

Holland Patent Central School District

Comprehensive Developmental School Counseling Plan 2021

Counseling is a process of helping people by assisting them in making decisions and changing behavior. School counselors work with all students, school staff, families and members of the community as an integral part of the education program. School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy and social/emotional and career development.

-American School Counselor Association, 1999

The Role of the School Counselor

School counselors work to create a school/community environment where all students can thrive.

LEADERSHIP TEAM MEMBERS: School counselors work to maximize student success, promoting access and equity for all students. As vital members of the school leadership team, school counselors create a school culture of success for all.

➤ School counselors help all students:

- apply academic achievement strategies
- manage emotions and apply interpersonal skills
- plan for postsecondary options (higher education, military, work force)

➤ Appropriate duties include providing:

- individual student academic planning and goal setting
- school counseling classroom lessons based on student success standards
- counseling to students and referrals to outside resources
- collaboration with families/teachers/administrators/community for student success
- advocacy for students at individual education plan meetings and other student-focused meetings
- data analysis to identify student issues, needs and challenges
- acting as a systems change agent to improve equity and access, achievement and opportunities, health and wellness for all students

The School Counselor's Role

School counselors design and deliver school counseling programs that improve student outcomes. They lead, advocate and collaborate to promote equity and access, health and wellness, and a safe learning environment for all students by connecting their school counseling program to the school's academic mission and school improvement plan. They uphold the ethical and professional standards of ASCA and promote the development of the school counseling program based on the following areas of the ASCA National Model: define, deliver, manage and assess.

DEFINE

School counselors create school counseling programs based on three sets of standards that define the profession. These standards help school counselors develop, implement and assess their school counseling program to improve student outcomes.

Student Standards –	Professional Standards –
<ul style="list-style-type: none">● ASCA Mindsets & Behaviors for Student Success: K–12 College-and Career-Readiness for Every Student	<ul style="list-style-type: none">● ASCA Ethical Standards for School Counselors● ASCA School Counselor Professional Standards & Competencies

The Role of the School Counselor

MANAGE

To be delivered effectively, the school counseling program must be efficiently and effectively managed. School counselors use program focus and planning tools to guide the design and implementation of a school counseling program that gets results.

Program Focus	Program Planning
<ul style="list-style-type: none"> ● Beliefs ● Vision Statement ● Mission Statement 	<ul style="list-style-type: none"> ● School Data Summary ● Annual Student Outcome Goals ● Action Plans <ul style="list-style-type: none"> ○ Classroom and Group ○ Closing the Gap ● Lesson Plans ● Annual Administrative Conference ● Use of Time ● Calendars <ul style="list-style-type: none"> ○ Annual ○ Weekly ● Advisory Council

DELIVER

School counselors deliver developmentally appropriate activities and services directly to students or indirectly for students as a result of the school counselor’s interaction with others.

These activities and services help students develop the ASCA Mindsets & Behaviors for Student Success and improve their achievement, attendance and discipline. Through the school counseling program, school counselors ensure equitable academic, career and social/emotional development opportunities for all students.

Direct Services with Students	Indirect Services for Students
<p>Direct services are in-person interactions between school counselors and students and include the following:</p> <ul style="list-style-type: none"> ● Instruction ● Appraisal and Advisement ● Counseling 	<p>Indirect services are provided on behalf of students as a result of the school counselors’ interactions with others including:</p> <ul style="list-style-type: none"> ● Consultation ● Collaboration ● Referrals

ASSESS

To achieve the best results for students, school counselors regularly assess their program to:

- determine its effectiveness in helping all students succeed
- inform improvements to their school counseling program design and delivery
- show how students are different as a result of the school counseling program

School counselors also self–assess their own mindsets and behaviors to inform their professional development and annually participate in a school counselor performance appraisal with a qualified administrator.

The Role of the School Counselor

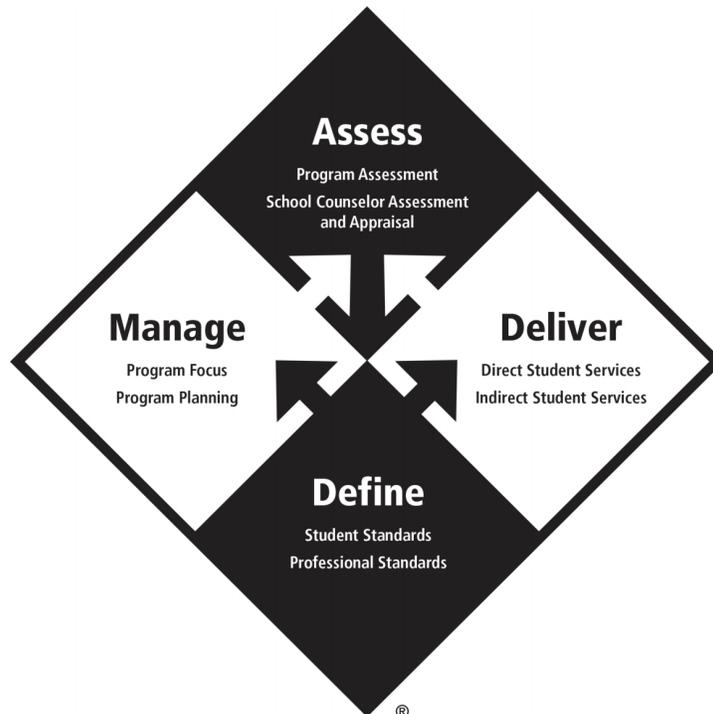
The ASCA National Model provides the following tools to guide assessment and appraisal.

Program Assessment

- School Counseling Program Assessment
- Annual Results Reports

School Counselor Assessment and Appraisal

- ASCA School Counselor Professional Standards & Competencies Assessment
- School Counselor Performance Appraisal Template



Components of a School Counseling Program

“Positive school climates...and a whole-child approach with an emphasis on social-emotional learning (SEL) will lead to improved outcomes for children” (from the Introduction to NYS Guidance Pertaining to Commissioner’s Regulations 100.2(j))

The comprehensive school counseling program implements a multi-tiered system of support that includes classroom instruction for all students, interventions to support students’ ability to participate in and benefit from their education, develop their social-emotional skills, develop college and career readiness skills, and provide more intensive interventions and support for those who need them.

Our Mission

Holland Patent Central School District

Holland Patent Central School will provide a safe, caring, positive environment where all students can achieve their maximum innate potential and acquire the skills, attitudes, and abilities necessary to succeed in an ever-changing world.

Holland Patent Central School provides programs that address the diversified academic, vocational and co-curricular needs of its students.

General William Floyd Elementary:

It is our belief at General William Floyd Elementary School, that each child who walks through our doors has the ability to learn. To this end, we make an ongoing commitment to provide each and every one of the children the education they need to take positive control of their lives in an ever-changing society.

If children are to succeed, live well, and contribute to society as they grow physically, mentally, emotionally and socially, we believe we need to establish a safe and nurturing, positive environment for them. Within that environment, we will provide the students, in conjunction with the home, the guidance to help them become all they are capable of being. Through our encouragement and positive communication with the home, the students will strive to develop a good self-image, responsibility for themselves, respect and caring for others, and the ability to make prudent value judgments leading to effective actions.

Keeping this mission as a clear direction for our school at all times, we believe with good communication with the home, that all students will be able to succeed, not only academically, but socially, physically, and emotionally.

Holland Patent Elementary:

Holland Patent Elementary will provide an environment where learning is a positive experience. It is our aim that students will develop pride, respect, and responsibility for self and others in our ever changing society. We will instill in each child the desire to strive for personal excellence and develop an appreciation for lifelong learning.

Holland Patent Middle School:

The faculty, staff, students and community of the Holland Patent Middle School are devoted to academic excellence and the growth of individual strengths and talents. Our school will provide a friendly and supportive environment, where individual differences and respect for the rights of others guide school and community behavior.

Holland Patent High School:

Holland Patent High School will be a positive, stimulating environment in which all may develop the academic and social skills for reaching their potential as productive responsible citizens in our ever-changing world.

Our Philosophy

Holland Patent Central School District Guidance Philosophy

Students are at the center of what we do. The ultimate goal of the counseling department at HPCSD is to nurture the personal development of all students to help them set and achieve their goals.

Through our work, the counseling department

- empowers students to develop their individual strengths to reach their highest potential;
- supports students and staff in developing a safe, nurturing school;
- works with students and families to develop academic, social-emotional, and college and career readiness skills;
- prepares students to be responsible, lifelong learners

Our Staff

Counseling Department Staff

Elementary Schools

Nicole Rasmussen, Social Worker
Grades PreK-2
(315) 865-5721, General William Floyd
nrasmussen@hpschools.org

Ashley Rose, Social Worker
Grades 3-5
(315) 865-8151, Holland Patent Elementary
arose@hpschools.org

Middle School

Justin Scialdone, School Counselor
Grades 6-8 (315) 865-7204
jscialdone@hpschools.org

Jacquelyn Carman, Social Worker
Grades 6-8 (315) 865-7522
jcarman@hpschools.org

High School

Jason Scialdone, School Counselor
Last Names A-K
(315) 865-4102
jasscialdone@hpschools.org

Ricki Mulvihill, School Counselor
Last Names L-Z
(315) 865-4102
rmulvihill@hpschools.org

Stephanie Strzepek, Social Worker
(315) 865-3043
sstrzepek@hpschools.org

Pupil Personnel Services Director

James DeAngelo
Preschool to Graduation
(315) 865-4148
jdeangelo@hpschools.org

NYS Regulations and Standards

NYS Regulation Requirements:

The Holland Patent Comprehensive Counseling Plan aligns with the amended Commissioner's Regulation & 100.2(j) Guidance Programs and Comprehensive Developmental School Counseling/Guidance Programs effective July 1, 2019:

Program Overview:

- The counseling program will be aligned to the district's mission and vision statement
- The Holland Patent School District's comprehensive developmental counseling program includes all students K-12
- All Holland Patent students K-12 have access to a certified school counselor
- The Holland Patent K-12 counseling program is designed in coordination with the teaching staff to prepare students to effectively participate in their current and future educational programs, address multiple student competencies including career/college readiness standards, academic, and social/emotional development standards
- For students in grades K-5, the program is designed by a certified school counselor in coordination with instructional and other Pupil Personnel staff

Services Overview:

The Holland Patent K-5 counseling program is designed:

- To prepare students to participate effectively in their current and future educational programs
- To provide information related to college and careers
- To assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns
- Where appropriate, to make a referral to a properly licensed professional and/or certified pupil personnel service provider for more targeted supports

For students in grades 6-12, certified school counselors will:

- Conduct an individual progress review plan, which reflects each student's educational progress and career plans;
- For a student with a disability, the plan shall be consistent with the student's individual education program (IEP);
- Where appropriate, make a referral to a properly licensed professional and/or certified pupil personnel service provider for more targeted supports

All Holland Patent students will participate in the following activities or services:

- Screen to determine individual social/emotional/mental health needs of students in response to the COVID-19 pandemic
- School counseling core curriculum instruction in classes and/or small groups for the purpose of addressing student competencies related to career/college readiness, academic skills, and social/emotional development by a certified school counselor

Direct student services to enable students to benefit from the curriculum. Direct services are the heart of the school counseling/guidance program that include in-person interactions with students, individually or in groups. These services include but are not limited to:

NYS Regulations and Standards

- Responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement for the purpose of enabling students to benefit from the curriculum
- Assisting students to develop and implement postsecondary education and career plans
- Assisting students who exhibit attendance, academic, behavioral or adjustment concerns
- Encouraging parental involvement

Indirect student services that enable student to benefit from their education include:

- referrals to appropriately licensed or certified individuals,
- consultation, collaboration, leadership, advocacy, and teaming, such as SBIT, where student needs can be reviewed, and a plan developed

Plan Development and Review:

The Holland Patent CSD has developed a district-wide & building level comprehensive school counseling plan that complies with the regulation requirements and is in accordance with the following:

- Developed by or under the direction of a certified school counselor
- The plan will be updated annually and a report will be presented to the Board of Education
- The plan is filed in the district office and is available for review by any individual to obtain a hard copy of the plan or access it on the district website
- The plan presents program objectives, which describe expectations of what students will learn; 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 Holland Patent CSD will develop and maintain a Counseling Advisory Council (CAC) to review the plan and advise on its implementation.

- Membership will include representative stakeholders
- The advisory council shall meet at least bi-annually to review the comprehensive developmental school counseling program
 - to provide feedback on program goals (developed and explained by the school counselor), review program results (based on data presentations by the school counselors), make recommendations about the school counseling program, and serve as advocates for the program.
- The review and recommendations of the CAC shall be documented and made available to the school administration and counseling staff to solidify a plan for completion. Further, the recommendations and corresponding action plan shall be shared with the superintendent, who shall then share said documentation with the Board of Education.
- The CAC will provide the district plan to the Board of Education annually, providing an overview of progress and plans for continued work of the CAC.

NYS Regulations and Standards

Career Development and Occupational Studies (CDOS) Learning Standards

Building Capacity and Closing Performance Gaps

Standard 1: Career Development

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

Standard 2: Integrated Learning

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

Standard 3a: Universal Foundation Skills

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

Standard 3b: Career Majors

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

The Career Plan Initiative:

The Career Plan serves as a document for learners to record their development in the following areas for the purpose of motivating students to achieve high standards and develop goals to succeed in their future education and career choices:

- Self-knowledge
- Career exploration
- Career and life goals
- Classroom learning application
- Foundation skills awareness

This resource supports education reform to close the performance gap.

The Career Plan Process:

- Supports the career education/workforce readiness National Dropout Prevention Center strategy to increase graduation rates
- Provides information on the skills and knowledge students need that can facilitate the development of the school district's Comprehensive District Education Plan, Guidance Plan, Professional Development Plan and student Academic Intervention Services

NYS Regulations and Standards

- Facilitates development of the student Individual Education Program and the Individual Plan for Employment for students with disabilities
- Supports the development of an organization that furthers both academic excellence and personal development – one of the seven essential elements identified by research for effective middle-level education programs
- Enhances teacher pedagogical preparation, instructional delivery and knowledge of student development through the delivery of Career Development and Occupational Studies Learning Standards instructional strategies
- Documents delivery of the CDOS Learning Standards 1, 2, and 3a
- Provides the foundation for the completion of the Employability Skills Profile component of approved Career and Technical Education programs that supports CDOS Standard 3b
- Involves students and parents in the guidance process
- Furthers student awareness of and entry into Career and Technical Education
- Contributes toward a positive gain in student basic academic skills achievement levels as demonstrated by career education evaluation studies
- Connects to the New York State Department of Labor’s career development resource, Career Zone
- Furthers the goal of the State Workforce Investment Board and its Emerging Worker Subcommittee to sustain a statewide career development system
- Supports ESSA by motivating individual student academic achievement

HPCSD Comprehensive School Counseling Plan Goals and Action Plans

Holland Patent Central School District School Counseling/Guidance Program Delivery Map						
District Goal 1: Support the academic development and college and career-readiness of all students.						
Grade level(s)	Direct & Indirect program activity or service	Tier (1,2, 3)	Program Objectives <i>(Students will be able to___)</i>	Staff & Resources	Assessment & Evaluation Methods	Time Frame
K-12	Open House, Curriculum Nights, Parent/Family Nights	1	Encourage parental participation in school programs	Counselors, Principals, Teachers, Coordination with PTA and outside agencies	School Calendar, Communication about events	Annually
K-12	Use established methods of communication to inform parents of program information and opportunities	1	Encourage parental involvement	Counselors, Social Workers, Administration	Letters home, notices sent via Parent Square, information posted to district website and Facebook pages	Ongoing
K-12	Coordinate collaboration between home and school	2, 3	As needed, be responsive to the needs of students by coordinating communication and meetings between home and school to support student's	Counselors, Social Workers	Communication logs, meeting attendance logs	Ongoing

HPCSD Comprehensive School Counseling Plan Goals and Action Plans

			academic and social progress			
K-12	Participate in SBIT Meetings to review academic progress and plan AIS and RTI services for students struggling to learn	2, 3	Increase students' rates of learning to help them progress in the curriculum	Counselors, Social Workers, Principals, Special Education Staff, General Education Staff; AIS/RTI Plan Letters	Report Cards, RTI and AIS Outcomes	K-5 Monthly 6-12 Quarterly
K-12	Small group and individual counseling	2, 3	Provide targeted counseling to support students' abilities to benefit from instruction	Counselors and Social Workers	Report Cards, Teacher and Counselor/Social Worker observation and collaboration	K-12 Ongoing
K-12	Determine summer school needs, and register and schedule students for summer school	3	Student will become proficient in coursework/content to help them progress in their education	Counselors, Principals	Summer School grades and outcomes	Annually
K-12	Participate in/conduct CSE/504 Meetings	4	Develop IEPs and 504 plans with programs, services, and accommodations necessary to support student progress and support the implementation of IEPs and 504s	CSE Chairperson, Counselors and Social Workers, Special Education Staff, General Education Staff, Principals	Annual CSE/504 Reviews	Annually, As Needed

HPCSD Comprehensive School Counseling Plan Goals and Action Plans

PreK and K, 3, 6, 9	Student Orientation	1	Develop familiarity with staff, building layout schedules, and expectations prior to transitioning to a new school	Counselors, Social Workers, Principals	Event	Annually
K-5	Collaborate with teachers and principals on appropriate class placement	1	Develop balanced classes that meet the needs of individual students	Principals, Teaching Staff, Counselors, Social Workers	Class Lists	Annually
K-5	Counseling "Skill Groups"	2	Provide short-term support to address students' abilities to access their learning (i.e. executive function support)	Counselors and Social Workers	Report Cards, Teacher and Counselor/Social Worker observation	Ongoing
6-12	School Counseling Night	1	Educate parents and students about the school counselor's role and school counseling program	Counselors, Social Workers, Principal	Attendance at Event	Annually
6-12	Develop the master schedule and student schedules	1	Coordinate the development of a schedule that maximizes student opportunity to	Counselors, Principal, Assistant Superintendent for Curriculum and Instruction	Reach a target rate of 95% schedule/course selection fulfillment	Annually

HPCSD Comprehensive School Counseling Plan Goals and Action Plans

			participate in required and desired coursework			
6-12	Work with principals to develop balanced class lists that meet student needs and resolve scheduling conflicts	1	Students will be able to participate in desired courses	Counselors and Principals	Balanced Section Loads	Annually
6-12	Maintain the counseling department website	1	Ensure access to relevant information and upcoming events	Counselors, Counseling Office Secretaries	Website Review by Counselors	Ongoing
7-12	Coordinate Final and Regents Exams with Principal	1	Students will be scheduled for all required exams and retakes, as needed, with appropriate modifications and accommodations	Counselors, Principals, Special Education Staff	Exam schedules, exam results, completion of graduation requirements	Ongoing
8-12	CSE Transition Planning for students who will be age 15+	4	Support the development and implementation of post-secondary education/employment transition plans for students with IEPs	Counselors and Social Workers, Special Education Staff	Transition Binders, Annual Reviews, and Exit Summaries	Annually

HPCSD Comprehensive School Counseling Plan Goals and Action Plans

9-12	Coordinate College Board and College Entrance Exams	1	Ensure all students have access and are encouraged to take relevant college exams to help them identify strengths and needs, and use their results to plan for their post-secondary outcomes	Counselors, Principal	AP, SAT, PSAT, ACT, ASVAB Participation	Ongoing
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HPCSD Comprehensive School Counseling Plan Goals and Action Plans

Holland Patent Central School District School Counseling/Guidance Program Delivery Map						
District Goal 2: Develop social emotional skills and support the mental and behavioral health of all students.						
Grade level(s)	Direct & Indirect program activity or service	Tier (1,2,3)	Program Objectives	Staff & Resources	Assessment & Evaluation Methods	Time Frame
K-12	Survey staff and students to determine student needs and needs for supporting the improvement of a positive school culture and climate	1	Identify student behavioral and mental health needs, as well as perceptual information about school culture/climate	Social Workers, Counselors, Building Administrators	Results of surveys	Ongoing
K-12	Provide teachers with professional development in the growth mindset	1	Support teacher learning to ultimately help develop growth mindset in students	The Growth Mindset Coach, teachers, counselors, and administrators, HP Teacher Center	Book Study/PD Outcomes summaries through PDP	Ongoing
K-12	Coordinate/Conduct initial DASA student assemblies	1	Ensure students are informed of what harassment is, and how and to whom incidents are reported	DASA Coordinators, Counselors, Social Workers	Assembly schedule and presentation materials	Annually

HPCSD Comprehensive School Counseling Plan Goals and Action Plans

K-12	Establish and maintain community partnerships to support social emotional needs of students, and link students to outside services and supports	1, 2, 3	Increase opportunities for prevention education across multiple areas, including but not limited to mental health, bullying prevention, drug/alcohol use/abuse, suicide awareness, etc.	District Administration (PPS, Assistant Superintendents, Superintendent) and BOCES Administration	Outcomes summaries provided by outside organizations	Ongoing
K-12	Provide individual and group counseling services to students to support behavioral, academic, and adjustment needs that affect their progress in school	2, 3	Identify and work with students to address social-emotional and/or behavioral barriers that inhibit learning	Counselors, Social Workers, Principals, School Psychologist	Teacher reports, intervention outcomes, parent collaboration/reports, report cards	Ongoing
K-12	Use SBIT to review students exhibiting behavior/adjustment problems to ascertain scope of existing problems and identify appropriate interventions	2,3	Support students to improve their ability to learn	Counselors, Social Workers, Classroom Teachers, School Psychologist, Principal, Outside Agencies as needed, Parents	Students response to intervention	K-5 Monthly 9-12 Quarterly

HPCSD Comprehensive School Counseling Plan Goals and Action Plans

K-12	Train counselors and social workers to analyze patterns of behavior and develop behavior plans to address individual student needs to allow them to progress in school	2, 3	Reduce disruptive incidents and improve learning	Counselors, Social Workers, School Psychologists	Participation in training on developing FBAs and BIPs; development of BIPs and behavioral incentives	Annually
K-12	Crisis Counseling	3	Intervene to support students in crisis to de-escalate or refer to outside assistance (i.e. MCAT) if necessary	Counselors, Social Workers, Principals, CFLR Prevention Specialist, Law Enforcement as needed	Dates/times, and outcome of intervention (i.e. A.M, 9/15/21 @ 11 am, referred to CFLR with parent)	As Needed
K-12	Provide all staff with opportunities for training in Mental Health First Aid	3	Support students in crisis	CFLR Training	Training in participation, CFLR Outcomes Report	Annually
K-12	Refer students to outside agencies to support mental/behavioral health needs, and conduct care coordination with outside providers and school	3	Students will benefit from the opportunity to receive supports from outside agencies in meeting needs beyond the scope of the school	Counselors, Social Workers, Administrators, CFLR Prevention Specialist, IRT, CNY Health Homes, United Way, ICan, PINS, Family Court	Dates/times, and outcome of referrals, care coordination plans	Ongoing

HPCSD Comprehensive School Counseling Plan Goals and Action Plans

K-12	Coordinate students' transition back to school from outside treatment/placements	3	Students will benefit from additional support as they return to school, building on the skills learned from their placement	Counselors, Social Workers, Administrators, CFLR Prevention Specialist, IRT, CNY Health Homes, United Way, ICan, PINS, Family Court	Use outcome summaries from agencies	Ongoing
K-12	Explore the opportunity for wraparound and additional service to address behavioral, attendance, or adjustment needs outside of the school's scope or capacity	3	Improve the likelihood that students receive required outside services/support for their mental health and well-being	District Administration (PPS, Assistant Superintendents, Superintendent) and BOCES Administration	Establishment of service agreements	Ongoing
K-5	Implement K-5 Zones of Regulation Curriculum and SEL Lessons. Topics and lessons are developed by counseling staff, to include citizenship, Erin's Law, mental health awareness, instruction on topics from the National Center for Missing and Exploited Children, via push-in lessons and assemblies	1	Support the development of social emotional skills: self-awareness, self management, social awareness, relationship skills, and responsible decision-making	Social Workers, CFLR, MHANYS, NCMEC	Schedule of lessons taught, development of curriculum maps	Monthly

HPCSD Comprehensive School Counseling Plan Goals and Action Plans

K-5	Bullying/Harassment Prevention and Response	1-3	Develop positive school climate to prevent, and supportive responses to incidents of bullying and harassment	Counselors and Social Workers, Principals, Dignity Act Coordinators, All School Staff support implementation and programming, such as Rachel's Challenge, the Positivity Project, and related programs	Calendar of lessons, assemblies, and events, DASA reports and incident data	Ongoing
K-5	Classroom Management Plans to promote positive behaviors	1	Reinforce positive behaviors and pro-social skills in the classroom	Classroom Teachers, Principals	Classroom management plans filed with principals	Ongoing
6-12	SEL Lessons/Topics and lessons developed by counseling staff, to include citizenship, digital citizenship, anti-discrimination training, Erin's Law, suicide prevention, mental health awareness, instruction on topics from the National Center for Missing and Exploited Children, via push-in lessons and assemblies	1	Support the development of social emotional skills: self-awareness, self management, social awareness, relationship skills, and responsible decision-making	Counselors and Social Workers; Yellow Ribbon Campaign; Prevention Specialist; MHANYS NCMEC, CFLR	Schedule of lessons and assemblies, development of curriculum maps	Ongoing

HPCSD Comprehensive School Counseling Plan Goals and Action Plans

6-12	Bullying/Harassment Prevention and Response	1-3	Develop positive school climate to prevent, and supportive responses to incidents of bullying and harassment	Counselors and Social Workers, Principals, Dignity Act Coordinators, CFLR All School Staff support implementation and programming, such as Rachel's Challenge, the Positivity Project, and related programs	Calendar of lessons, assemblies, and events, DASA reports and incident data	Ongoing
6-8	Digital Citizenship Lessons	1	Develop students' understanding of responsible digital/online living	Counselors, Library Media Specialist	Schedule of Lessons and Curriculum Maps	Ongoing-based on staff and student/class schedules
9-12	Digital Citizenship Lessons	1	Develop students' understanding of responsible digital/online living	Counselors, Library Media Specialist	Schedule of Lessons and Curriculum Maps	Ongoing-based on staff and student/class schedules

HPCSD Comprehensive School Counseling Plan Goals and Action Plans

Holland Patent Central School District School Counseling/Guidance Program Delivery Map						
District Goal 3: Develop attendance interventions to improve the attendance of chronically absent students						
Grade level(s)	Direct & Indirect program activity or service	Tier (1,2,3)	Program Objectives <i>(Students will be able to___)</i>	Staff & Resources	Assessment & Evaluation Methods	Time Frame
K-12	Promote positive attendance habits	1	Build positive culture around the habit of attendance	Counselors, Social Workers, Principals	Attendance recognitions, school events	Ongoing
K-12	Conduct 5-week attendance reviews to identify students who are at risk of chronic absenteeism	2,3	Support student learning through good attendance	IRT, Counselors, Social Workers, Principals, Attendance Data , Attendance Officer	Identify the number of students at 90% or less attendance rate for causes other than an excused illness (i.e. missed 4 days due to Strep Throat)	Ongoing
K-12	Identify barriers to student attendance	2,3	Increase student attendance and reduce chronic absenteeism to support student learning	Counselors, Social Workers, Principals, CFLR Prevention Specialist	Student Attendance Plans	Ongoing

HPCSD Comprehensive School Counseling Plan Goals and Action Plans

K-12	Create a set of building-level, developmentally appropriate attendance interventions	2, 3	Increase attendance rates for each student to over 90%	Counselors, Social workers, Principals, CFLR Prevention Specialist, BOE Policies and Regulations	List of interventions, results of interventions	Ongoing
K-12	Coordinate with outside programs to support improved attendance	3	Increase attendance for those who struggle in spite of interventions from school staff	CFLR Prevention Specialist, IRT, ICan, PINS, Family Court	Referral/Outcome summary	Ongoing

HPCSD Comprehensive School Counseling Plan Goals and Action Plans

Holland Patent Central School District School Counseling/Guidance Program Delivery Map						
District Goal 4: 100% of students will complete career development/college and career readiness planning						
Grade level(s)	Direct & Indirect program activity or service	Tier (1,2,3)	Program Objectives <i>(Students will be able to___)</i>	Staff & Resources	Assessment & Evaluation Methods	Time Frame
K-5	Career planning	1	Identify career clusters and career interests	BOCES Counselor, Career Planning Resources/Lesson Plans from SABA	Career Plan Documents	Twice Annually
K-5	Conduct career day/career exploration programs	1	Introduce K-5 students to various careers	BOCES Counselor, Principals	Career Day Events/Programs	Annually
6-12	Conduct individual student progress reviews, and invite parents to review progress, academic planning, and course selection	1	Reflect on and understand their progress in district programs and the opportunities available to them based on their current goals, strengths, preferences, interests, and needs	Counselors, Parents	Individual Student Progress Review Summary Forms	Annually, As Needed

HPCSD Comprehensive School Counseling Plan Goals and Action Plans

6-12	Use Naviance to develop college, career, and employment profiles and portfolios	1	Use Naviance to support help transition to post-secondary goals	Counselors	Naviance Profiles and Portfolios	Annually, Ongoing
6-12	Develop career cluster/course maps, linking HP course offerings to career areas	1	Connect students to courses that help them meet their post-secondary interests and goals	Counselors, Department Chairs, Administrators	Course/Career Cluster Document	Annually
6-12	Conduct annual post-secondary transition/interest inventories	1	Help students identify career and skill areas of interest	Counselors, Naviance, SABA	Inventory results	Annually
6-12	Provide regular academic counseling for all students in individual/group settings (based on purpose of meeting) at least once per quarter	1-3	Students will work with their counselors to identify and work toward their post-secondary goals	Counselors, Students (if at risk), Teachers and Parents as needed	Meeting schedules, report card reviews	Ongoing
6-12	Quarterly student reviews of at-risk students between principals and counselors	2,3	Facilitate academic progress	Counselors and Principals	Progress reports, report cards, Restricted Study Hall lists at HS	Ongoing

HPCSD Comprehensive School Counseling Plan Goals and Action Plans

6-8	Instruction in Career Units	1	Students will identify and learn about careers of interest	Counselors, Naviance, SABA	Career Plans, Curriculum Maps	Annually
8	Eighth Grade Career Counseling	1	Students participate in a career counseling session and complete the NYS Career Plan	Counselor	Individual Career Planning Document http://www.nysed.gov/common/nysed/files/programs/career-technical-education/career-plan-middleinterm.pdf	Annually
8, 10	BOCES Program Visits	1	Introduce students to Career and Technical Education programs and help those interested select a program of interest	Counselors, Special Education Teachers, Parents	BOCES CTE Visit participation and registration	Annually
9-12	School Counseling Night	1	Students and parents learn about high school programs and requirements	Counselors, Principals	Attendance at Event	Annually
9-12	Promote College Entrance Exam Opportunities (PSAT, SAT, ACT, Subject Tests, as appropriate)	1	Increase participation in various entrance exams	Counselors, Principals	Participation rates in SAT, ACT, PSAT, ASVAB, and other relevant examinations	Ongoing

HPCSD Comprehensive School Counseling Plan Goals and Action Plans

9-12	Implement the District's 4-year College Initiative Plan	1	Students will understand 4-year college opportunities and requirements to attain their post-secondary goals	Naviance, Visual Displays to Promote College Information	Push-in Lessons and College Information Night, Long-term rates of college completion	Ongoing
9-12	Coordinate Dual-Enrollment and AP Courses	1	Students learn in the most advanced courses they can	Counselors, Principals	Rates of enrollment in AP and Dual Enrollment/Dual Credit courses	Annually
9-12	Conduct an Annual Financial Aid Night for Parents	1	Provide information and assistance to learn about financial aid	Counselors, Parents, Financial Aid Specialists (HESC)	Attendance at Financial Aid Night, Completion of FAFSA Forms	Annually
9-12	College Fairs: provide field trips to fairs held during the day, and information about college fairs held in the evening	1	Learn about the college admissions process and college programs from college and university representatives	Counselors, College Admissions Counselors, MVCC	Attendance at College Fair	Ongoing
9-12	College Tours and College Admissions Counselor Visits	1	Develop understanding of different colleges and college programs to improve knowledge of post-secondary opportunities	Counselors, Principals, College Admissions Counselors, Counseling Secretary	Number of participants in college visits and college tours	Ongoing

HPCSD Comprehensive School Counseling Plan Goals and Action Plans

9-12	College Planning meetings to include the following topics: Naviance, college applications, admissions counselor visits, college requirements, college selection process	1	Students will be able to complete their portions of the college admissions/application process	School Counselor, Admissions Counselors, Access-VR Counselors (where applicable), College Admissions Book	Student outcomes/admissions	Ongoing
9-12	Career/Military Planning to include the following: Naviance, military recruitment, ASVAB, job fairs, job shadowing/internships, BOCES New Visions/MiTech/PTech, Regional Program for Excellence	1	Students will be able to identify career of interest and participate in programs that help them reach those goals	Counselors, SABA, Regional Program for Excellence, BOCES CTE/MiTech Staff, Military Recruiters, Access-VR Counselors (where applicable)	Student outcomes	Ongoing
11	Junior Meetings	1	Identify career interests and post-secondary educational goals to help map their senior year plans for career training, college applications, and scholarships	Counselors	Junior Plans	Annually

HPCSD Comprehensive School Counseling Plan Goals and Action Plans

11-12	Scholarship and Awards Coordination	1	Provide students with necessary information regarding scholarships and awards; coordinate the appropriate distribution of those awards/scholarships to properly qualified students	Counselors, Counseling Secretary	Scholarship/Awards Night, Sum of Scholarships awarded	Ongoing
12	College/Secondary Goal Drop-in Days	1	Students receive responsive support based on their needs for their post-secondary goals (i.e. help with applications)	Counselors	Completed college applications and scholarship applications	Ongoing
12	Support and Facilitate the College Application Process (timelines, transcript review and processing, letters of recommendation)	1	Students will take steps needed to achieve post-secondary educational and career goals	Counselor, Counseling Secretary, Parents	Completed college applications via Naviance, SUNY Application, and individual school application	Ongoing

HPCSD Comprehensive School Counseling Plan Goals and Action Plans

Holland Patent Central School District School Counseling/Guidance Program Delivery Map						
District Goal 5: Develop a process and procedure for the counseling staff to analyze student data to set annual goals aimed at closing achievement and service gaps.						
Grade level(s)	Direct & Indirect program activity or service	Tier (1,2,3)	Program Objectives	Staff & Resources	Assessment & Evaluation Methods	Time Frame
K-12	Identify appropriate data for analysis	N/A	Determine the needs of our students to target	Counselors, social workers, principals	Digital/physical data binders	Ongoing
K-12	Training in developing and monitoring SMART Goals	N/A	Establish targets for growth	PPS Director, Principals	Training Attendance, Development of SMART Goals	Ongoing
K-12	Establish a review process to monitor progress, adjust for needs, and ensure appropriate resources are available	N/A	Provide responsive and proactive services based on student needs	Principals and PPS Director with counseling staff	Ongoing review of progress and needs	Ongoing
K-12	Provide professional development to support the implementation of the Comprehensive School Counseling Program and to support staff in reaching the goals they set	N/A	Increase the proficiency of staff serving students	ASCA, Counseling PLC via BOCES, NYS School Counselors Association	Tracking of workshops attended and professional development hours via My Learning Plan	Ongoing

Additional Resources:

ACSA Mindsets and Behaviors for K-12 College and Career Readiness

<https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

The Role of the School Counselor:

<https://www.schoolcounselor.org/asca/media/asca/Careers-Roles/SCInfographic.pdf>

Ethical Standards for School Counselors

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

School Counselor Professional Standards and Competencies

<https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

NYS CDOS Standards

<http://www.p12.nysed.gov/cte/cdlearn/documents/cdoslea.pdf>