

# **Glen Cove City School District School Counseling Plan**



**Board of Ed Adopted: August 21, 2024**

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# **Glen Cove City School District**

## **District Administration**

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## **Glen Cove School District Counseling Department**

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## **New York State Part 100.2(j) Regulations: School Counseling Programs**

As per the New York State Education Department, listed in Part 100.2(j) of the Commissioner's Regulations, school counseling/guidance programs are defined as follows:

- I Public Schools: Each school district shall have a guidance program for all students.
- II In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to 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.
- III In grades 7-12, the school counseling program shall include the following activities and services:
  - A An annual review of each student's educational progress and career plans, with such reviews conducted with each student individually or with small groups by personnel certified or licensed as school counselors
  - B Instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with the school counselor.
  - C Other advisory and individual or group counseling assistance to enable students to benefit from the curriculum to help students develop and implement postsecondary educational and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling shall be provided by certified or licensed school psychologists or certified or licensed school social workers in cooperation with certified and licensed school counselors.
- IV Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. Such plan should be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specifications of the staff members and other resources assigned to accomplish the objectives; provisions for the annual assessment of the program results. The plan shall be reviewed annually by the school counselors, and revisions shall be made as necessary.

## **School Counseling Programs**

The evolution of the School Counseling profession began in the 1970's in an effort to design programs that were comprehensive, in that they addressed student development in three domain areas: academic, career, and personal/social. Unlike previous "School Guidance" programs, that were reactive and limited in scope, comprehensive school counseling programs are intentionally designed to be proactive, to address the needs of all students at the various developmental stages of their lives, and to be an integral part of the total educational program.

### **Glen Cove City School District Comprehensive Counseling Plan**

New York State Commissioner's Part 100 regulation states that each school district must have a written Counseling Plan. The Glen Cove School District Comprehensive Counseling Plan has been designed with the American School Counseling Association (ASCA) model in mind and will, over time, be evaluated and revised to identify areas of strength and areas that need further attention. As recommended by ASCA, a School Counseling Plan must contain four elements which are:

*Foundation*

*Delivery System*

*Management System*

*Accountability System*



## **The Foundation**



# **Foundation**

The foundation of a School Counseling Plan includes the Mission Statement and beliefs of the Counseling Department. The Mission Statement will support the school district Mission Statement and identify the ways in which the Counseling Plan will support that statement.

## **Glen Cove City School District Mission Statement**

The mission of the Glen Cove Public Schools, in partnership with the Glen Cove Community, is to develop all learners into exceptionally capable citizens functioning at their highest intellectual abilities and willing to commit themselves to their personal growth, development and achievement in order to benefit a larger and constantly changing society. In order to achieve its mission, we, the Glen Cove Public Schools, will continually strive to create a secure and inclusive learning environment, which recognizes all learners, faculty and staff as unique human beings to be treated with dignity and respect.

## **Glen Cove School Counseling Department Mission Statement**

In support of the Glen Cove School District, the mission of the Glen Cove School Counseling Department is to assist all students in the acquisition of the academic, career, and personal/social skills required to become successful students and, ultimately, responsible citizens. To do so, a comprehensive, developmentally appropriate school counseling program has been developed to address the individual and collective needs of all students. In addition to assisting students directly, the members of the Counseling Department are committed to working in partnership with members of the administration, faculty, parents/guardians, and members of the community.

## **Glen Cove School Counseling Department Philosophy**

Glen Cove counselors believe that all students, given their individual abilities, have the potential to become successful learners and that every student should be given the opportunity to reach his/.her full potential. To assist students in this endeavor, we believe that every student should have access to and the support of a certified school counselor who is committed to the goals inherent in the development and delivery of a comprehensive school counseling program.

As counselors, we believe:

- All students can learn and should be given the opportunity to do so in a safe, supportive environment.
- Students do not all learn at the same pace or in the same way. It is important to take these differences into account when working with students and to support the efforts and accomplishments of each student.
- All students have the right to participate in a school counseling program that addresses their current academic, personal and career development needs and assists in the development and implementation of their post-secondary academic and career goals.
- All students have the right to be respected for who they are and, in turn, all students have a responsibility to respect the individuality and or diversity of others.
- Learning is not limited to the academic domain of a student's development. Learning also includes the development of a student's social and emotional growth as well as the investigation of college and career awareness and planning.
- Students are expected to actively participate in the learning process and accept responsibility for their actions and behaviors.
- The primary role of the school counselor is to work to ensure that each student has an opportunity to be successful and to advocate on behalf of students as we work collaboratively with parents, faculty, administrators, and members of the community.
- It is the responsibility of the school counselor to adhere to the Ethical Standards for School Counselors as promoted by the American School Counselor Association.
- It is the responsibility of the school counselor to participate in meaningful, on-going professional development activities.
- It is the responsibility of the school counselor to participate in the annual evaluation of the School Counseling program.

## **New York State Learning Standards**

Learning standards for school counseling programs facilitate student development in three broad domains; academic development, career development and personal/social development. Following are the nine national standards adopted by New York State.

### **Domain: Academic Development**

**Standard A:** Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span. **Standard B:** Students will complete school with the academic preparation essential to choose from a wide range of substantial post- secondary options, including college.

**Standard C:** Students will understand the relationship of academics to the world of work and to life at home and in the community.

### **Domain: Career Development**

**Standard A:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decision.

**Standard B:** Students will employ strategies to achieve future career success and satisfaction.

**Standard C:** Students will understand the relationship between personal qualities, education and training and the world of work.

### **Domain: Personal/Social Development**

**Standard A:** Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

**Standard B:** Students will make decisions, set goals and take necessary action to achieve goals.

**Standard C:** Students will understand safety and survival skills.

The Glen Cove School District counseling program consists of various activities, each of which has been designed to address the needs of students individually, or in groups. Each of these activities is described in the Delivery System.



## **The Delivery System**

# Delivery System

The process for delivery of the New York Learning Standards is accomplished by utilizing each of the four components of the comprehensive model: individual student planning, school counseling curriculum, responsive services, and system support.

The delivery system identifies each of the activities that make up the comprehensive School Counseling Plan and the method by which each is delivered. These delivery methods include direct student services (individual student planning, school counseling curriculum, responsive services) and indirect student services (responsive services and system support). For each activity outlined in this document, the following information will be included:

- Name of the activity
- The need addressed by and the objective of the activity
- A timeline for delivery and the staff involved in the delivery of the service
- The targeted domain(s)
- The students for whom the activity has been designed
- A description of the activity
- Expected outcome
- Resources used and preparation involved
- Method of evaluation
- Delivery System

## Direct Student Services

Direct student services are in-person interactions that take place between the counselor and students. These activities are designed to allow the counselor to support students as they develop the knowledge, skills, and attitudes identified in the domains and standards of the New York State Learning Standards.

### Individual Student Planning

Appraisal: Counselors work with students to review and appraise their achievement, interests, abilities, and skills.

Advisement: Counselors work with students, individually or in small groups, to help them make decisions related to future planning

### School Counseling Curriculum

Small Group Activities: Counselors meet with students in their respective case-loads for the purpose of providing them with information related to their academic, personal/social, or career development.

Classroom (Large Group) Activities: Counselors will meet with students in their classrooms or other large group settings for the purpose of providing them with information related to their academic, personal/social, or career development.

## **Responsive Services**

Personal Counseling: Counselors work directly with students individually or in small groups to address personal concerns.

Crisis Counseling: Counselors provide support to students, families or staff in order to address an immediate crisis

## **Indirect Student Services**

Indirect student services are activities designed to provide services on behalf of students as a result of the counselor's interaction with others. These activities may address the needs of individual students or may address the needs of the entire student population.

## **Responsive Services**

Referrals: Counselors will refer students and their families to appropriate resources in the school or community, as needed. A referral can be made for academic, personal, or career development purposes.

Consultation: School counselors will work with families, school staff and community agencies to gather and/or share information that is designed to support the student's academic, personal/social or career development. When necessary, intervention strategies are designed for the student. The counselor will serve as an advocate for the student when consulting with others.

## **System Support**

Professional Development: Counselors will identify personal goals and participate in activities designed to increase their knowledge of best counseling practices.

Program Awareness: Counselors will provide updates and information regarding the counseling programs to the greater community via updates to the School Community Association (SCA), our website, monthly reminders and presentations.

Parent Programs: Counselors develop and conduct programs designed specifically to provide parents/guardians with information about the counseling program and about the activities in which their children will be involved.



## **Management System**

# Management System

In order to ensure that each of the activities identified in the Delivery System are efficiently and effectively delivered to each student, a management system must be developed. The management system is blended with the Delivery System and will include the organization of the processes and tools needed to deliver the school counseling program. The Management System will include: an activities calendar, a monthly calendar of events, a management agreement, use of data, and time and task analysis

**Activities Calendars** have been created to identify district-wide counseling plan activities, as well as activities that are specific to the elementary and/or secondary schools. Calendars have also been developed to identify activities at each grade level, K-12.

**Management Agreements** are developed between the counselors and the administrator in charge of the school counseling program. This agreement can include, but is not limited to the following: a breakdown of the students for whom the counselor will assume responsibility, counselor use of time, departmental goals, counselor participation in department activities, areas of professional development, department meetings.

**Data** is used by counselors to develop and assess the activities included in the counseling plan.

**Use of Time:** It is recommended that counselors spend approximately 80% of their time involved in the delivery of direct or indirect student services. A list of appropriate and inappropriate counselor activities is available in The ASCA National Model. The following chart contains the basic time that is recommended by ASCA for the delivery of school counselor services. When necessary, the allocation of time can and should be adjusted to meet counselor needs.

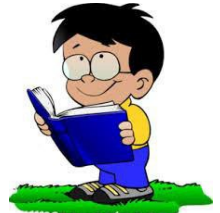
Component	Elementary	Middle	High School
Individual Student Planning	N/A	15%-25%	25%-35%
Counselor Curriculum	N/A	25%-35%	15%-25%
Responsive Services	N/A	30%-40%	25%-35%
System Support	N/A	10%-20%	15%-25%



# DISTRICT-WIDE CORE COUNSELING PLAN K-12

## Calendar

	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
<b>Back To School Night</b>		X										
<b>CPS Referrals</b>		X	X	X	X	X	X	X	X	X	X	
<b>Crisis Intervention/Counseling</b>		X	X	X	X	X	X	X	X	X	X	
<b>CSE/504 Meeting Participation</b>		X	X	X	X	X	X	X	X	X	X	
<b>Cumulative Record Maintenance</b>	X	X	X	X	X	X	X	X	X	X	X	X
<b>Home Visits</b>		X	X	X	X	X	X	X	X	X	X	
<b>Individual Counseling</b>		X	X	X	X	X	X	X	X	X	X	
<b>Instructional Support Team(IST) Meetings</b>		X	X	X	X	X	X	X	X	X	X	
<b>Mandated IEP Counseling</b>		X	X	X	X	X	X	X	X	X	X	
<b>Maintain IEP Counseling Log</b>		X	X	X	X	X	X	X	X	X	X	
<b>Open House Programs</b>		X										
<b>Parent/Teacher Conferences</b>					X		X					
<b>Personal Goal Setting/Review</b>			X	X		X		X		X		
<b>Professional Development</b>	X	X	X	X	X	X	X	X	X	X	X	X
<b>Professional Memberships</b>	X	X	X	X	X	X	X	X	X	X	X	X
<b>Transfer Students</b>	X	X	X	X	X	X	X	X	X	X	X	X



# ELEMENTARY SCHOOL COUNSELING PLAN

## K-5

Each of the activities indicated below is delivered to students at Deasy, Gribbin, Landing & Connolly elementary schools.

<b>Calendar</b>												
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
<b>Sanford Harmony</b>		X	X	X	X	X	X	X	X	X		
<b>Career Awareness</b>				X			X					
<b>Mindfulness Activities</b>			X	X	X	X	X					
<b>Child Study Team</b>		X	X	X	X	X	X	X	X	X	X	
<b>Classroom Lessons</b>		X	X	X	X	X	X	X	X	X	X	
<b>Group Counseling</b>		X	X	X	X	X	X	X	X	X	X	
<b>New Student Welcome Group</b>		X										
<b>Parent Workshops</b>		X	X	X	X	X	X	X	X	X	X	
<b>Staff Workshops</b>		X	X									



# Middle School Student Transition Plan

<b>Calendar</b>												
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July	Aug.
6 <sup>th</sup> Grade Family Meetings		X	X									
7 <sup>th</sup> Grade Family Meetings								X	X	X		
8 <sup>th</sup> Grade Family Meetings					X	X	X					
Failure Meetings			X	X		X	X		X	X		
6 <sup>th</sup> Grade Career Presentations		X	X									
7 <sup>th</sup> Grade Career Presentations			X	X								
8 <sup>th</sup> Grade Career Presentations					X	X						
6 <sup>TH</sup> Grade Intro to Guidance Pres.	X	X										

# High School Student Transition Plan

<b>Calendar</b>												
	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July	Aug.
9 <sup>th</sup> Grade Family Meetings			X	X								
10 <sup>th</sup> Grade Family Meetings								X	X	X		
11 <sup>th</sup> Grade Family Meetings					X	X	X	X				
12 <sup>th</sup> Grade Family Meetings	X	X	X									
Failure Meetings			X	X	X	X	X	X	X	X		
Senior At-Risk Meetings						X	X	X				
Course Selection Grade Level Pres.					X							
Course Request Meetings						X						
Freshman Orientation									X			
Freshman BBQ												X
New Freshman Evening Pres.					X							
FAFSA Workshop			X									
Junior Family Night					X							
Senior Family Night	X											
Spring College Fair								X				
College Mini-Fairs	X	X										

## SECONDARY SCHOOL CORE COUNSELING PLAN 7-12

<b>Calendar</b>												
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
<b>Academic At-Risk Notification</b>				X	X	X	X	X	X	X		
<b>Annual Academic Reviews</b>		X	X	X	X	X	X	X	X	X		
<b>Balancing Classes</b>										X	X	
<b>Course Selection and Scheduling</b>					X	X	X	X	X	X	X	
<b>Cumulative Record Maintenance</b>		X	X	X	X	X	X	X	X	X	X	
<b>Dignity Act Presentation</b>		X										
<b>Home Instruction</b>		X	X	X	X	X	X	X	X	X	X	
<b>New Student Luncheon</b>		X	X									
<b>New Student Screening/ Scheduling</b>	X	X	X	X	X	X	X	X	X	X	X	X



## SECONDARY SCHOOL CORE COUNSELING PLAN 7-12 (Cont'd)

<b>Calendar</b>												
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
<b>PINS Petitions</b>		X	X	X	X	X	X	X	X	X	X	
<b>Progress Report Review</b>			X		X			X		X		
<b>Report Card Review</b>				X			X		X		X	
<b>Scholarship Committee</b>									X			
<b>SCA Updates</b>		X	X	X		X		X		X		
<b>Shadowing Program</b>							X	X	X	X		
<b>Standardized Testing Overview (7-10)</b>					X							
<b>Student Scheduling Adjustment</b>	X	X				X				X	X	
<b>Summer School Registration and Results Review</b>	X	X									X	X
<b>Transfer Students</b>	X	X	X	X	X	X	X	X	X	X	X	X

## 7-8 CORE COUNSELING PLAN

Calendar												
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
<b>Grade Level Team Meetings</b>		X	X	X	X	X	X	X	X	X	X	

### 7th GRADE

Calendar												
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
<b>First Day Orientation Program</b>		X										
<b>Career Awareness Lesson</b>							X					
<b>Student Success: Welcome to Middle School</b>		X										
<b>School Success: Study Skills and Habits</b>			X									
<b>School Success: Bullying Awareness</b>			X									
<b>School Success: Characteristics of Successful Students</b>				X								
<b>School Success: Stress Awareness</b>					X							
<b>Individual Meetings</b>		X	X	X	X	X						

# 8th GRADE

<b>Calendar</b>												
	<b>Aug.</b>	<b>Sept.</b>	<b>Oct.</b>	<b>Nov.</b>	<b>Dec.</b>	<b>Jan.</b>	<b>Feb.</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>
<b>Awards Ceremony</b>											X	
<b>8<sup>th</sup> Grade Parent Night</b>						X						
<b>MS/HS Articulation Meetings</b>											X	
<b>Private School Applications</b>		X	X	X	X							
<b>High School Scheduling Presentation</b>						X						
<b>Student/Parent Transition Conferences</b>							X	X	X	X	X	



## HIGH SCHOOL CORE COUNSELING PLAN 9-12

<b>Calendar</b>												
	Aug.	Sept.	Oct.	Nov.	Dec	Jan.	Feb.	March	April	May	June	July
<b>Advanced Placement (AP) Registration</b>			X	X								
<b>BOCES Applications</b>						X	X	X	X	X	X	
<b>Career Night (9-12)</b>								X	X			
<b>Financial Aid Night (11-12)</b>			X									
<b>Honor Society Eligibility</b>										X		
<b>Naviance Maintenance (9-12)</b>		X	X	X	X	X	X	X	X	X	X	
<b>Scholarship and Summer Program Applications</b>						X	X	X	X	X	X	
<b>Special Needs Standardized Test Registration</b>	X	X	X	X	X	X	X	X	X	X	X	X



# 9<sup>th</sup> Grade

<b>Calendar</b>												
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
<b>Individual Student Conferences</b>			X	X	X	X						
<b>Individual Student-Parent/Guardian Conferences</b>				X	X							
<b>9th Grade Parent Night</b>				X								
<b>Small Group Meetings</b>									X	X		

# 10<sup>th</sup> Grade

<b>Calendar</b>												
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
<b>Career Interest Inventory</b>									X			
<b>Individual Student Conferences</b>						X	X	X	X	X		
<b>PSAT Administration</b>		X										
<b>10th Grade Parent Night</b>									X			

# 11<sup>th</sup> Grade

## Calendar

	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
<b>College Conferences</b>						X	X	X	X	X	X	
<b>College Planning For Students With Disabilities</b>						X						
<b>Mock College Interview</b>							X					
<b>Post-Secondary Pre Planning Meetings</b>					X							
<b>PSAT Administration</b>			X									
<b>Senior Autobiography Packet and Review</b>									X		X	X
<b>Special Needs College Planning Packet</b>							X					
<b>Community Sponsored Program Applications (American Legion, Molloy College Boot Camp)</b>							X	X	X	X		

# 12<sup>th</sup> Grade

<b>Calendar</b>												
	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June	July
<b>College Application Process Overview</b>		X										
<b>College Application Processing</b>	X	X	X	X	X	X						
<b>College Mini-Fairs</b>		X	X									
<b>College Representative Visits</b>		X	X	X								
<b>Common App Boot Camp</b>	X											
<b>Final Transcript Submission</b>												X
<b>Follow Up College Conferences</b>		X	X	X	X	X						
<b>Regeneron Application Preparation</b>							X	X				
<b>Mid-year and Final Grade Submission</b>						X						X
<b>National Collegiate Athletic Association (NCAA) School Account Maintenance</b>						X	X					
<b>National Merit Scholarship Application Submission</b>		X	X									
<b>Parent Night</b>		X										
<b>Returning Graduate Panel</b>					X							
<b>Scholarship Committee/ Ceremony</b>								X	X	X	X	
<b>School Community Association (SCA) Grant Committee</b>											X	
<b>Senior Survey</b>											X	
<b>Special Needs Exit Meetings</b>										X	X	
<b>State Education Reporting</b>										X	X	



## **Accountability System**

Accountability and evaluation of the school counseling program is necessary in order to determine the effectiveness of the program as well as the effectiveness of the counselors work. As part of this process, the counselors consider the following:

**Process Data:** Process data involves data related to the question: *What did you do and for whom?* Process data provides evidence that an event has occurred. Examples of process data are:

All elementary school classes were provided with an annual lesson related to bullying.

All 7<sup>th</sup> grade students participated in a study skills review.

All at-risk students were scheduled for and participated in meetings with their counselors or other mental health providers..

**Perception Data:** Perception data is related to the question: *What do people think they know, believe or can do.*

Among other things, perception data can measure what students and others observe or perceive, or knowledge gained.

Examples of process data are:

N/A of elementary school students can identify one method by which they can reduce stress.

90% of Middle School students can identify two of the roles of the school counselor.

90% of Mock-Interview participants report feeling more prepared to participate in a formal college interview.

**Outcome Data:** Outcome data is related to the questions: *So what,* and is related to the impact the counseling program had on a student's ability to use knowledge, attitudes and skills to change their attitudes and behaviors. Examples of outcome data are:

The number of reported incidents of bullying in the elementary schools, as reported by teachers, decreased.

The number of students exhibiting issues related to the transition to Middle School decreased.

Academically at-risk students developed a post-secondary plan and graduated on time.

Accountability for each of the counseling activities is included in the evaluation of each component of the plan. At this time, those evaluations include: immediate student feedback, close counselor monitoring, teacher feedback, parent surveys, the timely completion of specific activities, and student participation in various aspects of the program. Pre and Post surveys are used for each of the Middle School lessons in order to determine the effectiveness of each lesson. The data is reviewed and changes implemented on the basis of student feedback.