Clinton Central School District
Comprehensive School Counseling Plan

Mission, Vision, and Values

Clinton Central School Mission Statement
Clinton Central School proudly educates and empowers students to realize their potential and become thoughtful, contributing members of society.

Clinton Central School Vision Statement
Our students are prepared for the future through engaging, meaningful, and challenging learning opportunities delivered by motivated and inspired professionals and supported through collaborative partnerships with family, our community, businesses and organizations, and institutions of higher education.

Clinton Central School Counseling Mission Statement
The mission of the Clinton Central School Counseling Department is to understand and meet the academic, social/emotional, and college/career needs of all students by creating and developing opportunities through individual planning, responsive services, and transition planning.

Clinton Central School Counseling Vision Statement
Through our comprehensive school counseling program all students will be active participants in their educational planning to become thoughtful, contributing members of society.

Clinton Central School Values Belief Statement
We will provide opportunities and support for students to be active participants in their academic program, college and career exploration, and socio-emotional learning.

PROGRAM STANDARDS

The National Standards for School Counseling Programs facilitate student development in three broad areas: academic development, career development and personal/social development (ASCA National Standards). The following are the nine national standards adopted by New York State. They serve as the foundation for the Clinton Central School Comprehensive School Counseling Program, and represent knowledge, attitudes and skills that all students will acquire and demonstrate in the areas of academic, career and personal/social development as a result of participation in the Comprehensive School Counseling Program.

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.

Academic Planning and Support

District Goal: All students will be supported to create an academic program aligned to their skills, academic proficiency, beliefs, and college and career aspirations.

Outcomes: How will we know we have met this goal?

Commencement

1. 100% of a 4-year cohort (Grades 9-12) will graduate high school.

Benchmarks

1. 95% of all students will pass all courses each quarter.

Grade & Standard	Activity	Learning Objective: "I can or I Have"	Action Plan or Intervention	ASCA Standards	Feedback
6	Naviance: Learning and Productivity Survey	I can use this survey to determine what learning style works best for me	Group Naviance Lesson	A: A1, A:A2, A:A3,A:B1	Reflection Sheet
6-8	Annual Grade Review	I can assess my current grades and plan goals to achieve higher grades for a successful school year.	Individual meeting regarding current quarterly grades and goals toward accomplishing grades	PS:B1, A:B2	Reflection Sheet
6-12	Academic Improvement Plan Meeting	I can learn what study and work skills best help me and how I can implement to improve my grades and work strategies	Individual meetings aligning academic goals with current progress	A:B1, A:B2, C:C1	Reflection Sheet
6-12	Academic/Transition Programming Presentations	I can learn about courses, programs, and opportunities that align with my personal interests, academic strengths, and transition plans.	Yearly group presentations	A:A1, A:A2, A:B2, PS:A1	Course Selection Sheets
6-12	Committee on Special Meetings and Transition Services	I have an understanding of the services I will receive to support my educational needs, learning goals, and transition plans.	Annual review/ Re-evaluation meetings	A:A3, A:B2	Program modifications from annual reviews and meetings
6-12	Athletic Eligibility	I can participate in athletic and extracurricular contests if I am passing all courses.	Individual submission	A:C1,A:B2	Review document

9	Naviance-Learning Style Inventory	I can use Naviance to identify the way in which I learn best.	Group Naviance lesson and reflection.	A: A1, A:A2, A:A3,A:B1	Reflection sheet/Annual review
9	Study Strategies	I can identify multiple studying techniques and understand how use them to study for tests/quizzes.	Individual Student Review	A: A1, A:A2, A:A3,A:B1	Academic Review Reflection sheet
10	Naviance-MI Advantage	I can identify my strongest area of intelligence and challenges as reported on my intelligence profile.	Group Naviance lesson	A:B1, A:C1, C:A1	MI Advantage Reflection
6-12	Group or individual scheduling	I can use the course catalog, which contains information regarding NYS graduation requirements, BOCES programs, and dual credit opportunities (MVCC and Syracuse University), in conjunction with my personal interests and academic strengths to develop a schedule.	Students in grades 9-10 will complete a schedule in a group setting and schedule a meeting with a counselor for additional assistance. Juniors will meet with their counselor to develop their schedule.	PS:B1,A:B2	Course selection sheets
9-12	Graduation Requirements	I can identify the courses, credits, and Regents exams needed for graduation.	Yearly group instruction	A:A3, A:B2	Individual transcript review meetings
9-12	College and Transition Planning	I can develop an academic plan that aligns with my post-secondary college and/or career goals.	Individual and Group Lessons	A:B2, A:C1	College, military, or work applications
6-12	Student goal setting and reflection process.	I can identify courses in which I was successful and struggled and changes I can make to improve my success.	Individual	A: A1, A;A2	Individual and group meetings

College and Career Planning

District Goal: Through the use of authentic college and career exploration activities and experiences, students will be knowledgeable and prepared to make decisions about college and career selection.

Outcomes: How will we know we have met this goal?

Commencement

1. All students will graduate with a transition plan for college or career pathway.

Annual

1. All students in grades 6-12 will complete an annual individual progress review plan.

Grade & Standard	Activity	Learning Objective: "I can or I Have"	Intervention	ASCA Standards	Feedback
6-8	Naviance: Career Interest Inventory	I can use these surveys to help me learn about my learning style, personality type and connect this information with professions I am interested in.	Group Naviance Lesson	C:A1, C:B1, C:B2, C:C1	Reflection Sheet
6-8	Career Fair	I can learn about a variety of exciting careers that align with my interests.	Yearly Middle School Event	C: A1, C: B1	Reflection Survey
8	CTE Tour	I have the opportunity to tour the Career and Technical Education Center and determine if the programs align to my personal and/or career interests.	Yearly Middle School Trip	C: A1, C: B1, C: B2	Reflection Sheet
9	Career Cluster Finder	I can explore different career areas that align with my interests and academic strengths.	Yearly group instruction	A:B1, A:B2, C:B1, C:B2, C:C1, PS:A1	List 5 career areas on Career Day sheet that match highest scores in career clusters.
10	CTE exploration presentation And visit opportunities	I have the opportunity to tour the Career and Technical Education Center and determine if the programs align to my personal and/or career interests.	Group meeting with CTE Counselor to share information, students register for visits, follow up with individuals that are interested and not interested to establish academic plans.	A:B1, A:B2, C:B1, C:B2, C:C1, PS:A1, PS:B1	Course registration forms, course selection sheets, and individual appointments.

10 & 11	PSAT lessons, tests, and Interpretation of scores	I can understand and interpret what my PSAT scores mean.	Group instruction and lesson	A:A3, A:B1,C:A2, C:B2, C:C1	Students access scores through College Board account
10 & 11	College access search lesson Naviance SuperMatch	I can use a multifactor college search tool to assist in developing my college list.	Group instruction and lesson	A:B2, A:C1,C:A1, C:A2, CB2, C:C1	College list saved in Naviance
10 & 11	Sophomore and Junior college admissions evening program for students and parents	I can learn effective strategies for college searching from area admissions professionals.	Group meeting for students and parents	A:B2, A:C1,C:A1, C:A2, CB2, C:C1	Evaluation document
10 & 11	Regional Program for Excellence	I have the opportunity to gain in-depth knowledge on a particular career by completing a 72-hour internship working alongside a professional in a field of interest to me.	Group meeting for students	A:C1,C:A1,C:B2, C:C1, PS:A1,PS:A2, PS:B1	BOCES evaluation document
11	Junior Job Shadowing Day	I can spend a day with a professional in my career field of interest.	Full day job shadowing	A:C1,C:A1,C:B2, C:C1, PS:A1,PS:A2, PS:B1	Program evaluation at end of experience
9-12	SABA Internships	I can access career internships during the school breaks.	1 week internship	A:C1,C:A1,C:B2, C:C1, PS:A1,PS:A2, PS:B1	SABA evaluation
11	Junior Review Meetings	I can identify resources to support my transition plans.	Individual meetings	A:A3,PS:B1	Junior review planning form
11-12	College Bridging	I have the opportunity to Bridge to MVCC, Utica College, or Hamilton if I meet the requirements for each college and provide my own transportation (if necessary).	Individual meetings	A:A3, A:B1, PS:A2, PS:B1	Course registration

Social and Emotional Services

District Goal: Students will acquire the knowledge, attitudes, and interpersonal skills to make informed decisions that promote personal well-being and positive relationships.

Outcomes: How will we know we have met this goal?

Commencement

1. All students will graduate with a self-awareness of their knowledge, interpersonal skills, character traits, and ways they can overcome challenges in their life.

Annual

1. Students will attend more than 90% of all school days.
2. All students will identify they have a positive connection with at least one faculty or staff member in the district.

Grade & Standard	Activity	Learning Objective: "I can or I Have"	Intervention	ASCA Standards	Feedback
K-12	BIMAS Administration	School counselors will effectively administer, score, and interpret the BIMAS to monitor student behavior, guide intervention decisions, and support data-driven practices within a Multi-Tiered System of Supports.	Individual	A: 4, 5, B: SS 5 & 6, B: PF 3, PA 2, SMS 7, 9, SL 3	Student growth measures
K-5	Second Step	Students will learn skills like listening, empathy, and problem-solving through Second Step lessons taught by the school social worker to help them succeed in school and get along with others.	Classroom Instruction	B: SS 2, SS 4, SS 6, SS 9, SMS 2, 7, 10, LS 1, 2, 7	Student growth measures
6-12	Hamilton College Tutoring/ Mentors	I have the opportunity to work with a Hamilton College student to work on my personal and academic growth.	Individual/group academic support sessions	A:A3, A:B1, A:B2, PS:A2 PS:B2	Hamilton College evaluation form & program review with team
6-12	Individual Counseling	I can articulate the cause(s) and consequence(s), positive or negative, of my actions and the short and long term effects of my decisions.	Individual counseling session	PS:A1, PS: A2, PS:B1,PS:C1	Self evaluation of personal growth

9-12	Personal Wellness Plan website	I can access information about coping skills, wellness options, and social emotional initiatives.	Accessible information for mental health supports	A:B2, A:C1,PS:A1, PS: A2, PS:B1,PS:C1	Evaluate number of visits for website usage
6-12	Social/ Emotional Learning Tables	I can learn about various wellness initiatives to help my social and emotional growth.	Monthly Lunch Group Activities	PS: A1, PS: A2, PS: B1, PS: C1	Participation Evaluation
6-12	Attendance	I understand the importance of attendance in creating healthy habits and the correlation with school performance.	Student Review Team Meetings, phone calls, home visits, and individual counseling.	A:A1, A:A3, PS:A1, PS:A2, PS:B1	Schooltools attendance report