



New York Mills Union Free School District

K-12 Comprehensive Counseling Plan

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New York Mills Union Free School District

Description of School District

Spanning an area of 3 square miles, the suburban community encompassing the New York Mills Union Free School District is located in Central New York, west of the city of Utica and is contiguous with the villages of New York Mills and Yorkville, as well as the towns of Whitestown and New Hartford.

The New York Mills Union Free School District is a single campus K-12 program with approximately 600 students. Additional students receive their education in outside special and alternative education programs through Oneida-Herkimer-Madison BOCES. New York Mills residents have a strong history of pride and involvement in their school and community. New York Mills Jr./Sr. High School is accredited by the New York State Board of Regents.

District Vision

Vision — Our vision is to create an incomparable K-12 school district that is highly regarded for its academic excellence, as it is for its pride and commitment to actively serve and improve its surrounding community.

District Core Beliefs

We believe that all students:

- Should be provided the opportunity to reach their full academic, physical, and social-emotional potential in order to become productive citizens
- Should demonstrate respect, honesty, and integrity as part of maintaining good citizenship
- Should be responsible and accountable contributors to society through leadership and service to others
- Should be treated fairly and equitably based on individual needs
- Should have learning experiences that expand beyond the classroom
- Should develop technological awareness, problem-solving, and analytical skills
- Should be empowered to learn and grow through both successes and failures
- Have value and worth and are part of a greater whole
- Must feel welcome and safe
- Are valued members of the school community

District Mission Statement

Through combined efforts of students, staff, parents, and community members, our mission is to foster the confidence, knowledge, cognition, and character necessary to instill a strong work ethic, to create an environment of tolerance and respect, and to ignite an attitude of inquiry and enthusiasm for learning that will enable students to become productive, responsible citizens.

Counseling Department Vision

In support of the district's vision, core beliefs and mission statement, the counseling staff's vision is that each student will realize their own value and potential. With the help of all stakeholders, they will develop the academic, career, and personal skills necessary to live as healthy, responsible, resilient and contributing world citizens who make a positive impact upon their own lives and the lives of others.

Counseling Department Mission Statement

The mission of the New York Mills UFSD School Counseling program is to work in collaboration with all stakeholders to create and nurture an environment that empowers and allows opportunities for all students to reach their maximum potential and to pursue their individual plans and goals.

Role of School Counselors

School counselors design and deliver data-driven comprehensive programs that promote student achievement and value individual differences. Comprehensive programs ensure equal access to opportunities and to the educational process. Through direct and indirect services, as active members of the school community, and by focusing on the following essential skills: counseling, coordination of services, consultation, leadership, advocacy, teaming and collaboration, managing resources, data-driven/results-based practices and the use of technology, school counselors provide support to all students grades K-12. See Appendix 1

Adapted from "ASCA National Model: A Framework for School Counseling Programs", Executive Summary

Appropriate School Counseling Program Activities

School counselors should spend most of their time in direct service to and in contact with students. Duties are focused on the overall delivery of the program through school counseling core curriculum, individual student planning, and providing responsive services to students. System support or indirect services provided on behalf of students, including referrals for additional services and collaboration and consultation with additional stakeholders, should comprise a small percentage of total time. See Appendix 2

Adapted from "Role of the School Counselor", ASCA

Comprehensive School Counseling Plans

Comprehensive plans are based on the American School Counseling Association (ASCA) model, which identifies the knowledge, skills and attitudes that students need in order to achieve success in the following three domains: academic, college and career readiness, social/emotional development. The ASCA model identifies 35 mindset and behavior standards within the three domains that students should be able to demonstrate as a result of the school counseling program. "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."

From ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

School Counselors are licensed educators who improve student success for all students by implementing a comprehensive school counseling program.

Benefits include:

To Students

- Prepares students for the challenges of the 21st century by acquiring knowledge and skills in academic, career, and personal/social development.
- Connects the educational program to future success.
- Facilitates career exploration and development.
- Develops decision-making and problem-solving skills.
- Assists in acquiring knowledge of self and others.
- Enhances personal-social development.
- Assists in developing effective interpersonal relationship skills.
- Broadens knowledge of our changing world.
- Provides school counseling services to every student.

- Increases the opportunity for counselor-student interaction.
- Encourages facilitative, cooperative peer interactions.
- Fosters resiliency factors for students.

To Parents

- Helps prepare their children for the challenges of the 21st century through academic, career, and personal/social development.
- Provides support for parents in advocating for their child's academic, career, and personal/social development.
- 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.

To Teachers

- Provides an interdisciplinary team effort to address student needs and educational goals.
- Provides skill development for teachers in classroom management, teaching effectiveness, and effective education.
- Provides consultation to assist teachers.
- Positively impacts school climate and the learning community.
- Encourages positive, calendared activities and supportive working relationships.
- Promotes a team effort to address developmental, personal/social needs of the student.
- Increases teacher accessibility to the counselor as a classroom presenter and resource person.

To Administrators

- Integrates school counseling with the academic mission of the school.
- Provides a program structure with specific content.
- Assists administration to use school counselors effectively to enhance learning and development for all students.
- Enhances community image of the school counseling program.

To the Board of Education

- Provides rationale for implementing a comprehensive developmental counseling program in the school system.
- Provides assurance that a quality school counseling program is available to every student.
- Demonstrates the necessity of appropriate levels of funding for implementation.
- Supports appropriate credentialing and staffing.
- Provides a basis for determining funding allocations for school counseling programs.
- Furnishes program information to the community.

- Acts as liaison for community and school partnerships

To School Counselors

- Provides a clearly defined role and function in the educational system.
- Provides direct service to every student.
- Provides a tool for program management.
- Enhances the role of the school counselor as a student advocate.
- Ensures involvement in the academic mission of the school.
- Places school counselors in a leadership role.

To Pupil Personnel Services

- Provides school psychologists, social workers, and other professional student services personnel with a clearly defined role of the school counselor.
- Clarifies areas of overlapping responsibilities.
- Fosters a positive team approach, which enhances cooperative working relationships.

To the Community

- Provides an increased opportunity for collaboration and participation of community members with the school program.
- Creates community awareness and visibility of the school counseling program.
- Involves Community members in various activities of the school counseling program.
- Provides increased opportunity for collaboration with area businesses and industry.

Program Standards

The National Standards for School Counseling Programs delineate three areas of student development to be addressed by comprehensive counseling programs. In addition, ASCA identifies 35 mindsets and behaviors to address in a school counseling curriculum. The program standards are:

Academic Development:

Standard A: Students will acquire the attitudes, knowledge and skills that contribute 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.

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 decisions.

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

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

Personal/Social Development:

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

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

Standard C: Students will understand safety and survival skills.

See Appendix 2 — The ASCA Mindsets and Behaviors for Student Success

See Appendix 3 — NYSED Career Development and Occupations Studies (CDOS) Student Standards

Program Goals

New York Mills will continue to use data to inform and direct its counseling program. Based on

1. Data from a school climate survey available to staff, students, and parents
2. The New York State Department of Education
3. SchoolTool reports
4. Counseling department statistics

the following goals and forms of quantitative and qualitative data collection have been identified for the 2022-2023 school year:

Academic

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

Process: All students grade K-12 as indicated by counselor reports

Perception: Annual individual progress review (grade 6-12), needs assessments, exit survey, RTI meetings

Outcome: Attendance rates, graduation rates, grade reports, standardized test scores, benchmark scores

Career

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

Process: All students grade K-12 as indicated by counselor reports

Perception: Annual individual progress review, needs assessments, exit surveys

Outcome: Graduation rates, program data

Social/Emotional

Goal: 100% of students will be able to identify emotions and know how to seek assistance for themselves and others.

Process: All students grade K-12 (instruction), nurse visits, counselor visits

Perception: Annual individual progress review, needs assessments, exit surveys

Outcome: Discipline referrals, attendance rates

New York Mills Counseling Department Access to Services

The New York Mills UFSD counseling department is comprised of the following:

- K-6 School Counselor - .6 equivalent (3 days per week), contracted through OHM BOCES and shared with another school district. Approximate caseload=290
- 7-12 School Counselor — full-time, employed by the school district. Approximate caseload=250
The district also employs a full-time K-12 social worker. This position was increased from .8 to 1.0 during the 2021-22 school year.
- Youth Support Specialist- .8 equivalent, contracted through Safe Schools to address attendance and other concerns.
- The district also employs a K-12 school psychologist. This person is a .6 equivalent (3 days per week), contracted through OHM BOCES and primarily focuses on individual evaluation as advised by the Committee on Special Education.
- In addition, the district employs one full-time nurse, K-12.

The New York Mills counseling department delivers support through the following Multi-Tiered System:

- Tier I — 80% of students. These are comprised of school-wide supports accessed by all students, including screening, instruction, and prevention.
- Tier II — 15% of students. Supports such as individual counseling, group counseling, home visits, referral for services, etc. are provided to targeted individual or groups.
- Tier III — 5% of students. Specialized supports, such as counseling, mentors, parent-teacher-student conferences are provided for individual students.

Time Usage — Counselors' goals are to provide services based on the ASCA model below:

| Direct Student Services | 80% or more | Guidance Curriculum | Elementary | Middle | Secondary |
|--|-------------|---|------------|--------|-----------|
| <ul style="list-style-type: none"> • School Counseling • Core Curriculum • Individual Student Planning • Responsive Services • Indirect Student Services • Referrals • Consultations • Collaboration | | <ul style="list-style-type: none"> • Individual Student Planning • Responsive Services <p>System Support program planning, professional development, data analysis, fair-share responsibilities</p> | | | |

As students' needs change, the percentage of time spent in each component of direct services may vary.

Accountability

To ensure effective and efficient results and the implementation of a data-driven program, the New York Mills Counseling Department will evaluate its program at least twice per year. Program delivery methods and their effectiveness, including areas of success and areas in need of improvement, will be evaluated and will drive any changes needed to close achievement gaps. The following types of data will be collected:

Process — Documenting the number of participants, number of sessions, etc.

Perception — Using surveys, pre- and post-test, needs assessments, etc. to collect data.

Outcome — Analyzing reports from SchoolTool, including attendance, discipline, grades and assessment results.

School counselors will develop a calendar outlining program activities.

Advisory Council

The New York Mills Counseling Department will develop an advisory council consisting of representative stakeholders. The role of the council will be to review, advise on program goals, support the implementation of the program and advocate for needed funding and resources. The council will meet twice per year. Agendas and meeting minutes will be retained and submitted as an annual report to the Board of Education.

Advisory Council Membership

| Name | Role |
|------------------|---------------------------------------|
| | 7-12 School Counselor |
| Amanda Woodward | K-6 School Counselor |
| Michele LaGase | Superintendent of Schools |
| Mary Facci | K-12 Executive Principal |
| Denise Dispirito | Interim K-12 Principal |
| Yelena Verenich | School Nurse |
| Jeanne Marley | High School Special Education Teacher |
| Joyce Kehrli | Teacher/community member |
| Kelly Sullivan | Elementary Special Education Teacher |
| Kaitlyn Phillips | School Social Worker |

Program Delivery Map 2024-2025 Grades K-12

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

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

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

| Student Focus | Program Activity or Service | Program Objectives | Timeline | Standards | Staff and Resources | ASCA Domain/Standards |
|---------------|--|--|----------------|--|---|---|
| | Individual Crisis Counseling | <ul style="list-style-type: none"> Short term counseling to develop individual skills | September-June | NYSSED 110.20(2)(d) NYSSED 110.20(2)(e) | <ul style="list-style-type: none"> School Counselor | <ul style="list-style-type: none"> ASCA: B-SS 2; B-SM 7M2 |
| | RTI, IEP, 504 PLAN Individual Counseling | <ul style="list-style-type: none"> Identify each student's character strengths Build positive relationships Build life skills | September-June | NYSSED 110.20(2)(d) NYSSED 110.20(2)(e) | <ul style="list-style-type: none"> Elementary, Middle and High School Teachers School Counselor | <ul style="list-style-type: none"> Academic, S/E Career and College Readiness ASCA M1.3-B-SS2; B-SMS7 |
| | Conflict Resolution/ Mediation | <ul style="list-style-type: none"> Provide counseling to students identified as needing counseling through CSE and RTI recommendations to meet determined goals | September-June | NYSSED 110.20(2)(d) | <ul style="list-style-type: none"> School Counselor School Social Worker | <ul style="list-style-type: none"> S/E ASCA M 1, 3; B-SMS 7, 9; B-SS 1-9 |
| | Agency/Social Services Referrals | <ul style="list-style-type: none"> Mediate and instruct students on how to resolve conflicts | September-June | NYSSED 110.20(2)(d) NYSSED 110.20(2)(e) | <ul style="list-style-type: none"> School Counselor School Social Worker | <ul style="list-style-type: none"> ASCA: M 1; B-LS 7; B-SMS 6 |
| | Consultation/Collaboration | <ul style="list-style-type: none"> Referral to community agencies to address student's needs | September-June | NYSSED 110.20(2)(c) NYSSED 110.20(2)(d) | <ul style="list-style-type: none"> School Counselor Teachers Administrators School Social Worker School Nurse Additional Appropriate Stakeholders | <ul style="list-style-type: none"> Academic, S/E, College and Career ASCA: B-LS 1; B-SM 1, 2 |

| | | | | | | |
|----------|---|---|-------------------|-----------------------|---|--|
| | Social Skills Groups | <ul style="list-style-type: none"> Students will develop essential life skills | October-June | NYSED 110.20(2)(i)(d) | <ul style="list-style-type: none"> School Counselor | <ul style="list-style-type: none"> ASCA, B-SMS 1.2; M |
| | Support Groups | <ul style="list-style-type: none"> Students will develop their ability to successfully handle different transitions in their lives | October-May | NYSED 110.20(2)(d) | <ul style="list-style-type: none"> School Counselor | <ul style="list-style-type: none"> ASCA, B-LS1; B-SM 1.2 |
| | Career Exploration Classroom Guidance | <ul style="list-style-type: none"> Curriculum- Career Exploration: 15 Lesson Unit with Interactive Understanding post-secondary and life-long learning are necessary for career success | September-June | NYSED 110.20(2)(c) | <ul style="list-style-type: none"> School Counselor | <ul style="list-style-type: none"> College M 4.5,6; B-LS 7.9 |
| | Career Zone (Elem-classroom guidance) (JH-F&CS class) | <ul style="list-style-type: none"> Students will explore careers related to strengths, skills and talents | September-Junes | NYSED 110.20(2)(c) | <ul style="list-style-type: none"> School Counselor F&CS Teacher | <ul style="list-style-type: none"> Academic College & Career M 4.5,6; B-LS 7.9 |
| 6-8 | Career Fair | <ul style="list-style-type: none"> Students will meet with professionals on their career interest areas | Spring | NYSED 110.20(2)(c) | <ul style="list-style-type: none"> School Counselor SABA Staff Local Professionals | <ul style="list-style-type: none"> College & Career M 4.5,6; B-LS 7.9 |
| 6-12 | Annual counseling plan review and course selection | <ul style="list-style-type: none"> Counseling individually or in small groups Students will gain insight into their academic progress, career aspiration and specific needs | September-June | NYSED 110.20(2)(b) | <ul style="list-style-type: none"> School Counselor | <ul style="list-style-type: none"> Academic, Career & College Readiness ASCA, M 1B-LS 4; B-SMS 7.10 |
| 7 | 7 th Grade Orientations/Parent Night | <ul style="list-style-type: none"> Parents and students will be oriented with school expectations and curriculum and become familiar with the school counselor | September & May | NYSED 110.20(2)(d) | <ul style="list-style-type: none"> School Counselor Administrator Teachers | <ul style="list-style-type: none"> Academic, S/E ASCA M3; B-SMS 10 |
| 7,8, 10 | Career Exploration-classroom guidance | <ul style="list-style-type: none"> Students will explore and research careers and essential soft skills | Once per year | NYSED 110.20(2)(c) | <ul style="list-style-type: none"> School Counselor SABA Staff | <ul style="list-style-type: none"> College & Career M 4.5,6; B-LS 7.9 |
| 8,10, 11 | College admission pre-testing | <ul style="list-style-type: none"> Students will be familiar with and better prepared for college entrance exams Exam results will be reviewed to provide insight | October & January | NYSED 110.20(2)(c) | <ul style="list-style-type: none"> School Counselor | <ul style="list-style-type: none"> Academic, Career & College Readiness |

15Adapted from ASCA Program Delivery Map

| | | | | | | |
|---------|---------------------------------|---|------------------------------------|--------------------|--|---|
| 7-12 | New Student Orientation | <ul style="list-style-type: none"> New Students will develop schedules and become familiar with the building, procedures and expectations | August-July | NYSED 110.20(2)(d) | <ul style="list-style-type: none"> School Counselor | <ul style="list-style-type: none"> Academic ASCA M3-B-SMS 10 |
| 7-12 | Academic Counseling | <ul style="list-style-type: none"> Students will develop strategies for academic success | August-June | NYSED 110.20(2)(d) | <ul style="list-style-type: none"> School Counselor | <ul style="list-style-type: none"> S/E, Academic ASCA; B-SMS 1,6 |
| 7-12 | Attendance Committee | <ul style="list-style-type: none"> Identification of students with attendance concerns Implementation of interventions to increase student attendance | September-June | NYSED 110.20(2)(d) | <ul style="list-style-type: none"> School Counselor Administrator Teachers Nurses | <ul style="list-style-type: none"> S/E, Academic ASCA; B-SMS 1,7 |
| 7-12 | Student Support Teams | <ul style="list-style-type: none"> Coordination and identification of students demonstrating problematic attendance, academic or behavioral concerns | September-June | NYSED 110.20(2)(d) | <ul style="list-style-type: none"> School Counselor Teachers Administrators School Social Workers School Nurse Additional Appropriate Stakeholders | <ul style="list-style-type: none"> Academic, S/E, College and Career ASCA; M 2 |
| 10 | College Visitations | <ul style="list-style-type: none"> Students will tour area campuses | Fall | NYSED 110.20(2)(c) | <ul style="list-style-type: none"> School Counselors SABA Staff | <ul style="list-style-type: none"> College and Career M 6; B-LS 7,9; B-SS 8 |
| 10-12 | College Admissions Testing | <ul style="list-style-type: none"> Provide information and preparation for testing | September & October, January-May | NYSED 110.20(2)(c) | <ul style="list-style-type: none"> School Counselors | <ul style="list-style-type: none"> Academic, College and Career ASCA; M 5; B-SMS 3 |
| 11 & 12 | Career Shadow/Internships | <ul style="list-style-type: none"> Students will research careers and have the opportunity to shadow a professional in career field of their choice | October, November, February, April | NYSED 110.20(2)(c) | <ul style="list-style-type: none"> School Counselor | <ul style="list-style-type: none"> College and Career M 6; B-LS6; B-SMS 1,2,3 |
| 12 | College Application Preparation | <ul style="list-style-type: none"> Counselors will support student's completion of college applications | August-May | NYSED 110.20(2)(c) | <ul style="list-style-type: none"> School Counselor | <ul style="list-style-type: none"> Academic, College & Career ASCA; M 4,5 |

15Adapted from ASCA Program Delivery Map

Action Plan – Closing the Gap 2024 – 2025 Middle/High School Level

Goal: By the end of the 2024 – 2025 school year, the number of students in grades 7-12 who exhibit chronic attendance concerns, defined by missing 20% or more of school will be reduced by 20% from the 2023 – 2024 school year.

Target Group: Students experiencing or at risk of experiencing severe chronic attendance concerns.

Data to Identify Student: ~~School~~ attendance

This procedure was adapted from a plan developed as part of the Comprehensive District Plan as required by the NYSED and is based on Attendance Works®

| Monitor Data | Activity | Tier | Person Responsible |
|--|--|------|---|
| | Team meets bi-weekly to identify students who fall into: <ul style="list-style-type: none"> • Tier 2 (missing 10-19.9% of school) or • Tier 3 (missing 20% or more of school) | | <ul style="list-style-type: none"> • School Counselor • School Social Worker • Administrators • School Nurse |
| | <ul style="list-style-type: none"> • Review attendance every week for students at Tier2 or at-risk of falling into Tier 2 • Assign case worker • Review attendance daily for students at Tier 3 or at risk of Tier 3 • Phone call home if absent • Referral to social services at 20% | III | <ul style="list-style-type: none"> • School Counselor • School Social Worker |
| Engage Students and Parents | Conduct activities that encourage a warm, welcoming environment | I | School staff and faculty |
| | Send home letters regarding attendance concerns | II | Attendance officer |
| | <ul style="list-style-type: none"> • After 10 absences, conduct parent meeting and develop follow-up plan | III | <ul style="list-style-type: none"> • School Counselor • School Social Worker To attend: teacher, administrator |
| | <ul style="list-style-type: none"> • Continue with follow-up plan • Contact outside agencies as needed • Perfect and most improved attendance awards and prizes • Winners will be displayed on a bulletin board | III | <ul style="list-style-type: none"> • School Counselor • School Social Worker • Administrator • School Counselor |
| Recognize Good and Improved Attendance | Establish goals Recognize progress | II | <ul style="list-style-type: none"> • School Counselor • School Social Worker • Parents |
| | Revise goals | | <ul style="list-style-type: none"> • School Counselor • School Social Worker • Parents |