, NYSED Part 100.5 Regulations, Time to input student information & course creation if necessary (approx. 1-2 hrs./student)	Transcripts
Ongoing/annually	Senior Privilege Pass <i>Review Senior grades every 5 weeks to determine seniors in danger of failing. Inform students and staff of loss of priv pass for the next term</i>	IS, IPR	A:B2	12	Counselor	eSchool Management system, Loss of Privilege Pass slips, follow-up counseling with students	Progress Reports & Report Cards & progress monitoring
Ongoing/annually	Seal of Biliteracy <i>Monitor credits and course completion, maintain spreadsheets, collaborate with SBC advisors, directly coordinate with NYS Office of Bilingual Education and provide data at end of year.</i>	IS, IPR	A:B2, A:C1	10-12	Counselor, NYSSBC	Shared Google Drive; <i>Seal of Biliteracy</i> , Quarterly SBC Meetings, NYSSB Flyers, Requirements Document, Time to meet 3-5x per year.	Completed NYSSB Applications via <i>Google Form</i> , NYSSB End of Year Data Form
Ongoing/annually	Award Nomination & Tracking <i>Monitor credits, course completion for students on track to receive district level awards as well as submitting nominations for any junior & senior scholarship & recognition awards.</i>	IS	A:A1, A:A2, A:A3	11-12	Counselors, JPC Director, JR Director, Honors Convocation Director, Orleans Hub contact	Student Transcripts and Report Cards, Personalized Education Plans (PEPs), Junior Awards Binder, meetings for award selection, approx. .5-1 hr per award nomination	Application Forms received, Student listing managed by program directors, Awards directly received by participating organizations

Timeframe	Activity/Service	Components per NYS	ASCA Domain/Standard	Grade Level(s)	Staff Involved	Management Needs	Assessment Format
Academic Development Domain							
Ongoing/annually	Regents Examination Preparation <i>Monitor completion of NYS Regents Exams for each student. Review for diploma type (i.e Regents vs. Advanced Regents), determine if appeals are needed, and provide students with supports for successful passing score</i>	IS, IPR	A:B1	8-12	Counselor, SPED, HS Administrators	Google Spreadsheet, Transcripts	Medina High School Personalized Education Plan (PEP)
Ongoing/annually	Academic Counseling <i>Meet with students individually to establish goals, conduct academic review of current grades & grade progress, discuss study habits, etc.</i>	DS, IPR	A:B1, A:B2	7-12	Counselor	Records of student's grades within eSchool Management System, IEP/504 if necessary	Progress Reports, Report Cards, and Assignment Reports
Ongoing/annually	Individual Schedule Development/Changes to Student Schedules	IS	A:C1, A:B1	7-12	Counselor	eSchool Management System, Course Listing Sheet, Teacher recommendation spreadsheet, PEPs & Transcripts, days over summer to address conflicts	Number of Add/Drop Request Forms received
Ongoing	Collaboration & Consultation with Faculty Members Reg, student Academics	IS, IPR	A:A2, A:A3, A:B1, A:B2	7-12	Counselors, teachers, administrator, & BOCES	Time to meet with team members, emails (40-60+/day), phone calls	Acquisition of knowledge
Ongoing	RTI <i>Response to Intervention</i>	IS	A:C1, A:A1	7-12	Counselors, Psychologist, Teacher, Social Worker, Teachers, Assistant Principal	Support school psychologists in the referral process, academic reports, data collection, collaboration with teachers on student progress	Assessment of academic reports, Follow-up with teachers & parent/guardians
Ongoing	IEP Annual Reviews	DS	A:B1	7-12	Counselor, Teachers, Psychologist, social worker, Administrator	Student's IEP, ACCES-VR forms (if applicable), PEP, graduation pathways handouts for parent/guardians	Evaluation of goal met outlined in student's IEP

Timeframe	Activity/Service	Component s per NYS	ASCA Domain/ Standard	Grade Level(s)	Staff Involved	Management Needs	Assessment Format
Academic Development Domain							
As Needed	504 meetings	IPR	A:A1, A:A2, A:A3, A:B1	7-12	Counselor, Psychologist, social worker, Vice Principal, Teachers, Parent/Student	Collaboration with psychologist, VP, and other involved staff, time to hold meetings	Removal of barriers and increase of opportunity, Completion of academic goals as outlined on 504 document
Ongoing/ Annually	Scholarship Committee <i>All counselors serve on committee to nominate students for 30+ local Scholarships</i>	IS, IPR	A:B2	11-12	Counselors, Teachers	Collaboration with committee members, planning time, student transcripts, resume of activities, colleges of interest, Google Form responses	Applications (Google Forms), Excel spreadsheet maintained by scholarship director
Ongoing	GCC STEM Program	IPR, C, IS	A:B2	7-12	Counselors, GCC STEM Program Advisors, Principal	Attend workshops (for program req. updates), transcripts, communication with parent & student, annotate on PEPs & graduation spreadsheet	Student completion of program; Receiving of Associates Degree upon graduation of High School
Ongoing/ As Needed	Accommodation Applications for Student College Testing	IS	A:B1, A:B2	10-12	Counselor (SSD Coordinator), parent/guardian(s)	College Board SSD Accommodations Website, parent communication, SAT and PSAT Accommodations Request Form signed by guardian.	Number of students who receive appropriate accommodations on PSAT, SAT, & ACT
Ongoing/as needed	Professional Development/ NOCA Conferences	IS	A:A2, A:B1	N/A	Counselors	Registration fees (if applicable), time to attend workshops/trainings	Acquisition and implementation of knowledge and resources upon return

Timeframe	Activity/Service	Components per NYS	ASCA Domain/Standard	Grade Level(s)	Staff Involved	Management Needs	Assessment Format
Academic Development Domain							
Aug - Sept & Jan - Feb	AIS Identification & Scheduling	IPR, IS	A:A2, A:B1	7-12	Counselors, Teachers	eSchool Management System, student schedules, academic reports, teacher recommendations	Fastbridge Assessments, Progress Reports and Report Cards
July-October	Advanced Study (AS) Course Management	IS	A:B1, A:C1	10-12	Counselor (AS Coordinator) AS Teachers, Building Principal, Affiliated College Representatives	AS Course Spreadsheet, AS Credit Transfer Spreadsheet - Mailed to all students grades 11-12 with schedules, Maintain on Google Classroom, Drafting of Financial Aid Letters, Management of Certificate of Residence Handouts, Communication with AS Representatives, Setup of AS Classroom Presentations in September	Credits acquired by students throughout high school career
Sept	Open House	DS	A:A2, A:B2	7-12	Counselors, psychologist, social worker, Administrators	Counseling Center booth setup, academic resources for parents, collaboration with community agencies for involvement	Student/family attendance at open house
Nov/Dec	Course Offerings – Planning & Catalog Updates	IS	A:B1	N/A	Counselors, Teachers, Administration	Time to meet with each department Chair/collaboration with Principal, review previous course enrollment data, annotate changes to courses, course descriptions, or policies, update catalog	Acquisition of knowledge, Course Catalog completion
Dec	Classroom Presentation; Understanding Requirements for Graduation	CC, C, DS	A:C1	8	8th Grade Counselor	Access to classroom time, overhead projector	Pre-Meeting Planning Form & Questionnaire

Timeframe	Activity/Service	Component s per NYS	ASCA Domain/ Standard	Grade Level(s)	Staff Involved	Management Needs	Assessment Format
Academic Development Domain							
October	PSAT Administration <i>Completed during school day</i>	DS	A;B1, A:B2, C:A1	10-11	PSAT Coordinator	Coordination of Pre-PSAT admin. day the day before, Designated testing classrooms, Time for coordination with Building Principal, BOCES, Transportation Department, Cafeteria personnel & UPS, Time to complete mandatory annual PSAT administration training, changing of bell schedule, Email to all staff, management of sign-up forms and Roster via Google spreadsheets, etc.	Student participation, Acquisition of standardized testing knowledge
1x/year Dependent on enrollment	SAT Administration <i>Completed on Saturdays</i>	DS	A;B1, A:B2, C:A	11-12	SAT/SSD Coordinator	Building use during designated day, Time to organize, distribute and package returned materials, Coordination with building principal, personnel who will administer SAT, & UPS for scheduled pickup, Student roster from College Board, etc.	Student participation, Preparedness for college admission
Nov - Jan	Course Recommendations for Student Placement Preparation	IS	A:B1, A:C1	7-12	Counselors, Teachers	Time to manage and review recommendation listings (Google Form), IEPs/504s	Acquisition of knowledge, Appropriate placement of students
Dec-Mar	Course Selections <i>Preparing each student for the next academic year by selecting courses that will allow them to graduate and reach their fullest academic and career potential.</i>	DS	A:B2, A:B1	8-11	Counselors	Transcripts, PEPs, Referrals from teachers, course codes, Student Planning Roster, Time to meet with each student individually, grades 8-11.	Course Selection Listing Sheets, eSchool Scheduling Reports

Timeframe	Activity/Service	HS Component s per NYS	ASCA Domain/ Standard	Grade Level(s)	Staff Involved	Management Needs	Assessment Format
Academic Development Domain							
April	Master Schedule Design & Planning	IS	A:A2, A:B2, A:C1, A:B2	7-12	Counselors, Teachers, High School Bldg. Administration	Collaboration with teachers, student course requests, knowledge of availability of rooms & staffing, min. 2 full days for development of master schedule examples by lead counselor in add. to 2 full days with Master Scheduling Team for Development	eSchool Management System; Conflict Matrix Report
June	Credit Recovery; Summer School Scheduling	IS	A:B2, A:C1	8-12	Counselors, Counseling Center Secretary, BOCES staff	Transcripts, Summer school registration sheets, collaboration with teachers & BOCES staff, contact with parents, updates to flyers and advertising due to short turnaround time.	eSchool & O-N BOCES Management System
June	Data Review; Diploma Type <i>Input data & assess overall percentage of graduating seniors along with demographics in each category to determine any gaps in achievement.</i>	IS	A:B1, A:B2	12	Counselors	eSchool Management System, Time to input & assess data, Google Spreadsheet - Graduation Data	Student Planning Roster & previous years' data
June/July	Counseling Center Newsletter <i>Yearly counseling services provided, important dates, checklist for career/college additional information</i>	IS	A:A1	8-12	Counselors	Time to complete newsletter updates, printing by grade level	Acquisition of knowledge

Timeframe	Activity/Service	HS Component s per NYS	ASCA Domain/ Standard	Grade Level(s)	Staff Involved	Management Needs	Assessment Format
Career Development							
Ongoing/ Annually	Career Plan Review & Career Counseling <i>Conduct in-depth discussion of college & career interest/plans during annual review as well as assisting individual students when they have questions, need information, want help accessing information, etc.</i>	C, DS	C:A1	8-12	Counselor, Student	Choices 360 Program, College Major book, resources from colleges, access to collegeboard.org, management of weekly schedules to meet with each student individually	Medina High School Personalized Education Plan (PEP)
Ongoing	Annual Individual Progress Review	IPR	A:A1, A:A2, A:A3, A:B1, A:B2, A:C1	7	Counselors	Time to meet with all students, Career exploration program	Individual Progress Review form
Ongoing/ Annually	College Application Management <i>Upload required educational records, fee waivers, counselor evaluation & addtl. materials to college application websites for initial, mid-year and end-of year reports. Must update and submit annual school profile with each application system as well.</i>	C, IS, IPR	C:B1	12	Counselors	Account Management to SUNY App & Common App Transcripts, Household Income Form, Time for document management (approx. 30 mins per college applicant)	College acceptance/ attainment
Weekly/ Monthly	Career Months <i>Development of Career Exposure plan and monthly focus for grades 7-12.</i>	C, DS/IS	C:A1	7-12	SDM Team, Director of Counseling, AVID Coordinator, teachers	Time with SDM team to coordinate monthly career activities, collaboration with community members (lunch series), Life after high school events, advertisement, weekly trivia, etc.	Acquisition of knowledge of career fields/ opportunities
Weekly	Fun Future Forward Fridays <i>Weekly lessons implemented during homeroom to spotlight a new career aligned with that month's career focus.</i>	C, DS	C:A1	7-12	Director of Counseling, AVID Coordinator	Time for collaboration with AVID Coordinator to design weekly lessons, online career resources	Feedback from students/teachers (via survey at the end of 1st year of rollout)

Timeframe	Activity/Service	Component s per NYS	ASCA Domain/ Standard	Grade Level(s)	Staff Involved	Management Needs	Assessment Format
Career Development							
Ongoing	AVID <i>Promote a college readiness culture to all students building wide, aligning systems, supports, and practices.</i> <i>Recommendations and scheduling for specific AVID 11 and 12 grade electives.</i>	DS	A:A2, A:A3, A:B1	7-12	Counselor, AVID Coordinator, SDM	Grade reports, PEPs, collaboration with AVID Coordinator, recommendations from teachers, presentations to AVID class on various supporting topics.	Data maintained by AVID coordinator
Ongoing/ Annually	Letters of Recommendation <i>Requirement for students applying to scholarships, employment, and for most colleges</i>	C, IS	C:C1, C:C2,	11-12	Counselor	Counselor Letter of Request Google Form, PEPs, Account with Common App, SUNY Application Manager, Time to write letters (<i>approx. 1 hour per student x approx. 10-25 students</i>)	Acquisition of opportunity
Ongoing	NCAA Requirements <i>Ensure students seeking D1-D2 colleges/ universities for sport participation are registered for required courses and conduct review of student's grades</i>	IPR, C, IS	A:B2	9-12	Counselors, Coaches, Athletic Director	NCAA Counselor Handbook, Collaboration with athletic director, Communication and College counseling to students about requirements, NCAA student handouts	Student admission into college with participation in a D1/D2 school.
Ongoing	Scholarship Access <i>Scholarships will be posted in the Counseling Center. In addition to the Counseling Center and Senior Google Classroom.</i> <i>Scholarship books will also be on hand for students to use at any time.</i>	IS	C:A1, C:B1 C:B2	11-12	Counselor, Counseling Center Secretary	Bulletin board, Scholarship Binder, Senior Google Classroom, Scholarship books, & Re-informing students during classroom presentations	Acquisition of knowledge & alleviation of financial barriers
Ongoing/ Annually	College Repres. and Military Recruiters <i>Set up opportunities for recruiters and representatives to meet with students within the school.</i>	C, IS	C:A1	11-12	Counselors	Annual meetings with recruiters for updates & scheduling, "Counselor Community" - Rep. visits online program management	Acquisition of knowledge, access to opportunity

Timeframe	Activity/Service	Component s per NYS	ASCA Domain/ Standard	Grade Level(s)	Staff Involved	Management Needs	Assessment Format
Career Development							
Ongoing	Collaboration with In-School Program Partnerships; Upward Bound & L.I.F.E., GCASA	C, IS	C:A1, PS:C1	7-12	Counselor, Program Representatives	Time to consult, student applications, referral forms for staff	Acquisition of knowledge and opportunities
Throughout School Year/As Scheduled	Mustang Mission/ IMPACT Day <i>Provides students with an opportunity to gain volunteer experience in the community, allowing for resumé enhancement</i>	IS	C:C2,C:B1	7-12	Counselor, Social Worker, District stakeholders	Planning time (multiple full days throughout school year.), collaboration with community members, Google Forms, docum. of student involvement	Community and peer feedback
Sept	College Fair - WNY College Consortium <i>Collaborate with NYS colleges and universities to provide opportunity for students to meet with recruiters all in one day here at the high school.</i>	C, DS	C:A1	11-12	Counselor, University/ College and Trade School Representatives	Collaboration with representatives, materials for setup in cafeteria, communication with BOCES & staff regarding missed classes	Roster of students in attendance, Acquisition of knowledge and opportunity
Sept	Classroom Presentations; Post-Secondary Prep. <i>College Application Process/ Financial Aid/Recap on SAT, Resume Writing & Addtl. Information for Post-Secondary Success</i>	CC, C, DS	C:B2, C:C1	12	Counselor	English 12 classes, collaboration with teachers, updates to presentation Google slides, Preparation of Folders (<i>Information dependent on English class level 4-yr/2-yr. /workforce</i>), College catalogs, Links updated to all college & career websites, etc.	Exit Survey for “Knowledge Check”
Sept	Classroom Presentations; PSAT & Post-Secondary Planning <i>To introduce standardized testing to all students, encourage college bound Juniors to take the Preliminary</i>	CC, C, DS	C:A1, C:B2, C:C1, C:C2	11	Counselor	U.S. History classes, Google Slide Presentation, Presentation packets which include: PSAT Study Guides, Calendar of	Student responses via final activity. See PSAT presentation questions.

	<i>SAT test, and provide opportunity to be eligible for NMSQT national scholarship.</i>					Activities for Juniors and Seniors	
Timeframe	Activity/Service	Components per NYS	ASCA Domain/Standard	Grade Level(s)	Staff Involved	Management Needs	Assessment Format
Career Development							
October/ April	Trade School (BOCES Adult Ed.) Presentations <i>Orleans County and BOCES adult education representatives present to juniors and seniors of various trade school programs and financial aid information.</i> <i>(Part of college & post-secondary application week)</i>	C, DS	C:B1	11-12	Counselors	Communication with Orleans County & BOCES Adult Ed. programs, time to plan logistics (location for presentation, advertisement, etc.)	Acquisition of knowledge, number of participants
October	College Application Workshops <i>To provide students with an opportunity after school to complete college applications and/or FAFSA with direct help from counselors.</i> <i>(Part of college & post-secondary application week)</i>	C, DS	C:A2, C:C1	12	Counselors, Students	Access to computer lab, Transcripts, flyer & other advertising methods, sign-up sheet	Student turnout, Completion of college applications
October-February	Stars for the Future <i>Way to spotlight, celebrate, and motivate student achievement upon completion of application for college, trade school, military, or any other post-secondary continuing ed.</i>	C, DS	C:C1	12	Counselors, Students	Time to create materials, space, and advertisement	Number of “secondary” stars added to wall (demonstrating acceptance into post-secondary program).
October - February	ACCES-VR Present information on ACCES-VR (<i>Adult Career & Continuing Educational Services m- Vocational Rehabilitation</i>) to parents/students at IEP reviews. Also send info home to families that could be eligible to receive services.	C, IS	C:A1	11-12	Counselor, Parents, ACCES-VR Coordinator	Informational packets to send home to families, record of completed applications, collaboration with ACCES-VR representative	Student participation in program

Timeframe	Activity/Service	Components per NYS	ASCA Domain/Standard	Grade Level(s)	Staff Involved	Management Needs	Assessment Format
Career Development							
Sept- Nov	Senior Interviews <i>Meet with Seniors individually to finalize college/career plans</i>	C, DS, IPR	C:A1, C:A2, C:B1, C:B2	12	Counselor	Various college and career materials & websites, senior caseload spreadsheet, management of weekly schedules to meet with each student individually (40 mins.), financial aid information, etc.	Medina High School Personalized Education Plan (PEP)
Sep & March	GLOW With Your Hands Field Trips <i>A hands-on career exploration event for GLOW region students, highlighting high-growth & high-demand careers in Healthcare, Agriculture, Manufacturing, and addtl. Skilled Trades</i>	C	C:A1, C:A2, C:C1	9-12	Counselor	Transportation request, permission slips, collaboration with GLOW organizers, advertisement of event, etc.	Exit “Knowledge Check” Group Discussion: Which professions are you now interested in as the result of our field trip? Tell us something new that you learned. Would you recommend this field trip to other students? Why?
January	BOCES/Allied Health Field Trip <i>Provide students with the opportunity to explore various career training programs which they can take during their junior and senior years.</i>	C, DS	C:A1, C:A2, C:B1	10	Counselor, BOCES Staff	Transportation for grade 10 students to the BOCES site, permission slips, student roster.	Review of course selections sheet during annual review
Feb	Virtual Financial Aid Night <i>Provides an opportunity for both parents and students to learn more in-depth about the financial aid process for college.</i>	DS	C:A1, C:C1	11-12	Counselors, Parents, Students	Post on Counseling Center social media sites and via Google Classroom	Acquisition of knowledge
Dec/Jan	PSAT Interpretation <i>To provide a more in-depth explanation of scores for students who took the PSAT in order to better prepare them for the SAT.</i>	C, DS	C:B1, C:C1, C:C2	11	Counselor	Score reports delivered via College Board (online and hard test copy), student account with Collegboard.org	Group/Individual Discussion: How does your score compare with students who apply to specific SUNY colleges? How do you use the assistance of Khan Academy?

Timeframe	Activity/Service	Components per NYS	ASCA Domain/Standard	Grade Level(s)	Staff Involved	Management Needs	Assessment Format
Career Development							
Dec/Jan	Classroom Presentation; Career Exploration (Interest Survey) <i>Presented in all 9th graders (depending on year) social studies classes. Purpose is to develop an awareness of interests and how it relates to career opportunities & Career research skills</i>	CC, C, DS	C:A1, C:B1	9	Counselor	Big Future Website Administrator and student passwords, Chromebooks, instructional materials, assessment tools, access to classroom time	Big Future; Interest Survey. Survey results will be notated and maintained with students' PEP.
January	Classroom Presentations; Senior Scholarships <i>Presented within all 12th grade social studies classes. Purpose is to provide students with an opportunity to receive financial assistance for post-secondary education.</i>	CC, C, DS	C:A1, C:B2, C:C1	12	Counselor	Hard copy handout of directions and scholarship listings, Chromebooks, Scholarship application via Google Forms, access to classroom time	Completion of Google Forms. Excel spreadsheet maintained by scholarship director.
March	Classroom Presentation; College & Career Planning Process <i>To help juniors understand and pursue necessary college & career prep activities, and intro to SAT & GCC Promise Plus Scholarship.</i>	CC, C, DS	C:A1, C:B1, C:B2, C:C1	11	Counselors	English 11 classes, student support as guest speakers, printed outline of topics, pertinent dates, registration information, other college magazines	Exit Survey for "knowledge Check"
March	National College Fair Coordination & Field Trip <i>Students attend National College Fair in either Buffalo or Rochester (alternating years) then attend a college tour at a neighboring college (varies by year). For 4-year college bound students.</i>	C	C:A1, C:B1, C:B2	11	Counselors, College Representative	Transportation Request, permission slips, collaboration with college rep., time to conduct presentation in auditorium, advertising of event	Exit "Knowledge Check" Group Discussion: What colleges from outside the United States attended? What living arrangements are available for college freshmen at our visited college?

Timeframe	Activity/Service	Component s per NYS	ASCA Domain/ Standard	Grade Level(s)	Staff Involved	Management Needs	Assessment Format
Career Development							
March	CCI Day Coordination & Field Trip (For 2-year college/certificate bound students) <i>Students attend a field trip to NCCC to learn about various careers..</i>	C, DS	C:A1, C:A2	11	Counselors, NCCC Point of Contact	Student career interest forms, transportation request, field trip permission slips, time to conduct presentation in auditorium, advertising of event	Exit “Knowledge Check” Group Discussion: 1. Does NCCC offer the major you are looking for? 2. What is the name of the degree you earn by completing a 2-year college program? 3. How easy is it to find classrooms, offices, etc. at NCCC
Mar/Apr	BOCES Registration	C, IS	C:B1	10-11	Counselors	BOCES registration forms, student course selection sheets, attendance reports, collaboration with BOCES on program availability	Number of students registered in BOCES programs
Apr/May	Classroom Presentation; Career Exploration <i>Assessment tool to help students to explore more than just their interest, but their strengths and abilities as well.</i>	CC, C, DS	C:B1, C:C1	10	Counselors	Classroom time for presentations.	Choices 360: Survey results will be printed and maintained with students’ PEP.
June	Data Review; Post-Secondary Plan <i>Input data and assess overall percentage of post-secondary career plans along with demographics in each category to determine career wants & needs for students.</i>	IS	C:B1, C:B2	12	Counselors	eSchool Management System (under student profile), time to input & assess data	Student Planning Roster & previous years’ data
Timeframe	Activity/Service	Component s per NYS	ASCA Domain/ Standard	Grade Level(s)	Staff Involved	Management Needs	Assessment Format
Personal/Emotional Development							
Ongoing	IEP Annual Reviews	DS	PS:B1,	7-12	Counselor, Teachers, social worker, Psychologists, Administrators	Student progress in counseling (if applicable)	Acquisition of knowledge, Evaluation of goal met outlined in student’s IEP

Ongoing	FBA/BIP	DS, IPR	PS:A1, PS:B1	7-12	Psychologist, social worker, Counselor, Teachers, Vice-principal	Time to consult with staff members and develop plan, FBA/BIP documentation forms	Follow-up with involved members
Ongoing	Home Visits	DS	PS:A1, PS:B1, , PS:C1	7-12	Counselors, Social worker, School Resource Officer, Administratio n	Tracking of student attendance data, knowledge of student's home life	Annotate in student's eSchool profile.
OnGoing	Virtual Counseling Center <i>Creation and management of virtual coping tools</i>	IS	PS:A PS:B	7-11	Counselor	Google Classroom, collaboration with tech department	Use of coping strategies within the classroom, tracking student visits to CC after use.
Ongoing	Parent/ Guardian Communica- tion	IS	A:B1, A:B2, A:B2	7-12	Counselors, Social Worker, Guardians	Frequent communication with parents by phone, email, or face to face.	Acquisition of knowledge, development of relations with stakeholders
Ongoing	Individual Counseling	DS	PS:A1	7-12	Counselor, Psychologist, Social Worker	Student's IEP/504, if applicable	Annotate in student's eSchool profile, if applicable.
Ongoing/ As Needed	Group Counseling	DS	PS:A1, PS:A2 PS:B1, PS:C1	7-10	Counselor, Social Worker,	Student's IEP/504, if applicable	Annotate on Annual Counseling Log. Pre and post assessment survey.
As needed	Crisis Counseling <i>To include suicide assessment, providing resources to both students and their families</i>	DS	PS:B1	7-12	Counselor, Social Worker, Psychologist	Information to outside agencies (textline, etc.)	Annotate on student's eSchool profile.
Ongoing	Risk Assessment	DS	PS:C1	7-12	Psychologist (1st), Counselor & Social Worker (2nd), GCASA, OC County MH Counselor	Time to collaborate with outside agency representatives	GCASA Risk Assessment Form & Orleans County Mental Health Referral Form

Timeframe	Activity/Service	Component s per NYS	ASCA Domain/ Standard	Grade Level(s)	Staff Involved	Management Needs	Assessment Format
Personal/Emotional Development							
As needed	Conflict Resolution	DS	PS:A1, PS:B1	7-12	Counselor, Social worker	Time to meet with students, collaboration with Vice Principal	Follow-up with students, Discipline Report Data
Ongoing	Referrals to Outside Agencies <i>CPS, Orleans County Mental Health, GCASA, Hillside, etc.</i>	IS	PS:C1	7-12	Counselor, Community Outreach Liaison	Referral forms	Follow-up with student(s) & outside agencies
Ongoing	Probation Meetings <i>Meet roundtable to discuss updates on students, current supports in place, and interventions.</i>	IS	PS:A2, PS:A1, PS:B1, PS:C1	7-12	Counselors, Social Worker, Psychologist, Probation Officers, High School Administrator	Collaboration with outside agencies	Student Probation Listed (Updated monthly)
As needed	SSI Documentation <i>Supplemental security income paperwork</i>	IPR	PS:B1, PS:C1	7-12	Counselors, Teachers	Time to complete SSI paperwork, Collaboration with teachers	Completed SSI document
3x Year	Data Review - MTSS Structure Support <i>To determine appropriate level of support per student as well as gaps in services.</i>	IS	PS:B1	7-12	Counselors, Social Worker, Psychologist	Three half days dedicated to reviewing Aperture assessment data as well as additional data points	Aperture Assessment, Connections to community services
Oct-Dec	“Angel tree”administration and implementation	IS, DS	PS:C1	7-12	Social Worker Counselor Teachers	Coordinate donated gifts for families in financial need	Check ins with students
Ongoing/ As Needed	”Buddy” Assignment for New Students	DS	A:B1.4, A:B2.1, AB2. 5	7-9	Counselor, Students	“Buddy” passes, informing teachers of assignment	Check-in with student <i>Are you able to locate your classes following three days of attendance?</i>
Ongoing/ As Needed	Behavior Change Plans	DS	PS:A1.6	7-9	Social Worker, Counselor, Parent, Student, Teachers	Time for: Team/parent meetings on progress and routine check-ins with student. BCP form	Assessment determined based on individual goal set forth by committee.

Timeframe	Activity/Service	Component s per NYS	ASCA Domain/ Standard	Grade Level(s)	Staff Involved	Management Needs	Assessment Format
Personal/Emotional Development							
Ongoing	SEL <i>Social-emotional learning program intended to provide social, emotional, behavioral, and academic growth for all students</i>	CC	PS:A1, PS:A2, PS:B1, PS:C1	7-8	Counselor, Classroom teacher	Planning Time, Materials, teacher schedules & collaboration, Character Strong Curriculum,	Lesson Exit tickets, Aperture
Once per Semester	Suicide Prevention <i>Material resented to all students in Health classes to address suicide awareness and prevention. Counselors present on services provided in school and OCMH speaker conducts separate presentation</i>	CC, DS	PS:C1	10-12	Counselors, Psychologist, Social Worker, Health Teacher, OCMH Guest Speaker	Lesson plan, Counseling Center, Google Classroom	Acquisition of knowledge
Monthly Sept-June	K-12 Counselor Meetings	IS, C, CC	A:B2,	K-12	All district counselors/psychologists/social workers	Collaboration with district counselors	Completion of assigned tasks
Weekly	Building-level Counselor Meetings	IS	A:B2	7-12	All counselors/psychologists/social workers, High School Administrators	Time for collaboration, Counselor Meeting Preparation Form	Completion of assigned tasks

Curriculum Overview

7-12th Grade Push In Lessons	
Timeframe	Topic/Focus
Ongoing during homeroom (Planned by counselors, implemented by teachers with assistance from counselors)	<p>SEL - Aperture Curriculum <i>Re-designed curriculum based on Aperture program to be administered during the homeroom period. Topics identified by Aperture Survey may include: (Determined by survey and tailored to needs of students)</i></p> <ol style="list-style-type: none"> 1. Foundational Practices 2. Self Awareness 3. Self Management with Goal directed behavior 4. Social Awareness

	<ol style="list-style-type: none"> 5. Relationship Skills 6. Responsible decision making with personal responsibility 7. Optimistic Thinking.
Ongoing during homeroom every Friday	<p>Fun Future Forward Fridays <i>In collaboration with AVID Coordinator – See chart above.</i></p>

7th Grade Push In Lessons	
Timeframe	Topic/Focus
January-April <i>Timeframe based on program availability</i>	<p>RESTORE</p> <ol style="list-style-type: none"> 1. Assist with Erin’s Law Presentation mandated by NYS
February-March SOS Signs of Suicide	<ol style="list-style-type: none"> 1. Overview of the common signs that indicate someone may be considering suicide. 2. Strategies for what to do in this situation 3. Review of resources and supports to address suicidal ideation.
January	<p>Information preview to individual progress reviews</p> <ol style="list-style-type: none"> 1. Access student portal 2. Review Grades and Attendance, set goals for improvement 3. Consider talents and interests to identify possible career paths

8th Grade Push In Lessons	
Timeframe	Topic/Focus
January-March <i>Timeframe based on program availability</i>	<p>RESTORE</p> <ol style="list-style-type: none"> 2. Assist with Erin’s Law Presentation mandated by NYS
December	<p>Understanding Requirements for Graduation</p> <ol style="list-style-type: none"> 1. Understanding NYS graduation requirements 2. Recap - What are credits? 3. Regents Diploma vs. Advanced Regents Diploma 4. How to prepare for success - Discussion of 8th grade vs. 9th grade and beyond

9th Grade Push In Lessons	
Timeframe	Topic/Focus
December/January	Career Exploration (Interest Survey) <ol style="list-style-type: none"> 1. Introduction to BigFuture 2. Develop awareness of one's own interests 3. Understand how interests are related to career opportunities & choices 4. Develop how to further research careers and steps to get there

10th Grade Push In Lessons	
Timeframe	Topic/Focus
February	Career & Technical Education Selections and Career Enhancement <ol style="list-style-type: none"> 1. Develop understanding of relation between high school courses and post secondary college and career readiness 2. Explore various careers offered by O-N BOCES
April/May	College/Career Exploration <ol style="list-style-type: none"> 1. Understand how strengths and abilities are related to career opportunities and choices 2. Further enhancement of Choices 360 program 3. Field Trip opportunities (i.e. GLOW with Your Hands: STEM & Health, Tour of Medina Businesses)

11th Grade Push In Lessons	
Timeframe	Topic/Focus
September	PSAT <ol style="list-style-type: none"> 1. Introduction to standardized testing 2. What is the PSAT? Why is it important? 3. Understanding eligibility for the NMSQT National Scholarship
December	PSAT Interpretation - Virtual <ol style="list-style-type: none"> 1. How to access your score report 2. Understanding your score 3. Next Steps & SAT preparation
February	Career Planning <ol style="list-style-type: none"> 1. Course Selection & relation to college & career preparation 2. Walk through of registration for College & Career Fairs (CCI Day & National College Fair)

March	College Planning <ol style="list-style-type: none"> 1. Pathways – College & Degree Types 2. Introduction – SAT vs. ACT 3. How to register & prepare for the SAT/ACT 4. Starting your college/career search 5. Senior testimonials
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12th Grade Push In Lessons

Timeframe	Topic/Focus
September	College & Career Application Process <i>Lesson & Presentation is altered depending on class need/interest</i> <ol style="list-style-type: none"> 1. Post-Secondary Pathways 2. College <ol style="list-style-type: none"> a. What do Colleges Consider? b. College Application Process (<i>Common App/SUNY App/CC</i>) c. Financial Aid - <i>Understanding FAFSA, TAP, scholarships, & loans</i> d. Recap on SAT & ACT e. Letters of Recommendation f. College Visits/Recruiter & College Rep. Visits 3. Career <ol style="list-style-type: none"> a. Starting your job search b. Letters of Recommendation c. Foundations of Resumé writing 4. Networking <ol style="list-style-type: none"> a. How to be the best version of yourself b. Proper email etiquette & correspondence c. “Tips & tricks” to be successful
January	Senior Scholarships <ol style="list-style-type: none"> 1. Recap on Financial-Aid 2. Walk-through of application for local scholarships

Group Counseling Curriculum Overview

Timeframe	Topic/Focus
On-going	<ol style="list-style-type: none"> 1. Emotional/Anger Management 2. Social Skills 3. Academic/Organizational Skills 4. Trauma, Grief & Loss 5. Awareness of Supports 6. Healthy Coping Skills

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