

# Brewster

CENTRAL SCHOOL DISTRICT



*Preparing students to be successful,  
productive citizens who contribute to society*

## K-12 Comprehensive School Counseling Program School Guidance Plan

2025-2026

# CONTENTS

<a href="#"><u>Editor's Note</u></a> .....	2
<a href="#"><u>Introduction</u></a> .....	3
<a href="#"><u>Philosophy, Mission, and Vision</u></a> .....	4
<a href="#"><u>Comprehensive Plan Framework</u></a> .....	6
<a href="#"><u>School Counseling Defined</u></a> .....	8
<a href="#"><u>Delivery</u></a> .....	10
<a href="#"><u>Management</u></a> .....	14
<a href="#"><u>Accountability</u></a> .....	16
<a href="#"><u>Appendices</u></a> .....	17
<a href="#"><u>References</u></a> .....	18

### EDITOR'S NOTE

While this comprehensive plan adheres to the [American School Counselor Association \(ASCA\) National Model](#), additional context will enhance the understanding of the plan for our readers. Our plan outlines how we assess and understand student needs, proposes how we will deliver support to address those needs, describes the management strategies for implementation, and establishes internal accountability measures to ensure continuous improvement and success.

This plan is updated annually based on collaborative feedback from a variety of stakeholders. It outlines not only the philosophy of our school counseling program but also articulates the specific action plans and goals for our school counseling department. It's important to note that certain sections articulate our school counseling philosophy, while others delineate the steps we, as counselors, will take to support and advocate for all students to ensure their access to a rigorous and high-quality education. The reference section at the end of our comprehensive plan includes links to resources, as well as references that are mentioned throughout the plan.

As the department of school counselors serving students from K-12, we extend our heartfelt gratitude to the students, parents, families, community members, teachers, staff, administration, and all others who contributed to the creation of our comprehensive plan. We want to express our heartfelt appreciation to the committed members of our BCSD School Counseling Advisory Council, who have helped us reflect annually on our practices and the impact we have on student outcomes throughout the district. Because we believe "Every Student a Success", we strive to continually improve and adapt our programs, knowing that our efficacy has a significant impact on student outcomes and our community.

## INTRODUCTION

The Brewster Central School District is a suburban district in Putnam County located approximately one hour north of Manhattan. In 2023-2024, it served 2,918 students, 46% of whom were considered economically disadvantaged ([NYS Report Card](#)).

### Strategic Coherence Plan

Like many Districts across the country, Brewster embarked upon the development of a Strategic Coherence Plan (SCP) out of the recognition that for children to survive and thrive in the 21st century, they need to be able to think critically, collaborate and communicate effectively, persevere when they encounter challenges, adapt quickly to change and participate in and contribute to their communities. Content knowledge is no longer enough to secure success in this dynamic and ever-changing era defined by creation and innovation. Our Strategic Coherence Planning Team identifies several academic and social-emotional skills that all students must acquire– critical thinking, collaboration/communication, perseverance, adaptability, and civic responsibility. Without these essential skills, students will have limited choices and be unable to reinvent themselves, adjust, and change throughout their lives, where they will have to learn, unlearn, and relearn.

### Brewster Central School District Mission Statement

The mission of BCSD, the unifying center of a diverse community that embraces, engages, and supports every student, is to educate, inspire, and create multiple pathways for success that fosters responsible and impactful global citizens through the use of authentic and dynamic learning experiences that instill intellectual risk-taking, critical and creative thinking, and nurtures student well-being in partnership between school, home, and the community.

### Department Members

Mrs. Jessica McCann, NBCT – K-12 Counseling and Social Emotional Wellness Specialist

Mrs. Helena Bellucci - School Counselor (K-2)

Ms. Carly Allan - School Counselor (9-12)

Mrs. Helga Cluzet - School Counselor (3-5)

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Mrs. Joanna Biagi - School Counselor (6-8)

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### Administration

Dr. Michelle Gosh - Superintendent of Schools

Ms. Maggie McCabe Andriello - Assistant Superintendent of Curriculum and Instruction

Ms. Nichole Horler - Principal, Brewster High School

Mr. Carlos Rodriguez - Principal, H.H. Wells Middle School

Mr. Paul Stellaci - Principal, CV Starr Intermediate School

Mr. John Conroy - Principal, JFK Elementary School

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### PHILOSOPHY, MISSION, AND VISION

#### School Counseling Philosophy

The Brewster Central School District's comprehensive school counseling plan is grounded in the belief that school counselors' work is student-centered, data-informed, inclusive, and collaborative. Our program emphasizes the substantial positive impact counselors have on students' academic and life success, outlining specific action steps to fulfill our commitment to students and the district.

School counselors support academic success, social-emotional learning, and overall well-being by facilitating social-emotional learning, nurturing healthy self-concepts, maximizing academic potential, and engaging students from Kindergarten through 12th grade in college and career exploration.

We consider students' identities, including ethnic, cultural, and racial backgrounds, gender, and individual strengths, when planning our program. We believe that race, gender, disability, or socioeconomic status should not determine student achievement and that every student can achieve their academic and career goals when given equitable access and opportunities within our school system. Every student in grades K-12 will have equitable access to a certified school counselor within the Brewster Central School District (BCSD). We provide a safe learning environment by using data-informed practices and continually reflecting on our interventions. School counselors advocate for the dignity and worth of all students, working to remove barriers to their potential. All decisions are data-informed using the Multi-Tiered System of Support (MTSS) Framework.

Our program ensures culturally responsive practices, with direct services comprising 80% and indirect services 20% of a counselor's role. Counselors conduct annual individual progress reviews (IPRs) with students from 6th grade through 12th grade, creating plans for graduation and post-secondary goals.

The counseling curriculum integrates with New York State learning standards to maximize counselors' impact in classrooms and small groups. It cultivates mindsets and behaviors for post-secondary readiness to promote a goal-oriented school climate. Secondary counselors engage students through small groups that focus on social-emotional learning and college and career readiness, complete individual progress meetings, and support post-secondary planning.

Counselors commit to ongoing professional development in the areas of academic planning, college and career preparation, and social emotional wellness.

Our Comprehensive School Counseling Plan aims to improve student achievement, attendance, and social-emotional learning, aligning with the Brewster Central School District Vision 2026. The plan below underscores the significant impact of school counselors and supports our commitment to student-focused, data-informed, inclusive, and collaborative efforts.

#### School Counseling Program Mission Statement

The mission of the Brewster CSD Student Services Department is to support and enhance the academic, college and career, and social and emotional development of each student by working in concert with the greater school community, inclusive of teachers, administrators, staff, and parents.

#### School Counseling Program Vision Statement

The Brewster CSD Counseling Department adheres to the philosophy that all students can be successful and that a school counseling program is an essential and integral part of our district's overall education process. We believe that a school counseling program should be provided to all students regardless of ethnicity, sex, ability, achievements, or aspirations; every individual is important and should be respected for his or her individual differences. Academic, career, personal and social, and community involvement skills are knowledge that students need for success. The Counseling Department seeks to promote the development of the five skills presented in the district Strategic Coherence Plan: critical thinking, collaboration/communication, adaptability, civic responsibility, and perseverance.

## COMPREHENSIVE PLAN FRAMEWORK

In 2019, the New York State Education Department amended school counseling regulations to increase opportunities for student success, emphasizing the importance of access to certified or licensed school counselors from early education through high school to inspire students and prepare them for college and career opportunities. These regulations require K-12 comprehensive developmental school counseling programs to enable students to effectively participate in their current and future educational programs. The Brewster Central School District's organizational framework for its School Counseling Comprehensive Plan fulfills these regulations, aligning with New York State Part §100.2(j) and the ASCA National Model framework.

Our plan emphasizes the impact on student outcomes by defining student needs, delivering targeted support, managing effective strategies, and ensuring accountability for continuous improvement. We strive to improve student outcomes through data-informed decision-making and the culturally responsive, systematic delivery of services to all students. Our developmentally appropriate curriculum focuses on postsecondary readiness and success, ultimately closing achievement and opportunity gaps. Certified school counselors are available in all our elementary, middle, and high schools, held to high standards of collaboration, and committed to providing a comprehensive, results-oriented, and culturally competent program. To achieve this, our counselors are skilled in leadership, advocacy, collaboration, and data analysis. Students and their families remain at the core of every decision and service we provide.

### Framework components:

**Definition:** We will define student competencies based on the ASCA Mindsets & Behaviors for student success, as well as the standards set by New York State, concerning, but not limited to, college and career readiness, Next Generation Learning Standards, and social and emotional development. Our work will also be defined through the use of the Multi-Tiered Systems of Support (MTSS) model as outlined by the Brewster Central School District.

**Delivery:** School counselors will use individual weekly calendars to organize their work and ensure fidelity in their use of time. Additionally, they will utilize a department-wide monthly calendar to coordinate activities and services across the school year, promoting consistency across all buildings. School counselors deliver two categories of student services: direct and indirect. Direct Services are in-person interactions between school counselors and students, and account for 80% of a school counselor's workday. The delivery plan will identify a calendar of direct services for all grade levels, as well as a timeline of what student

competencies are being taught, and when. Indirect services are services provided on behalf of students, as a result of the school counselor's interactions with others, and comprise 20% of the school counselor's workday. They include the many ways in which school counselors are essential partners on data teams, school-based support teams, and so forth.

**Management:** Utilizes ASCA's tools for organizing and assessing the program, involving regular data analysis and plan revisions to ensure effective implementation.

**Accountability:** The Brewster Central School District will establish a district-wide Counseling Program Advisory Council. This council, composed of stakeholders such as counselors, administrators, parents, board members, school leaders, community service providers, teachers, and support staff, will oversee the counseling program. Using data to evaluate outcomes and guide improvements, the council will hold bi-annual meetings to review goals, provide feedback, and recommend enhancements to the program. School counselors, along with the Advisory Council and administration, will evaluate program effectiveness by analyzing both student outcome data and fidelity data. Tools from the ASCA National Model will be used to identify strengths and gaps, with annual data sharing to highlight the program's benefits for students and guide improvements across all intervention levels.

This plan has been crafted to:

- Establish results-based school counseling support aimed at enhancing success for diverse student populations, with school counselors serving as advocates for students.
- Identify areas of professional improvement for school counselors to improve student outcomes.
- Highlight and leverage the strengths of the students and families we serve.
- Examine, reimagine, and reinvigorate current processes and systems through a culturally responsive, data-informed, Multi-Tiered System of Supports (MTSS) lens, incorporating specific tools from ASCA.
- Reach all students (Tier 1) through best preventative practices that support and assess academic, college & career, and social/emotional learning.
- Use developmentally appropriate, culturally responsive, and goal-oriented student competencies based on local school district data to guide the creation of interventions.

### SCHOOL COUNSELING DEFINED

The school counseling profession is guided by three core sets of standards that support school counselors in developing, implementing, and evaluating their programs to enhance student outcomes. These standards encompass both student-focused and professional expectations, including the ASCA Student Standards: Mindsets & Behaviors for Student Success, ASCA Ethical Standards for School Counselors, and the ASCA School Counselor Professional Standards & Competencies. Together, they provide a comprehensive framework for the effective practice of school counseling.

**Student Competencies:** BCSD school counselors use standards to assess student growth, guide strategies that promote mindsets and behaviors that enhance learning, and foster a culture of college, career, and life readiness for all students. To achieve this, counselors select academic, social-emotional learning, and college/career competencies that align with these standards, forming the foundation for classroom lessons, small groups, and activities. These competencies reflect the goals of the comprehensive counseling program and align with the district's strategic plan and Vision 2026. We integrate ASCA competencies, the NYS Social Emotional Learning Standards, the Collaborative for Academic, Social and Emotional Learning (CASEL)) Competencies, New York State Career Development and Occupational Standards, and the NYS Common Core Learning Standards.

**Career Development:** By the time they graduate, students will know how to explore different careers, understand their own strengths, and make informed decisions about their futures (American School Counselor Association, 2003). Social and Emotional Learning (SEL) can be part of career development by teaching these skills during career activities and using real-world experiences to practice them (Casel, 2022).

To effectively combine SEL with career development in Pre-K-12, the blueprint below suggests the efforts required to grow students' skills and develop their interests (Newman, 2020; Results for America, 2019):

- Exposure and awareness: Starting in preschool and elementary school
- Exploration and engagement: Starting in middle school
- Immersion, participation, and preparation: Starting in high school

**Personal / Social Development:** Our goal is to support students in acquiring and applying the knowledge, skills, and attitudes to develop healthy identities, manage emotions, and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions (CASEL, 2024). We aim to help students across all grades learn the knowledge, attitudes, and interpersonal skills needed to understand and respect themselves and others.

They will learn to make decisions, set and achieve goals, and understand safety and survival skills (American School Counselor Association, 2003). Social Emotional Learning (SEL) advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities (CASEL, 2024)

**Professional Competencies:** BCSD school counselors are committed to helping students succeed academically, plan for their future careers, and develop socially and emotionally. To do this, they follow a set of professional standards, the American School Counseling Association Code of Ethics, to guide their work. These standards focus on two main areas: the beliefs counselors hold about student success and the actions they take to support students. Counselors work directly with students and collaborate with families, teachers, and other staff to provide the right support. They also continuously plan, assess, and improve their programs to make sure they are meeting students' needs effectively. These standards ensure that counselors are well-prepared and always working to provide the best possible guidance for all students. (American School Counseling Association, 2019).

### DELIVERY

The delivery system defines how the comprehensive model will be implemented. It includes delivery of the school counseling curriculum at all levels, individual student planning, responsive and proactive services, as well as system support. In addition to academic and social emotional learning, delivery of college and career counseling services will be tailored to each developmental stage, beginning with exposure and awareness at the Preschool and Elementary School levels, progressing to exploration and engagement during Middle School, and culminating in experience and preparation throughout High School to ensure a comprehensive and age-appropriate approach.

#### Elementary Delivery Model:

Direct Student Services (80% of role)			
Preventative Tier 1		Responsive Tier 2/3	
Whole Group preventative	Small group preventative	Small group responsive	Individual responsive
Planned and written curriculum designed to deliver academic, personal/social, and career/college lessons (can be co-taught alongside CORE content areas or stand alone).	Planned and written academic, personal/social, and career/college small group lessons related to NYS competencies and standards	Data-informed small groups in response to a specific need/area of development that a student has not yet achieved. For example, a school counselor may run a small group for students related to anger management or conflict resolution for 6 weeks.	Data-informed individual support that responds to a student's needs.
Examples:			
Indirect Student Services (20% of role)			
Consultation, Collaboration, and System Support		Referrals	
Consultation with other school staff related to student needs. Examples may include attendance meetings, data meetings, CSE or 504 meetings, parent meetings, events/celebration planning, promoting and educating families/community on events/offering		Supporting students/families in accessing school and/or community resources	
Modeling use of Second Step, support through use of Infinite Campus related to student data- aggregated and		Establishing contacts for college and career exposure	

disaggregated reports	
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Middle and High School Delivery Model:

Direct Student Services (80% of role)				
Tier 1			Tier 2/3	
Whole class/group	Small group	Individual student advisement	Small group responsive	Individual responsive
Planned and written curriculum designed to deliver academic, personal/social, and career/college lessons through Google Classroom to each grade level.	Planned and written academic, personal/social, and career/college small group lessons related to a crosswalk between ASCA Mindsets & Behaviors, NYS competencies and standards related to SEL, and NYS Career Competencies	Helping individual students make educational plans that support their academic, career, and personal/social goals.	Data-informed small groups in response to a specific need/area of development that a student has not yet achieved. For example, a school counselor may run a small group for students related to anger management or conflict resolution for 6 weeks.	Data-informed individual support that responds to a student's needs.
Examples:				
	HS: Small group support during an academic period to walk through how to set up academic plans in SchoolLinks and review transcripts.	Meeting individually with a Senior for the annual conference relating to graduation and post-secondary plans	HS: Solution-focused brief counseling small groups for students with chronic absenteeism levels.	Meet individually with a student for a check-in and check-out related to an academic and attendance SMART goal.
Indirect Student Services (20% of role)				
Consultation, Collaboration, and System Support			Referrals	
Consultation with other school staff related to student needs. Examples may include attendance meetings, data meetings, CSE or 504 meetings, parent meetings, events/celebration planning, promoting and educating families/community on events/offerings			Supporting students/families in accessing school and/or community resources	

College and Career Readiness Blueprint:

Workforce Development Efforts
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Elementary School "Exposure"	Middle School "Exploration"	High School "Experience"
Journeys to Jobs curriculum Guest speakers Field Trips Exposure through literature	Project-Based Learning Community service and service learning Career assessments Career Fair	CTE and Career Development courses (inc. Dual Enrollment) Work-Based Learning opportunities P-Tech Mock interviews Internships Apprenticeships

*Tier 1 Direct Preventative Services:*

- *Direct K-12 Whole Group Classroom Lessons:* School counselors teach and/or co-teach lessons in all classrooms K-12 (Tier 1) related to college and career awareness, social emotional learning and/or academic readiness skills. Examples may include lessons on SMART goal setting, or accessing skill-based inventories on the SchooLinks platform. School counselors will integrate social and emotional development as it relates to academic standards following the ASCA mindsets and behaviors, NYS SEL and/or College and Career Standards for whole group instruction.
- *Direct K-12 Preventative Small Group Appraisal and Advisement:* School counselors conduct small group activities to enhance college and career readiness, academic, or social and emotional development. These groups should be preventative in nature, and offered to all students in order to access skills and/or knowledge (examples include student support periods/advisory, focus groups on career explorations, focus groups on transition to middle school, etc.).
- *Direct (Grades 6-12) Individual Student Progress Reviews:* Counselors monitor students' progress so that students may achieve success in academic, personal/social, and career areas. There will be a systematic delivery of individual student progress reviews on an annual basis, which begins in grade 6 and continues through graduation. New York State guidance requires that, for students in grades six through twelve, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans (NYSED, 2019). These sessions result in an individual Brewster Central School District Portrait of a Graduate Profile through the collaborative efforts of students, school counselors, parents, teachers, and administrators. Each year, school counselors will meet with individual students to create and work through their skills & interest inventories as it relates to work completed in SchooLinks. They will complete any related student documents (ex. senior exit surveys, individual SMART goal plan, and/or graduate checklist aligned with a portrait of a graduate profile) with the student and maintain it in their SchooLinks casefile. Course selection may also live within this meeting, but need not be the only focus of the individual student meeting.
- *Direct K-12 Placement/Course access:* School counselors will be guardians of equity, ensuring that all students and families understand the value of accelerated coursework, striving to make course selection equitable and accessible for every student, regardless of background or circumstance. They will collaborate with families, students, and school faculty in determining the best courses for students as they meet their academic, social, and post-secondary goals. Elementary counselors support students through their transition into Middle School. Middle School counselors will work closely with their caseloads to begin to conduct individual progress review meetings with each

student, and also to meet with students and families as they begin their journey of course selections, and into programs of study at the High School Level. In grades 9-12 counselors will continue to meet in small groups and/or individually with students to not only help them refine and select courses as needed, but also to align their skills, interests and strengths with their educational progress as it relates to grades, attendance, credits towards graduation, behavior, and college and career plans. The course selection process can occur in both large and small group settings, as well as in individual advising sessions.

#### *Tier 2/3 Responsive Services:*

School counselors provide support and interventions to meet the needs of students that may emerge throughout the school year. This is accomplished through:

- *Direct Individual and Small Group counseling:* Small Group counseling is provided for students experiencing social, emotional, personal, or academic difficulties. Typically, this is in response to an acute need, or in relation to supportive services that can be addressed in a Tier 2 intervention/Social Academic Instructional Group. Small group counseling typically occurs due to a specific data point, and lasts for at least 6 weeks, 1 x per calendar week. Baseline and post-intervention data is required for groups, as well as progress monitoring data that can be stored within LinkIt. School counselors may offer informal groups related to topics such as grief or incarcerated loved ones; however, the majority of their small group interventions should focus on social-emotional learning, with a smaller portion dedicated to “support groups”.
- *Individual Student Intervention:* School counselors may utilize the data-informed practice of Check-in, Check-out (CICO) in order to support SMART goal attainment for students in relation to social, emotional, academic or attendance goals. Students at times may also need to meet to create an academic or attendance recovery plan, through which counselors can support the student in accessing additional academic resources and support.
- *Direct Crisis Counseling:* Short term counseling that is provided to students, families or staff as an immediate intervention to a crisis.

#### *Indirect System Support, Consultation, Collaboration, and Referrals:*

School counselors provide indirect services to students and their families through a collaborative model. This is accomplished through:

- *Indirect Support with Referrals:* School counselors connect students and families to appropriate resources as needed.
- *Indirect Consultation & Collaboration:* School counselors collaborate with families, colleagues, and community agencies to develop interventions for students.
- *Teaming:* School counselors participate in district-wide and building committees, for example: Positive Behavior Intervention Systems of Support (PBIS) teams and attendance data teams.
- *Professional Development:* School counselors regularly participate in training, conferences, and meetings to update their knowledge and skills.
- *Program Promotion:* School counselors will work within the department, their building teams and the District Office to provide orientation and information regarding the academic programs to the greater community via websites, transition events, and presentations. They will also work to collaborate, lead, and support college and career events K-12.

- *Program Management and Evaluation:* Each level of the school counseling department will collect and review data to evaluate the counseling program, and continuously update program activities as directed by both fidelity and student data outcomes.

## MANAGEMENT

How we manage the Brewster Central School District's comprehensive school counseling plan is integral to our delivery system, utilizing organizational processes and tools to ensure the program is well-structured and meets the school's needs. Clear expectations and purposeful interactions with stakeholders make the program an essential part of the overall educational experience, promoting student growth. This section covers management agreements, implementation timelines for the guidance curriculum, the use of data in planning, and the advisory council's outline. Each area is detailed below.

### **Program Planning:**

At its core, the comprehensive school counseling program aligns closely with a Multi-Tiered Systems of Support (MTSS). At each level (Elementary, Middle, and High School), school counselors use our Student Information Systems (SIS) to aggregate, review, and discuss data related to both strengths and areas for growth in the student population and the systems that serve them. They are proficient in discussing the three Tiers of Intervention concerning academic success, social-emotional development, and attendance.

For every desired competency outlined by the comprehensive school counseling plan, an action plan must be created. Each action plan should include:

- Competencies addressed
- Description of the activity
- Timeline for completion
- Responsible individuals
- Means of evaluating student success
- Expected results
- Monitoring through fidelity measures to ensure actions were implemented as planned

Additionally, both fidelity data (did we do what we said we would) and student outcome data are crucial to evaluate the effectiveness and impact of each action plan.

**Program Implementation:** Each elementary school has one assigned school counselor, ensuring access for students in grades K-5. In our middle school, counselors are assigned to grade-level cohorts, allowing them to loop with students through middle school. At Brewster High School, there is a dedicated P-Tech counselor, while the remaining students are divided equally among the counseling staff, with whom students remain

throughout high school. This structure ensures that all students across the district have access to a school counselor and the full range of counseling services.

**Use of Time and Calendars:** District counselors recognize the value of delivering services to students. It is recommended that school counselors spend 80% of their time in direct services with students. The remaining time (20%) is spent on indirect services, assessing and managing the school counseling program. During the school year, counselors will monitor their time and determine the percentage of time spent in each component of the school counseling program. Each school counselor has a goal of meeting the 80% requirement of direct delivery of services with a balanced level of practices (whole group, small group, and individual) with students. Weekly and monthly calendars are used by counselors to guide program delivery and make adjustments over time. Our comprehensive plan calendars outline specific intentions for our work and detail our action plans within buildings. These calendars serve as quick references to help initiate and complete tasks throughout the school year. The annual calendar provides a roadmap for school counselors, guiding their daily work and aiding in weekly and monthly planning. Counselors will maintain personal daily calendars, aiming for 80% direct services and 20% indirect services.

**Use of Data/Data-Informed Process:** As noted above, a comprehensive school counseling program is data-informed and founded on action research. School counselors within the Brewster Central School District not only aggregate data from the SIS to plan, implement, align, and evaluate activities, they also utilize implementation science to review and revise the effect of their direct and indirect services. School counselors will receive professional development to effectively and efficiently utilize the Brewster Central School District data protocol.

**Advisory Council:** Our advisory council is a representative group of persons appointed to both advise and evaluate the school counseling program. Using data to evaluate outcomes and guide improvements, the council will hold bi-annual meetings to review goals, provide feedback, and recommend enhancements to the program. School counselors, along with the Advisory Council and administration, will evaluate program effectiveness by analyzing both student outcome data and fidelity data. Data will be shared annually to highlight the program's benefits for students and guide improvements across all intervention levels.

**Data Analysis Framework:** Program accountability involves school counselors analyzing overall school data, including students' strengths, needs, achievements, attendance, and behavior. At each level, counselors will review and discuss data-informed needs through Professional Learning Communities (PLC) and building-level data team meetings. Data review is organized by each Tier as outlined below:

Tiers	Social/Emotional/Behavioral	Academic/Engagement	Attendance
Tier 1 Student Outcome Data	Panorama survey results, Behavioral Resolutions Report (building, class, cohort/grade not by student), Behavioral Incidents by Location, and Behavioral Event report through Infinite Campus, Alongside reports	Standardized assessment by building/grade/teacher Course Pass/Failures, Regents, Common Assessment by Dept., Final Exams by Dept./Class/Teacher	Consecutive Absences Report, Chronic Federal Absenteeism Report by Building, Average Daily Attendance*

Tier 2	Behavior Resolution Report- (total behavior referrals by building, grade level (cohort), class, Behavior Events Report (referral by students with disaggregated data) to cross analyze with Alongside data	Course Pass/Failures (Grades Analysis Report run by class), Common Assessments by course, Regents by course, Common Assessment by Dept., Final Exams by Dept./Class/Teacher	Chronic Federal Absenteeism Report by Grade Level
Tier 3	Individual Behavioral Incidences by Student on Caseload (Can use Behavioral Events Report through Infinite Campus or individual student behavioral tab in IC).	Course Pass/Failure Common Assessments Audit Transcripts for Credits earned/needed	Individual Consecutive Absence Report by Student, Individual Chronic Absenteeism Federal Report by Student

### ACCOUNTABILITY

The School Counseling Department will develop a plan of action to build on existing strengths of students, as well as address areas of growth. We will also monitor the fidelity of plans of action/interventions, ensuring consistency of practice and equity of access. The framework of MTSS and the school counselor will drive the practices and understanding of using data to ensure equitable services and that every student receives the benefits of the school counseling program.

**Program Results** -The Brewster School Counseling Advisory Council will review the school counseling program and provide reflection on available data to note areas of success and areas in need of improvement. Program results should include a review of the following fidelity data for 2025-2026:

- 1) Academic - to introduce and enhance developmentally appropriate executive functioning skills
  - a) BHS: % of 9th graders who have set an academic SMART goal.
  - b) BHS: % of students who have reviewed their academic transcript to ensure they are on track for graduation.
  - c) WMS: % change of self-reported student organization skills
  - d) JFK/CVS: % of students who can state a reason to develop organizational skills
- 2) College / Career - to help students realize how personal interests and strengths relate to multiple career pathways.
  - a) BHS: % of 9th-grade students who complete a skills assessment
  - b) BHS: % of 10th-grade students who complete a career assessment
  - c) BHS:% of 11th-grade students who complete a Game Plan survey
  - d) WMS:% of middle school students who complete a SchoolLinks assessment
  - e) WMS: % of 8th-grade students who researched education pathways for a stated career
  - f) CVS: % of students who can identify two career clusters according to their interests and abilities.
  - g) JFK: % of students who can name two careers.
- 3) Social/Emotional - to improve the quality of developmental relationships between students and staff, and to help students understand the connection between emotions and academic outcomes.
  - a) BHS:% of students who can identify 2 adults in the building as resources or sources of support.
  - b) BHS:% of 10th grade students who set a social emotional SMART goal to support their academic progress.

- c) WMS: % of students who can identify one adult they would go to for assistance.
- d) JFK/CVS: % of students who have completed the Second Step curriculum

## APPENDICES

[ASCA Mindsets and Behaviors for Student Success](#)

[ASCA School Counselor Professional Standards and Competencies](#)

[ASCA Ethical Standards for School Counselors](#)

[CASEL Framework](#)

[NYS SEL Benchmarks](#)

[NYS Integrated Elementary CDOS Standards](#)

[NYS Integrated Intermediate CDOS Standards](#)

[NYS Integrated Commencement CDOS](#)

[Career Development Occupational Studies Standards](#)

## REFERENCES

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