

WALLKILL  
CENTRAL  
SCHOOL DISTRICT  
2023-2024 GRADES  
K-12  
COMPREHENSIVE  
SCHOOL  
COUNSELING  
PLAN

*Together We Can Make a Difference*

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## INTRODUCTION

A school counselor's role is central to the success of students. School counselors support students through individual and group counseling, college and career exploration instruction, assistance in crisis situations, and referrals to school social workers, school psychologists or other professionals when specialized interventions are required for success in school.

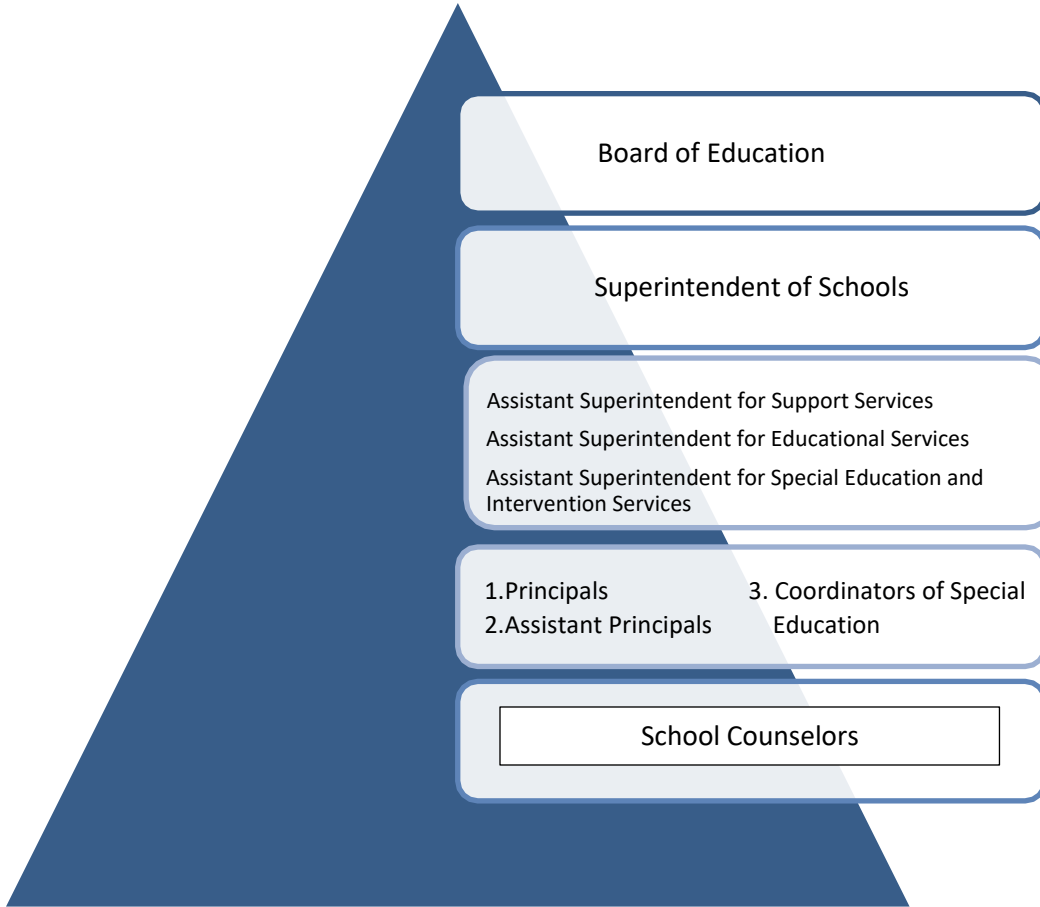
The New York State Education Department believes that the amended school counseling regulations will help increase opportunities for all students to be successful. It is essential for students to have access to a certified or licensed school counselor in the early years to help inspire young students to strive for success and consider college and career opportunities. It is equally important to emphasize the positive effects that school social workers, school psychologists, school counselors, school nurses, health educators, teachers, and parents can have on student success when they collaborate and work as a team, offering their respective professional expertise to support the "whole child."

In addition to the regulatory amendments, the Department's Every Student Succeeds Act (ESSA) State Plan encourages schools and districts to adopt a "Whole School, Whole Community, Whole Child" model to promote positive school climates that, in turn, improve student outcomes. School climate is the way school culture affects a child's sense of safety and acceptance, and consequently is a critical determinant of their ability to focus on the task of learning. Research shows that the whole child approach with an emphasis on social-emotional learning (SEL) will lead to improved outcomes for children. In fact, the quality of the school climate may be the single most predictive factor in any school's capacity to promote student achievement.

Wallkill Central School District recognizes that each child is an individual; that all children are creative; that all children need to succeed. Therefore, Wallkill CSD respects the individual needs of children and fosters a caring and creative learning environment and emphasizes the social, emotional, physical, intellectual development of each child.

The purpose of this publication is to provide a framework to be used by each school's counselor(s) to adapt their program. The primary audience is school counselors who will use this framework to serve students better and to educate others. The secondary audience includes principals, central office administrators, and other professionals interested in promoting a comprehensive school counseling program.

**WALLKILL CENTRAL SCHOOL DISTRICT ORGANIZATION**



<b>Board of Education Members</b>	
Mr. Joseph LoCicero - President	Mr. Dustin Palen
Mr. Thomas Frisbie - Vice President	Mr. Vincent Petrocelli
Mrs. Kathryn Anderson	Mr. David Bartolone
Mrs. Donna Crowley	Mrs. Erin McCartney
Mr. Thomas Nafey	

<b>Administration</b>	
Mr. Kevin Castle - Superintendent of Schools	Ms. Tara Rounds – Assistant Superintendent for Special Education and Intervention Services
Mr. Brian Devincenzi - Assistant Superintendent for Support Services	Mrs. Nicole Parete - Coordinator of Special Education
Mr. Anthony White - Assistant Superintendent for Educational Services	Mr. David Albert – Coordinator of Special Education

<b><u>Wallkill Senior High School Administration and Leadership</u></b>	<b><u>School Counselors</u></b>
Mr. Brian Masopust - Principal	Mr. Voleile Derisse (845) 895-7154 ext.1274 <a href="mailto:VDerisse@wallkillcsd.k12.ny.us">VDerisse@wallkillcsd.k12.ny.us</a>
Mr. Robert Albanese - Assistant Principal	Mrs. Opal Reid-Apronti (845) 895-7154 ext. 1273 <a href="mailto:OReid-Apronti@wallkillcsd.k12.ny.us">OReid-Apronti@wallkillcsd.k12.ny.us</a>
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Mr. Michael Pritts – Dean of Students	Ms. Julie Sinacori (845) 895-7179 <a href="mailto:JSinacori@wallkillcsd.k12.ny.us">JSinacori@wallkillcsd.k12.ny.us</a>

<b><u>Elementary School Administration</u></b>	<b><u>School Counselors</u></b>
Mr. Scott Brown- Principal/Leptondale	Mr. Kyle Nace & Mrs. Julie Sinacori (845) 895-7179 <a href="mailto:KNace@wallkillcsd.k12.ny.us">KNace@wallkillcsd.k12.ny.us</a> <a href="mailto:JSinacori@wallkillcsd.k12.ny.us">JSinacori@wallkillcsd.k12.ny.us</a>
Mrs. Natalie Harjes - Principal/Ostrander	
Mrs. Monica Hasbrouck - Principal/Plattekill	

## THE RATIONALE FOR SCHOOL COUNSELING PROGRAMS

To meet the diverse needs of ALL students, school counselors spend most of their time in direct service to and in contact with students. School counselors' duties are focused on the overall delivery of the total program through a school counseling curriculum, individual student planning, and responsive services. A portion of their time is developed for indirect services, called system support.

According to the American School Counselor Association (ASCA), school counselors design and deliver comprehensive school counseling programs that improve a range of student learning and behavioral outcomes (Carey & Dimmitt, 2012). These programs are comprehensive in scope, preventive in design and developmental in nature. “The ASCA National Model: A Framework for School Counseling Programs” (ASCA, 2012a) outlines the components of a comprehensive school counseling program. The ASCA National Model brings school counselors together with one vision and one voice, which creates unity and focus toward improving student achievement and supporting student development.

A comprehensive school counseling program is an integral component of the school’s mission. Comprehensive school counseling programs, driven by student data and based on the ASCA National Model:

- ensure equitable access to a rigorous education for all students
- identify the knowledge and skills all students will acquire as a result of the K–12 comprehensive school counseling program
- are delivered to all students in a systematic fashion
- are based on data-driven decision making
- are provided by a state-credentialed school counselor

The Wallkill Central School District School Counseling Department has examined their current services and practices so that they are aligned with the American School Counselor Association (ASCA), the ASCA National Model and the standards of the New York State Education Department.

School counselors participate as members of the educational team and use the skills of leadership, advocacy and collaboration to promote systemic change as appropriate. The framework of a comprehensive school counseling program consists of the following four components: foundation, management, delivery, and accountability.

### Role of the School Counselor

School counselors are an essential part of the educational leadership team and provide valuable assistance to students regardless of whether they work in an elementary school, middle school, high school or beyond.

Elementary, middle school and high school counselors are educators uniquely trained in child and adolescent development, learning strategies, self-management and social skills and understand and promote success for today's diverse students. They implement a comprehensive school counseling program to support students through this critical developmental period. The program provides education, prevention and intervention activities, which are integrated into all aspects of students' lives. The program teaches knowledge, attitudes and skills that students need to acquire in academic, career and social/emotional development, which serve as the foundation for future success. School counselors do not work in isolation; rather they are integral to the total educational program. They provide a proactive program that engages students and includes leadership, advocacy, and collaboration with school staff, administration and community/family members in the delivery of programs and activities to help students achieve success. School counselors also collaborate with teachers and parents on early identification and intervention of children's academic and social/emotional needs, which is essential in removing barriers to learning and developing skills and behaviors critical for academic achievement.

#### Appropriate Activities for School Counselors

Nationally, school counselors are called upon to perform many duties and fulfill many roles. Historically, many of those duties and roles have not been clearly defined and delineated. Some of the more frequent activities that Wallkill Central School District school counselors have been asked to perform include the following:

- individual student academic program planning
- providing counseling to students who are tardy or absent
- providing counseling to students who have disciplinary problems
- providing counseling to students as to appropriate school behavior and/or dress
- collaborating with teachers to present school counseling core curriculum lessons
- analyzing grade-point averages in relationship to achievement
- interpreting student records
- providing teachers with suggestions for effective classroom management
- ensuring student records are maintained as per state and federal regulations
- helping the school principal identify and resolve student challenges that hinder success
- providing individual and small-group counseling services to students
- advocating for students at individual education plan meetings, student study teams, and school attendance review boards
- analyzing disaggregated academic and behavior data
- providing social emotional supports to students and parents/guardians throughout the pandemic

Wallkill Central School District Grades K-12 Comprehensive School Counseling Plan

To support the mission of the Wallkill Central School District, the Wallkill Central School District Grades K-12 Comprehensive School Counseling Plan is developmental and systematic, sequential, clearly defined, and one that fosters accountability. Our school counseling plan is proactive and preventive in its focus and assists students in acquiring life-long learning skills. School counseling programs are developed by focusing on needs and issues related to various stages of student growth. This plan is indicative of our continuing commitment to individual uniqueness and the maximum development in the three major areas: **academic development, career development, and social/emotional development.**

The Wallkill Central School District Grades K-12 Comprehensive School Counseling Plan aligns with the Guidance Programs and Comprehensive Developmental School Counseling/Guidance Programs Commissioner's Regulation §100.2(j) as set forth by the New York State Education Department as follows:

- 100.2(j)(2)(ii) Each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner in which the district shall comply with the requirements of this subdivision
- 100.2(j)(2)(ii) (cont.) Such district and building level plans shall be developed by or under the direction of certified school counselor(s) and be updated annually, available for review at the district offices and each school building and made available on the district's website.
- 100.2(j)(2)(ii) (a) Each plan shall be developed annually and shall include program objectives, activities, program development and maintenance planning, school counseling curriculum, professional development planning, evaluation methods based on data analysis of program results and closing the gap analysis reports to inform program improvement, and assessment of the resources necessary to support positive student outcomes.
- 100.2(j)(2)(ii) (b) Each plan shall also include the preparation of a program outcomes report that includes an analysis of all systematic components of a comprehensive developmental school counseling/guidance program as defined by this subdivision. Such report shall be annually presented to the board of education.
- New York State Comprehensive School Counseling Program:
  - is a tool for aligning the school counseling program with the academic mission of the school and the New York State Learning Standards;
  - defines the role of the professional school counselor within our schools; and
  - links school counseling to the total educational process and involves all school personnel.



## FOUNDATION

School counselors create comprehensive school counseling programs that focus on student outcomes, teach student competencies and are delivered with identified professional competencies (ASCA 2012c). In this section, the following is explained: program focus, student standards, and professional competencies.

### Wallkill Central School District School Counseling Philosophy and Belief

The School Counseling program at Wallkill Central School District is committed to supporting every student's unique abilities and valuing the diversity of the student population. Our focus lies in the "whole child approach" and involves all members of the school community, including school counselors, psychologists, social workers, teachers, and administrators. We believe that an effective school counseling program is an integral part of **ACES**: **A**cademic Development, **C**areer Development, **E**motional/**S**ocial Development

The WCSD School Counseling program is:

- Based on the goals and developmental student competencies outlined by the American School Counselor Association (ASCA), the New York Department of Education (NYSED), and the Wallkill Central School District
- Proactive and data-driven
- Drawn upon the knowledge of and collaboration with family, school, and community stakeholders
- Willing to seek continuous improvement through self-assessment
- Utilizes a team approach for planning and management purposes
- Embraces technology that enhances program delivery

### Wallkill Central School District School Counseling Vision

The vision for counselors in the Wallkill Central School District is that the instruction, support, skills, and knowledge that they provide will assist all students in acquiring the knowledge, skills, and attitudes to reach their fullest potential and successfully manage their lives as healthy, responsible, competent, and productive citizens who respect themselves and others.

### Wallkill Central School District School Counseling Mission Statement

The WCSD School Counseling program mission is that a successful program comprises of effective counseling, quality consultation with students, parents and colleagues and meaningful collaboration with the entire learning community.

### Student Standards

The ASCA Mindsets & Behaviors for Student Success: K-12 College and Career Readiness for Every Student describes the knowledge, skills, and attitudes that students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a

wide array of educational standards and efforts. Thirty-five (35) mindset and behavior standards identify and prioritize the specific attitudes, knowledge and skills that students should be able to demonstrate as a result of a school counseling program. WCSD school counselors use the standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential. The ASCA Mindsets & Behaviors are aligned with initiatives at the district, state and national level and reflect the WCSD priorities.

The ASCA Mindsets & Behaviors are organized in three broad domains: academic, career, and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. The definitions of each domain are as follows:

**Academic Development** – Standards are guiding school counseling programs to implement strategies and activities to support and maximize each student’s ability to learn.

**Career Development** – Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and the world of work and from job to job across the lifespan.

**Emotional/Social Development** – Standards are guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

All thirty-six (36) standards can be applied to any of the three (3) domains, and the school counselor selects a domain and standard based on the needs of the school, classroom, small group or individual. The standards are arranged within categories and subcategories based on five (5) general categories of non-cognitive factors related to academic performance as identified in the 2012 literature review published by the University of Chicago Consortium on Chicago School Research.

These categories synthesize the “vast array of research literature” (p. 6) on noncognitive factors including persistence, resilience, grit, goal-setting, help-seeking, cooperation, conscientiousness, self-efficacy, self-regulation, self-control, self-discipline, motivation, mindsets, effort, work habits, organization, homework completion, learning strategies and study skills, among others.

Category 1: Mindset Standards – Includes standards related to the psychosocial attitudes or beliefs that students have about themselves and academic work. These make up the students’ belief system as exhibited in behaviors.

Category 2: Behavior Standards – These standards include behaviors commonly associated with being a successful student. These behaviors are visible, outward signs that a student is engaged and putting forth the effort to learn. The behaviors are grouped into three subcategories.

- a. Learning Strategies: Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.
- b. Self-management Skills: Continued focus on a goal despite obstacles (grit or persistence) and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control).
- c. Social Skills: Acceptable behaviors that improve social interactions, such as those between peers or between students and adults.

### School Counselor Performance Standards

Although there are no performance standards for school counselors within New York State, the ASCA School Counselor Performance Standards have been used to guide and evaluate Wallkill Central School District school counselors. School counselor performance standards align with the ASCA National Model and contain basic standards of practice expected from counselors. Personnel delivering the school counseling program are evaluated in the areas of program implementation, program evaluation, and professionalism. These school counselor standards accurately reflect the unique training of school counselors and their responsibilities within the school system. Although used for performance evaluation, the standards are also an essential tool in the school counselor’s self-evaluation and advocacy and will help focus personal and professional development plans. School counselor performance standards (as established by ASCA) are:

- Standard 1: Program organization
- Standard 2: School guidance curriculum delivered to all students
- Standard 3: Individual student planning
- Standard 4: Responsive services
- Standard 5: Systems support
- Standard 6: School counselor and administrator agreement
- Standard 7: Advisory Council
- Standard 8: Use of data
- Standard 9: Student monitoring
- Standard 10: Use of time and calendar
- Standard 11: Results evaluation
- Standard 12: Program audit
- Standard 13: Infusing themes

**Standard 1: The professional school counselor plans, organizes and delivers the school counseling program.**

1. A program is designed to meet the needs of the school.
2. The professional school counselor demonstrates interpersonal relationships with students.
3. The professional school counselor demonstrates positive interpersonal relationships with educational staff.
4. The professional school counselor demonstrates positive interpersonal relationships with parents or guardians.

**Standard 2: The professional school counselor implements the school counseling curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.**

1. The professional school counselor teaches school counseling units effectively.
2. The professional school counselor develops materials and instructional strategies to meet student needs and school goals.
3. The professional school counselor encourages staff involvement to ensure the effective implementation of the school guidance curriculum.

**Standard 3: The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.**

1. The professional school counselor, in collaboration with parents or guardians, helps students establish goals and develop and use planning skills.
2. The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.

**Standard 4: The professional school counselor provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills.**

1. The professional school counselor provides counseling services to individual students and small groups of students with identified needs and concerns.
2. The professional school counselor consults effectively with parents or guardians, teachers, administrators and other relevant individuals.
3. The professional school counselor implements an effective referral process with administrators, teachers and other school personnel.

**Standard 5: The professional school counselor provides system support through effective school counseling program management and support for other educational programs.**

1. The professional school counselor provides a comprehensive and balanced school counseling program in collaboration with school staff.
2. The professional school counselor provides support for other school programs.

**Standard 6: The professional school counselor discusses the counseling department management system, and the program action plans with the school administrator.**

1. The professional school counselor discusses the qualities of the school counselor management system with the other members of the counseling staff and has agreement.
2. The professional school counselor discusses the program results anticipated when implementing the action plans for the school year.

**Standard 7: The professional school counselor is responsible for establishing and convening an advisory council for the school counseling program.**

1. The professional school counselor meets with the advisory committee.
2. The professional school counselor reviews the school counseling program audit with the council.
3. The professional school counselor records meeting information.

**Standard 8: The professional school counselor collects and analyzes data to guide program direction and emphasis.**

1. The professional school counselor uses school data to make decisions regarding student choice of classes and special programs.
2. The professional school counselor uses data from the counseling program to make decisions regarding program revisions.
3. The professional school counselor analyzes data to ensure every student has equity and access to a rigorous academic curriculum.
4. The professional school counselor understands and uses data to establish goals and activities to close the gap.

**Standard 9: The professional school counselor monitors the students on a regular basis as they progress in school.**

1. The professional school counselor is accountable for monitoring every student's progress.
2. The professional school counselor implements monitoring systems appropriate to the individual school.
3. The professional school counselor develops appropriate interventions for students as needed and monitors their progress.

**Standard 10: The professional school counselor uses time and calendars to implement an efficient program.**

1. The professional school counselor uses a master calendar to plan activities throughout the year.
2. The professional school counselor makes the master calendar available to parents or guardians, staff and students.
3. The professional school counselor posts a weekly or monthly calendar.

4. The professional school counselor analyzes time spent providing direct service to students.

**Standard 11: The professional school counselor develops a results evaluation for the program.**

1. The professional school counselor measures results attained from school guidance curriculum and closing the gap activities.
2. The professional school counselor works with members of the counseling team and with the principal to clarify how programs are evaluated and how results are shared.
3. The professional school counselor knows how to collect and process data.

**Standard 12: The professional school counselor conducts a yearly program audit.**

1. The professional school counselor completes a program audit to determine the degrees to which the school counseling program is being implemented.
2. The professional school counselor shares the results of the program audit with the advisory council.
3. The professional school counselor uses the yearly audit to make changes in the school counseling program and calendar for the following year.

**Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems change agent.**

1. The professional school counselor promotes academic success of every student.
2. The professional school counselor promotes equity and access for every student.
3. The professional school counselor takes a leadership role within the counseling department, the school setting and the community.
4. The professional school counselor understands reform issues and works to close the achievement gap.
5. The professional school counselor collaborates with teachers, parents and the community to promote academic success of students.
6. The professional school counselor builds effective teams by encouraging collaboration among all school staff.
7. The professional school counselor uses data to recommend a systemic change in policy and procedures that limit or inhibit academic achievement.

ASCA Ethical Standards

WCSD School Counselors are bound to behave ethically exhibiting the highest standards of ethical practice. WCSD school counselors must align their practices with the ASCA ethical standards found on the American School Counselor Association website:

[https://www.schoolcounselor.org/About-School-Counseling/Ethical-Responsibilities/ASCA-Ethical-Standards-for-School-Counselors-\(1\)](https://www.schoolcounselor.org/About-School-Counseling/Ethical-Responsibilities/ASCA-Ethical-Standards-for-School-Counselors-(1)) .These standards provide guidance to WCSD school counselors in relation to their responsibilities to students (e.g. confidentiality, dual relationships, appropriate referrals, group work, student danger to self and others, student

records, technology, evaluation, assessment and interpretation,

peer support programs, responsibilities to families, responsibilities to colleagues, sharing of student information, educational collaboration, responsibilities to school, communities and families, professional competence, social justice issues, and responsibilities to the profession). WCSD School counselors review the ASCA ethical standards regularly and consult with professional colleagues if in doubt about any ethical behavior or issue.

#### Family Educational Rights and Privacy Act (FERPA)

WCSD School Counselors are knowledgeable of and follow FERPA guidelines, a Federal law that is administered by the Family Policy Compliance Office in the U.S. Department of Education 20 U.S.C. § 1232g; 34 CFR Part 99. FERPA generally prohibits the improper disclosure of personally identifiable information derived from education records without the consent of a parent or eligible student unless an exception to FERPA’s general consent rule applies. School officials with a “legitimate educational interest” may access student records under FERPA. Generally, this refers to individuals in the school district who need to know the information in the student’s education record to perform their professional responsibility. Interest in students that “fit” a profile or category is not a legitimate educational interest. Counselors may find the guidelines here: <https://www.cdc.gov/phlp/publications/topic/ferpa.html> .

#### Sharing of Sensitive Student Information

Each WCSD student has the right to privacy and thereby the right to expect the school counselor/student relationship to comply with all laws, policies, and ethical standards about confidentiality in the school setting. Students should expect that sensitive information shared with the counselor will remain confidential unless the information pertains to harm to self or others, or someone is harming them.

## MANAGEMENT

WCSD 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
- Use-of-time assessments
- Annual agreements
- Advisory councils
- Use of data to measure the program as well as to promote systemic change
- Curriculum, small group, and closing-the-gap action plans
- Annual and weekly calendars

WCSD school counselors spend their time planning, managing, and delivering the school counseling program. The regulation states that all elementary schools must provide services to students based on need, as well as school-wide programming related to academic success, social/emotional development, and early college/career information. These services can be provided by counselors, social workers, psychologists, teachers, nurses and others. A certified school counselor must provide core curriculum instruction and, when implemented as part of the comprehensive developmental school counseling/guidance program, must be designed in coordination with a certified school counselor. Also,

- a) In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.
- b) In grades 7-12, the guidance program shall include the following activities or services:
  - (1) an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;
  - (2) instruction at each grade level to help students learn about various careers and career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;
- c) other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement.
- d) Advisory assistance shall be provided by teachers or counselors, or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors.



### Advisory Council.

The role of the WCSD School Counseling program advisory council is to provide all members of the school community, including school counselors, psychologists, social workers, teachers, administrators, parents, and students with the opportunity to review, advise on, and support implementation of the school counseling program. The district school counselors and administration determine membership on the advisory council. District school counselors and administration determine which stakeholders are needed to form the advisory council. Advisory councils meet at least twice each year or as needed. The advisory council's role in reviewing the implementation of the program provides an essential link in the annual program development, review, and revision process.

The interval between the two (2) meetings is calculated to provide feedback at optimal times during the school year. One (1) meeting will be held near the start of the school year to become familiar with new initiatives and services, while another meeting will be held at the end of the year to review the annual program data and suggest revisions for the coming year.

Agenda and meeting minutes will be developed. These minutes will form the annual report to the Board of Education. This report needs to be provided to the Board of Education as a complement to the annual program outcomes report to help inform their decisions. If no major changes to the plan are proposed, meetings can be replaced with emailed communications with the advisory committee.

### The 2023-2024 Advisory Council Members

- Mr. Michael Latino
- Mr. Voleile Derisse
- Mr. Kyle Nace
- Mrs. Opal Reid-Apronti
- Ms. Julie Sinacori
- Mrs. Angela Terralavoro
- Mrs. Sara Veach
- Mrs. Kim Trozzi (staff/parent/community member)
- Mrs. Roberta Tejada (staff/parent/community member)
- Mrs. Stacey Wager (MS teacher/parent/community member)
- Mr. Thomas Frisbie (board member/parent/community member)
- Mr. Anthony White (Asst. Superintendent)
- Ms. Michael Redmond (MS Principal)
- Mr. Scott Brown (ES Principal)
- Mr. Brian Masopust (HS Principal)
- Ms. Tara Rounds (Asst. Superintendent)

## DELIVERY SYSTEM

WCSD school counselors deliver a comprehensive school counseling program in collaboration with students, families, school staff and community stakeholders. The ASCA National Model (2012) and the ASCA National Model Implementation Guide (2016) have specific details and examples about each of the following areas:

### Direct Services with Students

Direct services are face-to-face or virtual interactions between school counselors and students and include the following:

- School counseling core curriculum
- Individual student planning
- Responsive services

### Indirect Services for Students

Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including:

- Referrals for additional assistance
- Consultation and collaboration with families, teachers, other educators and community organizations.

Additionally, a well-designed and well-delivered school counseling program will consistently maintain a balanced program that is jointly planned and supported by school leadership and the School Counseling Advisory Council.

### Wallkill Central School District Comprehensive School Counseling Goals

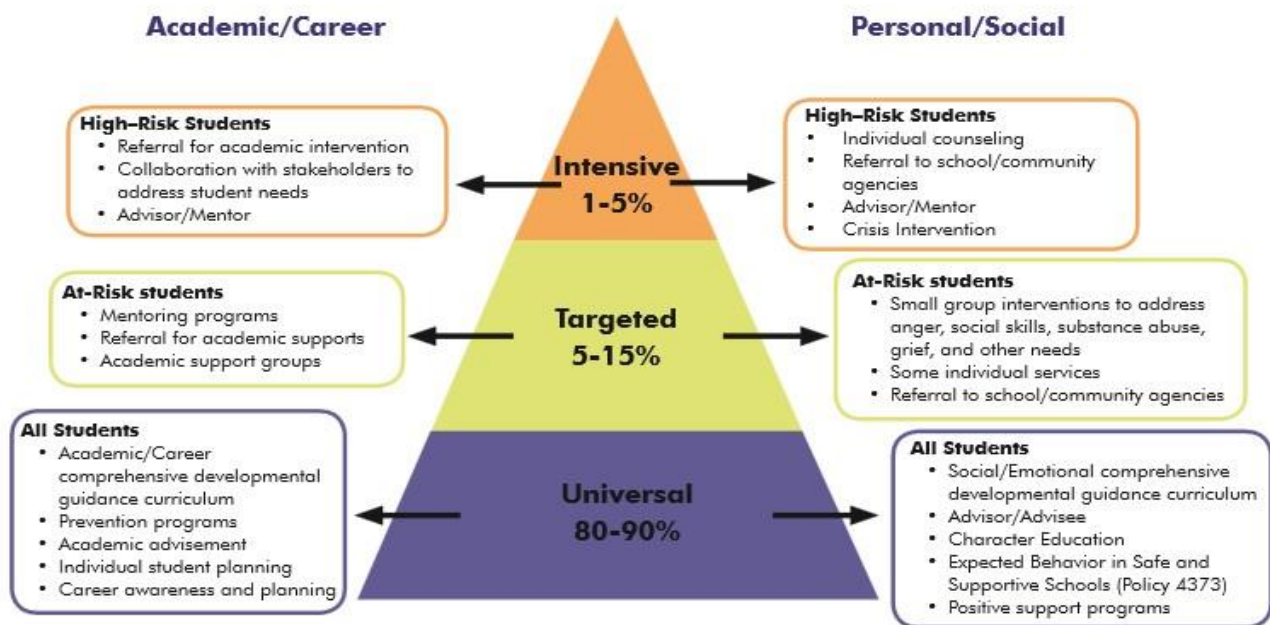
The primary goal of the Wallkill Central School District School Counseling program is to promote and enhance student learning through three broad and interrelated areas of student development. Each of these areas encompasses a variety of desired student learning competencies, which in turn are comprised of specific knowledge, attitudes, and skills that form the foundation of the developmental school counseling program. The three areas of student development are academic development, career development, and social/emotional development.

Specifically, WCSD school counseling program has developed goals that not only support the Wallkill Central School District, Comprehensive District Education Plan (CDEP) but is aligned to the School Improvement Teams (SIT) Action Plan.

Also, the delivery system that is utilized in the Wallkill Central School District is based on the three-tier model approach to intervention including Multi-Tiered System of Support (MTSS). This prevention-based approach is paramount if we are going to contribute to the success of all students by aligning our work with the goals of the school and school district and collaborating with other stakeholders. School Counselors play a critical role in these tiered programs and play a significant role in ensuring universal, targeted, and intensive interventions are available to

address students’ academic, career, and personal/social development needs. School counselors, no matter what grade levels they serve, must use a holistic, multi-faceted approach to school counseling where they provide prevention-based programs for all students, targeted interventions for identified high needs students, and refer the most at-risk students to school-based and community-based resources/partners. Figure 1 provides examples of services and programs school counselors should work collaboratively with other stakeholders to design and implement at each Tier level. This model is complementary to the Wallkill Central School District Academic Intervention Services/MTSS Plan.

**Figure 1: Three Tier Model**



Adapted from the West Virginia Comprehensive Model

**GOALS**

Below are the goals and the similar scope and sequence of the delivery system content that demonstrate the attitudes, knowledge, skills, and behaviors all students shall develop about academic and learning development; career and life planning; personal and social development; and global citizenship for each school level.

### **School Counseling Program Goals for Students in Grades K – 6:**

Goal 1: By the end of the school year, 75% of K-6 students who have attended our After School AIS program will have increased their SGP on our STAR assessments by 15 points.

Narrative: This goal was developed to help address the learning deficits created during the COVID pandemic. The After School sessions provide struggling learners with additional, pointed instruction.

Goal 2: The percentage of students who take the Grade 3-6 ELA exam will increase by 5%, for the 2023-2024 school year.

Narrative: Our refusal rate has been high for several years. Refusals made it very hard to know if the data derived from the test is valid. We use that data to guide instruction, so increasing the participation rate is important as we look to improve the education we provide.

Goal 3: The number of students who were absent for 18 or more days will decrease by 10%, for the 2023-2024 school year.

Narrative: This attendance goal was selected because we believe that if we can reduce the number of days out for our chronically absent students, we can increase their academic performance. Our interventions will include making parent contact each time a student is absent. For students who continue to be out, a home visit with the principal and school counselor will be arranged. Counselors will also meet with the student each time they are absent. A meeting will be scheduled with the student, parent(s) and the team. Should a student continue to be absent, counselors will refer the student to the school Social Worker and/or an outside agency.

Attendance has still not returned to pre-COVID-19 pandemic levels. Our goal is to begin returning to those percentages.

Goal 4: At least 95% of families with students in Grade 6 who are meeting for 504 reviews will have direct communication and access to middle school counselors as they meet for their child's annual review.

Narrative: It is imperative that middle school counselors be a part of the 504 review process for students who will be entering the middle school in grade 7. School counselors have a thorough understanding of all programming at the middle school level and can assist the committee and parents in determining what services that will best meet the students' needs. Additionally, the counselors will be able to inform the parents of additional opportunities available to students at the middle school such as after-school activities, after-school homework lab, remedial math/ELA labs, etc. The counselor is a key support person for all students and it is beneficial for each student and their parents to begin building their relationship prior to the student entering the middle school.

**Grade K-6 Guidance Action Plan 2023-2024**

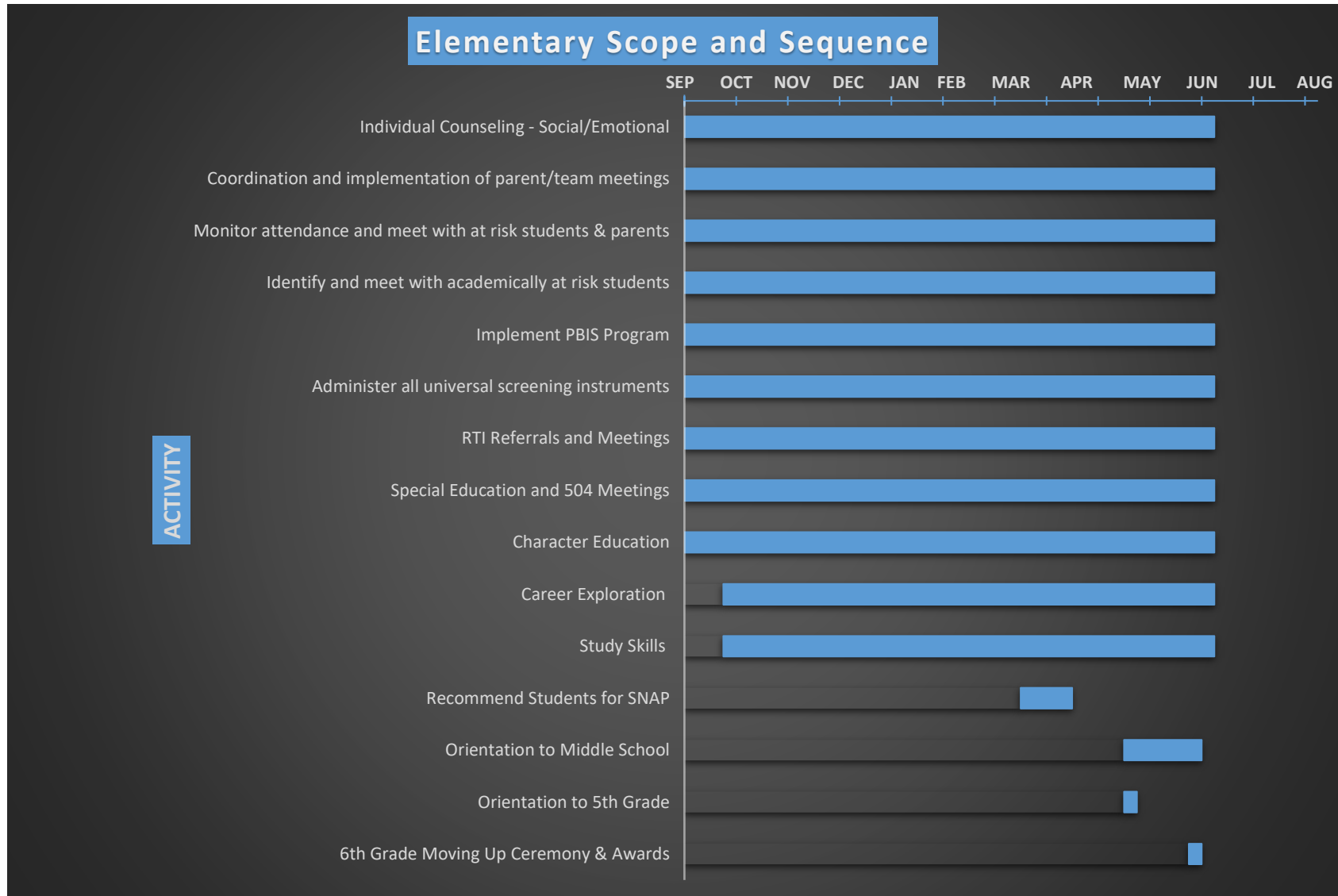
<b>Activities for Achieving Goals/Strategies</b>	<b>Resources</b>	<b>Timeline</b>	<b>Who Is Responsible/Involved?</b>	<b>Progress Monitoring</b>
<p><b>What actions will occur to make the goal and its strategies realities? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities).</b></p>	<p><b>What are existing resources that can be used? What new resources can be used?</b></p>	<p><b>When will this activity begin and end?</b></p>	<p><b>Who will take primary responsibility? Who else needs to be involved?</b></p>	<p><b>What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?</b></p>
<p>75% of K-6 students who have attended our After School AIS program will have increased their SGP on our STAR assessments by 15 points</p>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Parents</li> </ul>	<p>Spring 2024</p>	<ul style="list-style-type: none"> <li>• Grade Level Teachers</li> <li>• Other faculty and staff</li> <li>• SIT</li> </ul>	<ul style="list-style-type: none"> <li>• Student participation in program</li> <li>• Fall – Spring STAR Scores</li> <li>• STAR SGP Report</li> </ul>
<p>The percentage of students who take the Grade 3-6 ELA exam will increase by 5 percentage points for the 2023-2024 school year.</p>	<ul style="list-style-type: none"> <li>• Parent Information nights</li> <li>• Correspondence home to parents</li> </ul>	<p>Spring 2024</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• SIT Team</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Attendance at meeting</li> <li>• Improved student participation</li> </ul>
<p>The number of students who were absent for 18 or more days will decrease by 10%, for the 2023-2024</p>	<ul style="list-style-type: none"> <li>• Schooltool</li> <li>• Level 2 student attendance reports</li> <li>• Attendance Matters Resources</li> </ul>	<p>Fall 2023- June 2024</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• SIT team</li> <li>• Behavior Specialist</li> <li>• School Social Worker</li> <li>• Faculty/ Staff</li> </ul>	<ul style="list-style-type: none"> <li>• The principal and all relevant stakeholders will monitor student attendance on a monthly basis and chart attendance rates.</li> </ul>

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school year.			<ul style="list-style-type: none"> <li>• Parents</li> </ul>	<ul style="list-style-type: none"> <li>• Correspondence to parents and face to face meetings will take place as needed.</li> </ul>
At least 95% of families with students in Grade 6 who are meeting for 504 reviews will have direct communication and access to middle school counselors as they meet for their child’s annual review.	<ul style="list-style-type: none"> <li>• Counselors will push into Transition 504 Meetings</li> <li>• Counselor/parent phone conferences with any questions or concerns</li> </ul>	2023-2024 school year	<ul style="list-style-type: none"> <li>• School counselors</li> <li>• School Psychologist(s)</li> <li>• Parents</li> <li>• Principals</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance for 504 Meetings will be taken</li> <li>• Counselor/Psychologist notes from 504 meeting</li> </ul>

**Elementary Scope and Sequence**



### **School Counseling Program Goals for Students in Grades 7 – 8:**

Goal 1: The percentage of students who are absent for more than 18 days will decrease by 15% by the end of the 2023-2024 school year. Student attendance data will be measured quarterly through our student management system.

Narrative: This attendance goal was selected because we believe that if we can reduce the number of days out for our chronically absent students, we can increase their academic performance. Attendance data has still not returned to pre-COVID 19 levels. Our interventions will include making parent contact regarding absenteeism. For students who continue to be out, a home visit with the principal and school counselor will be arranged. Counselors will also meet with the student regarding his/her absenteeism. A meeting will also be scheduled with the student and the team. Should a student continue to be absent, counselors will refer the student to the school social worker.

Goal 2: 95% of students will utilize the new PBIS “check-in” system by year’s end.

Narrative: Wallkill started an initiative to have students “check-in” utilizing their Chromebooks. This check-in would help us identify those who may need support more quickly than in the past.

Goal 3: Decrease the number of at-risk students, who have failed more than one core subject after two quarters, by 20% by the end of the school year.

Narrative: Goal 3 was instituted after reviewing the report cards of students who had failed more than one core subject. At risk students will be identified and will meet individually with their counselor. The counselor will schedule a team meeting with both parent and student and create a Success plan. The student will be encouraged to utilize office hours and professional period to access teacher for assistance.



**Grades 7-8 Guidance Action Plan 2023-2024**

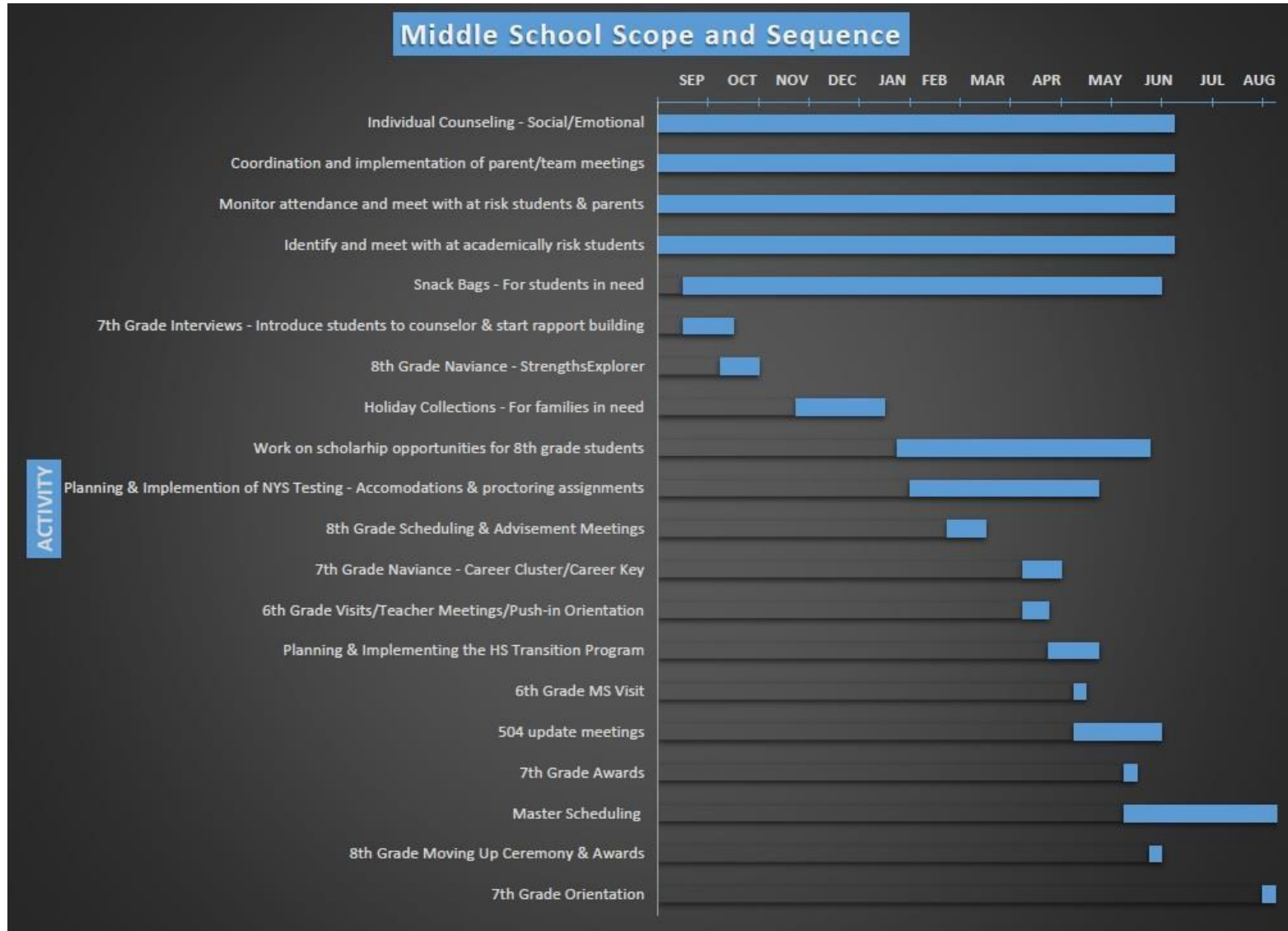
Activities for Achieving Goals/Strategies	Resources	Timeline	Who Is Responsible/Involved?	Progress Monitoring
<p>What actions will occur to make the goal and its strategies realities? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities).</p>	<p>What are existing resources that can be used? What new resources can be used?</p>	<p>When will this activity begin and end?</p>	<p>Who will take primary responsibility? Who else needs to be involved?</p>	<p>What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?</p>
<p>The percentage of students who are absent for more than 18 days will decrease by 15% by the end of the 2023-2024 school year.</p>	<ul style="list-style-type: none"> <li>• Daily parent communication</li> <li>• Home visitations, additional meeting and planning with student, teachers and social worker</li> <li>• Consultation with school nurse if applicable</li> </ul>	<p>2023-2024 school year</p>	<ul style="list-style-type: none"> <li>• School guidance counselors</li> <li>• School social worker</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Student attendance will be monitored daily using our student management system</li> <li>• Student attendance will be monitored quarterly, using data from our incentive program.</li> </ul>
<p>95% of students will utilize the new PBIS “check-in” system by year’s end.</p>	<ul style="list-style-type: none"> <li>• Check In System</li> <li>• Guidance lessons will be pushed into classes to teach the Naviance program and discuss careers</li> </ul>	<p>2023-2024 school year</p>	<ul style="list-style-type: none"> <li>• School guidance counselors</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Data collected from Check-In for grades 7 and 8</li> </ul>

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<p>Decrease the number of at-risk students, who have failed more than one core subject after two quarters, by 20% by the end of the school year.</p>	<ul style="list-style-type: none"> <li>• Report card data</li> <li>• 5 week reports</li> <li>• Team and parent meeting</li> <li>• Use of individual student success plan</li> <li>• Use of Office Hours</li> </ul>	<p>2023-2024 school year</p>	<ul style="list-style-type: none"> <li>• Guidance counselor</li> <li>• Team teachers</li> <li>• Parents</li> <li>• Students</li> </ul>	<ul style="list-style-type: none"> <li>• At the end of the first semester of school, guidance will meet with the building principal to review list of students failing two or more core subjects</li> <li>• Guidance will provide a schedule of team, parent, and student success meetings</li> <li>• Guidance will meet regularly with teachers and student to monitor progress</li> <li>• At the end of the year, guidance will meet with building principal to determine if goal was met</li> </ul>
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**Middle School Scope and Sequence**



### **School Counseling Program Goals for Students in Grades 9-12:**

Goal 1: 100% of students attending the Wallkill Central School District will be able to identify a post-secondary goal upon graduation.

Narrative: Goal 1 was created based on reports from our Senior Survey that is administered in the Spring to the entire senior class. Data points such as attending a two-year college, four-year college, technical school, work or military are reported.

Goal 2: 95% of ninth graders will have earned at least four credits by the end of summer school.

Narrative: Goal 2 was instituted after reviewing report cards and transcripts of each student who failed at least 2 or more classes for the past three quarters of their freshman year. Current data regarding the previous two years of the graduating class point to a significant number of students who do not graduate with their cohort as a direct correlation of these students failing to earn at least four credits or more before starting their sophomore year. Students who have been identified as being at risk will continue to meet with their counselors each quarter to review their academic progress and to provide additional resources. The identified students will be offered peer tutoring through the National Honor Society (NHS.) Further, these students will be placed in Academic Intervention Services.

Goal 3: Increase the percentage of students in 9<sup>th</sup>-11<sup>th</sup> grades for completing grade appropriate activities (e.g., see scope and sequence chart below), through Naviance. These activities are designed to help students make informed decisions when selecting courses and creating post-secondary plans. If the previous year's numbers are below 50%, we would like to increase it by 10%. If the previous numbers are above 50%, we would like to increase it by 5%.

Narrative: Students in grades 9-12 will complete the Career Plan through Naviance. This will help students to develop and put into place their post-secondary education and career plans. School Counselors go into classrooms to provide lessons that are grade appropriate. Naviance is utilized for the *Do What You Are* assessment (Freshmen), *Super Match College Search* (Sophomores and Juniors), and the *Game Plan Survey* (Juniors). All students are also introduced to the resume feature on Naviance in 9<sup>th</sup> grade and built upon each year. Sophomore students will also have a lesson using John Holland's Six Personality types and will attend the Career Conference at SUNY Ulster, where they will have exposure to two potential careers of their interest. Additionally, for students who are absent from these push-in classroom lessons, we plan to inform families of these efforts with notification through the counseling office newsletter and a principal letter to provide insight to the purpose of these non-graded activities and the importance of student's completing these tasks. Notification will also include informing families about the ability students have to complete these tasks on their own (if they did not finish and/or missed the push-in lesson), and to encourage families to check-in with their student on their progress. If the student misses the push-in lesson and/or does not complete the assignment, these students will be identified and asked to come to an assembly with the counselors and administrators to finish these tasks.

Goal 4: The percentage of students who are absent for more than 18 days will decrease by 3% by the end of the school year. (Note our absentee rate for the 2022-23 school year was 26.5%)

Narrative: Goal 4 was created because there is a direct correlation between attendance and academic performance. Interventions targeted at reducing chronic absenteeism will include making parent contact, home visit with administration, referral to social worker, team meeting and/or RTI referral.

**Grades 9-12 Guidance Action Plan 2023-2024**

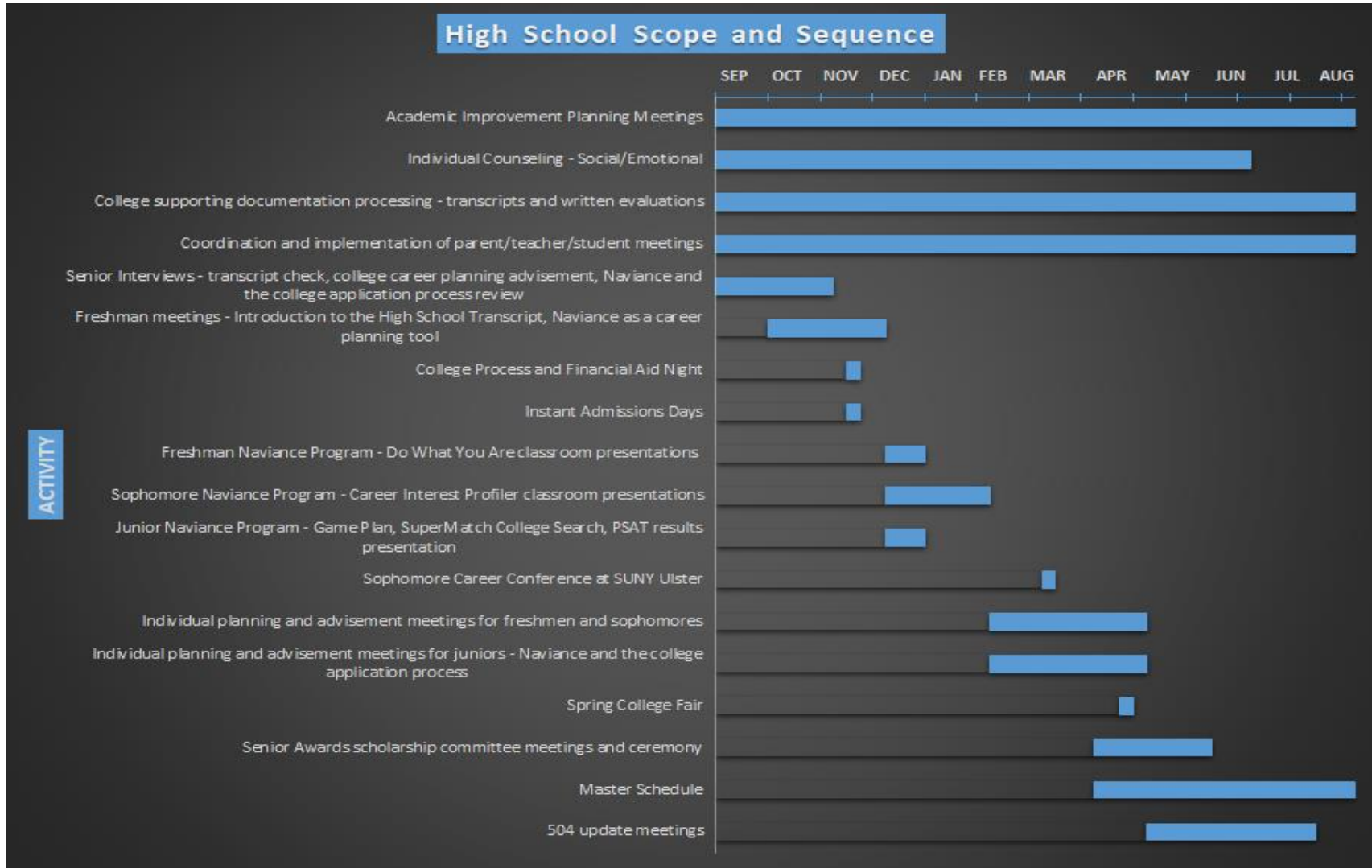
Activities for Achieving Goals/Strategies	Resources	Timeline	Who Is Responsible/Involved?	Progress Monitoring
<p>What actions will occur to make the goal and its strategies realities? What steps will staff take? (Provide sufficient detail to ensure successful implementation of the activities).</p>	<p>What are existing resources that can be used? What new resources can be used?</p>	<p>When will this activity begin and end?</p>	<p>Who will take primary responsibility? Who else needs to be involved?</p>	<p>What evidence will be gathered on an ongoing basis to document successful implementation of this activity/plan?</p>
<p>100% of students attending the Wallkill Central School District will be able to identify a post-secondary goal upon graduation.</p>	<ul style="list-style-type: none"> <li>• Naviance Classroom Lessons</li> <li>• Career Conference</li> <li>• Senior Survey</li> <li>• Individual Planning and Advisement Meeting</li> <li>• College Fair</li> <li>• Instant Admissions</li> </ul>	<p>2023-2024 School year</p>	<ul style="list-style-type: none"> <li>• School Counselors</li> <li>• High School faculty</li> <li>• Counseling office administrative assistants</li> <li>• High School Administration</li> <li>• Collaboration with Higher Education professionals</li> </ul>	<ul style="list-style-type: none"> <li>• Data collected from Naviance</li> <li>• Schedule of lessons facilitated by counselors</li> <li>• Course selection data</li> <li>• Attendance</li> </ul>
<p>At least 93% of ninth graders will have earned at least four credits by the end of summer school.</p>	<ul style="list-style-type: none"> <li>• Quarterly failure meetings</li> <li>• Parent-teacher conferences</li> <li>• APEX Credit Recovery</li> <li>• National Honor Society Peer Tutoring</li> </ul>	<p>2023-2024 School year</p>	<ul style="list-style-type: none"> <li>• School Counselors</li> <li>• High School Teachers</li> <li>• High School Administration</li> <li>• Parents</li> </ul>	<ul style="list-style-type: none"> <li>• School Tool Reports (Report cards, progress reports, attendance records, transcripts)</li> <li>• Failure notices</li> <li>• Summer School data</li> <li>• Attendance</li> </ul>

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<p>At least 90% of all students in grades 9-12 will complete grade appropriate activities (see scope and sequence chart) through Naviance, that are designed to help them make informed decisions when selecting courses and creating post-secondary plans.</p>	<ul style="list-style-type: none"> <li>• Naviance Classroom lessons</li> <li>• (Game Plan, Do What You Are, Career Interest Profiler, Career Plan, Resume Builder, College and Scholarship Search)</li> </ul>	<p>2023-2024 School year</p>	<ul style="list-style-type: none"> <li>• School Counselors</li> <li>• High School Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Data collected from Naviance</li> <li>• Attendance</li> </ul>
<p>The percentage of students who are absent for more than 18 days will decrease by 5% by the end of the school year.</p>	<ul style="list-style-type: none"> <li>• SchoolTool attendance reports</li> </ul>	<p>2023-2024 School year</p>	<ul style="list-style-type: none"> <li>• School Counselors</li> <li>• Social Workers</li> <li>• High School Administration</li> <li>• School Resource Officer</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Data collected from SchoolTool attendance reports</li> <li>• Parent contact</li> <li>• Team meetings</li> <li>• Collaboration with Social Workers, administration, teachers, nurse, attendance office</li> </ul>

High School Scope and Sequence





## EVALUATION, ACCOUNTABILITY, AND PROGRAM DEVELOPMENT

To demonstrate the effectiveness of the school counseling program in measurable terms, school counselors:

- Analyze school counseling program data to determine if students have improved academically, socially and/or behaviorally as a result of the school counseling program
- Use data to show the impact of the school counseling program on student achievement, attendance, and behavior
- Analyze school counseling program assessments to guide future action and improve future results for all students

The school counselor's performance is evaluated on basic standards of practice expected of school counselors implementing a comprehensive school counseling program. There are three sections within this component, and each section has various tools for analysis. These sections and tools as listed in the ASCA National Model (2012) are:

- Data analysis: school data profile analysis and use-of-time analysis
- Program results: curriculum results report, small-group results report, the closing-the-gap results report
- Evaluation and improvement: four components
- Self-analysis of the school counselor's strengths
- Self-analysis of the school counseling program's strengths
- Evaluation of the school counselor's performance by administration using the school counselor performance appraisal
- Review of the program goals created at the beginning of the school year

### Evaluation Methods

*School Counseling Programs for Students in Grades K – 6.* The evaluation methods that will be utilized to measure student progress and intervention implementation to maximize student achievement for the above are as follows:

- Monitor student academic, social and behavioral growth
- Monitor attendance data
- Monitor state assessment participation rate increase

*School Counseling Programs for Students in Grades 7 – 8.* The evaluation methods that will be utilized to measure student progress and intervention implementation to maximize student achievement for the above are as follows:

- Monitor student progress
- Parent communication
- Report cards
- Progress reports
- Naviance
- Survey results

*School Counseling Programs for Students in Grades 9-12.* The evaluation methods that will be utilized to measure student progress and intervention implements to maximize student achievement for the above are as follows:

- Monitor student progress
- Parent communication
- Report cards
- Progress reports
- Naviance
- Survey results
- Transcript evaluation

Additional evaluations at each school level can involve the following:

- Data analysis of program results -Use Naviance reports for completion and results of activities. Review and submit data on school profile, analyze failure reports and student management system data.
- Closing the gap analysis reports-The closing the gap analysis will involve disaggregating data related to each of the goals above if needed.
- Assessment of resources- Credit earned report must be accessible within the student management system.

#### Program Development

Annually the school counselor uses the program audit to identify strengths and weaknesses of the school counseling program and sets deliberate, annual goals aimed at continuous program improvement. The expected outcome is to have each component listed in program audit fully implemented to have a thriving school counseling program that addresses the academic, career, and personal/social development needs of all students. To maintain the planning the following will be done: a yearly review of annual plan updating goals/objectives, the creation of a Board report, review Naviance data and usage, review data elements related to attendance, academics, and behavior (adjustment) of students, and update the college-planning guide.

WCSD school counselors engage in professional development to ensure their skill development and to stay abreast of current best practices related to student supports (e.g., group counseling, counseling theory, ethics, school-wide positive support, bullying prevention, dropout prevention, positive school climate). The types of professional development that are planned and attended will be dependent on student needs and resources. Professional development for WCSD school counselors is provided from the assigned professional development (3 hours) from the district, Orange County Counselor Association, and Ulster BOCES Counselor Association once or twice a year. Also, professional development allows for WCSD school counselors to connect with community partners to provide workshops tailored towards the role of school counselors. Lastly, WCSD receives training on various Naviance tools.

WCSD school counselors also provide training/professional development for families, staff and stakeholders regarding student support initiatives and areas of particular concern.