



Williamson Central School District
Comprehensive K-12 School Counseling Plan

Updated September 2025

Providing Direction . . .

. . . Achieving Potential

Guidance Plan Revision Team

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Williamson Central School District

Mission

To provide a learning community that inspires character, service, knowledge and wisdom.

Vision

Active learning in a supportive, respectful environment.

Imperative

Doing what's best for children.

Williamson Central School district has an approximate enrollment of 1000 students in K-12. Counseling services at Williamson Central School District are concerned with the educational and vocational direction of students as well as their overall adjustment in the school setting. Our counselors are devoted to creating an educational program that will meet the needs of all students. The counselors at Williamson Central School District believe that all individuals have a right to equality of opportunity regardless of their sex, religion, color, national origin, or handicapping condition. Our services are readily available to all students and all students are encouraged to set goals for themselves based upon their own interests and abilities. The Williamson Central School District Counseling program is dedicated to providing students with the skills and knowledge needed to explore, investigate and shape their future pathways.

Williamson Central School Counseling Department Mission

The Williamson counseling program promotes career development, academic success and personal/social development for all students in a collaborative and diverse environment in order to reach their greatest potential as lifelong learners.

Comprehensive School Counseling Plan

Introduction

Guidance and counseling are integral parts of each school's total educational program. Developmental by design, they include sequential activities organized and implemented by certified school counselors with the support of teachers, administrators, student services personnel, students, guardians, and support personnel. The Comprehensive School Counseling Plan is an essential component of the total instructional program through which all students have maximum opportunity for development. The plan is designed to meet the needs of all students by helping them acquire competencies and knowledge of self and others via the plan content areas of:

- Academic Achievement
- Career Development
- Social/Personal Development

In accordance with New York State Education Guidelines, the following guidance goals will be addressed in the Williamson Central School District's Guidance Plan:

Kindergarten – Grade 5

1. Prepare students to participate effectively in their current and future educational programs.
2. To educate students concerning the avoidance of child sexual abuse.
3. To assist students who exhibit any attendance, academic, behavioral or adjustment problems.
4. To encourage parental involvement.
5. Exposure and information on college and careers.
6. Develop and foster social/emotional competencies.

Grades 6-12

1. Conduct an annual review of each student's educational progress and career plans individually or in small groups.
2. Instruction at each grade level to help students learn about various careers and about career planning skills.
3. Provide academic advisement to encourage students to maximize currently available course offerings and opportunities in developing program plans for future years.
4. To assist students in the development and implementation of postsecondary education and career plans.
5. To assist students through counseling services who exhibit any attendance, academic, social/emotional, behavioral, or adjustment problems.
6. To encourage parental involvement.

The plan will be reviewed annually. Specific activities for each level are outlined on the following pages.

**Williamson Central School District
Grades K-12**

<i>Delivery</i>	<i>Foundation</i>			<i>Management</i>			<i>Accountability</i>	
		Student Standard						
*Program Activity or Service	Program Objective	ASCA Mindset & Behaviors	NYSED CDOS	Timeline	Student Focus	Staff & Resources	District/ Program Goal	*Assessment
*A required criteria per current NYSED Regulation 100.2 (j)								
New Entrant Screening	To prepare students to participate effectively in their current and future educational programs	M: 3 B-LS: 7,8,9,10 B-SMS: 5,10 B-SS: 3,8	3a.1-2	Sept to June	Grades K-12 Students	Screening Team, School Counselors	Provide appropriate educational program	Observed-balanced classrooms Student grades and test results
Annual Review of each student's educational progress and career plans	To support student academic achievement	M: 4 B-LS: 1,4,7 B-SMS: 5 B-SS: 8	3a 3a.1	January-June	Grades K-12	School Counselors, Teachers, School Psychologist & Social Workers	Students will understand progress and discuss future plans	Documentation from student meetings
Tier 1	To improve social-emotional, behavioral and academic outcomes PRIDE focus: Perseverance Responsibility Integrity Dignity Excellence	M: 5 B-LS: 6 B-SMS: 5 B-SS: 5	3a.3 3a.4	Sept-June	Grades K-12 Students	All staff, Tier 1 Committee Members, Administration	Increase positive behaviors with the PRIDE focus	Student recognitions Reduction in discipline referrals Pride Pal Awards

District Newsletter	Newsletter updates community members on school activities and student performance and budget information	M: 5 B-LS: 9	1.1 3a.6	Four times per year	Grades K-12 Students' Guardians	Superintendent	Increase student/guardian awareness of resources available, current events in the district, and important dates and information	Quarterly newsletter disseminated
District Web Page	Community members can access updated information about school activities and events	M: 5 B-LS: 9	1.1 3a.6	Year Round	Grades K-12 Students' Guardians	Technology Integration Specialist, Administrators	Increase student/guardian awareness of resources available, current events in the district, and important dates and information	District website available and events/activities updated throughout the year
Open House	To increase parental involvement	M: 1 B-SS: 3	3a.6	Fall	Grades K-12 Students and Families	Principals, Teachers, School Counselors, School Psychologist and Social Workers	Support guardians and community participation within the school	Statistics on parental attendance at functions
Communication with guardians through email, phone and letters as needed	Ongoing communication by school personnel is encouraged throughout the year	M: 5 B-LS: 9	3a.6 3a.1 3a.2 3a.3	Sept-June	Grades K-12 Students' Guardians	Administrator, School Counselors, Psychologists, Teachers, Social Workers	Increase partnership with guardians to improve student achievement	Documentation of all communication
Attendance Monitoring and Intervention	Schoolwide attendance monitoring Referral to outside	M: 1 B-SMS: 1,10	3.a	Sept-June	Grades K-12 Students	Principal, Tier 1 Team, Tier 2 Team, Outside agencies, School Psychologist	Increase student attendance and collaborate with community partnerships to optimize student success	Decrease in late arrivals and absences

	agency as appropriate					School Counselors, Social Workers		
Academic Monitoring and Intervention	Academic progress monitoring Identifying those at-risk and in need of academic intervention	M: 1,2,4,6 B-LS: 3 B-SMS: 5,6 B-SS: 8	3.a	Sept-June	Grades K-12 Students	Tier 2 Team Administrators School Counselors, School Psychologists, Social Workers	Achieve 10% growth by 2026 on district benchmarks, and NYS assessments	Report cards 5 week progress reports Schooltool/Schoology Quarterly Data Review
Communication with guardians through Parent Square, Schoology, email, phone and letters as needed	Important time sensitive information shared	M: 5 B-LS: 9	3a.6 3a.8	Sept-June	Grades K-12 Students' Guardians	School Counselors, Teachers, Administrators, Social Workers Psychologist	Guardians will be informed of academic progress, abilities, aptitudes, path to graduation and have an active role in child's decision making, education planning and career planning	Documentation of all communication
Guardian/Teacher Conferences Staffing Tier 2 meetings	Meetings held as needed to address specific needs of students	M: 1,2, 4-5 B-LS: 2-4,7 B-SMS: 1-7 B-SS: 1,3,8, 9	3a.1 3a.3	Periodic-Scheduled as needed	Grades K-12 guardians of students in need of additional assistance	Tier 2 Committee, Teachers, Guardians, School Counselors, Psychologists Social Workers	Monitor student progress and success Create plans for success, increase student achievement and attendance, decrease discipline	Data reviews of attendance, grades and discipline referrals Achieve 95% graduation rate
School Based Counseling	Students are provided with individual or small group counseling on as needed basis	M: 1 B-SS: 8	3.a	Sept-June	Grades K-12 students in need of assistance for adjustment or behavioral problems	School Counselors, Psychologists Social Worker	Identify difficulties and improve problem solving skills	Create individual goals and action plan based on needs

Crisis Intervention	To assist students in crisis	M: 1 B-SS: 8	3a.2 3a.3	Sept-June	Grades K-12 Students experiencing mental health issues	School Counselors, Social Worker, Psychologist, Administration Crisis Team	Improve coping skills to increase readiness to learn	Create individual goals and action plan based on needs
Counselor News	Information available to families via Parent Square	M: 1-4 B-SM: 1 B-LS: 4 B-SS: 3	3.a	Sept-June	Grades K-12 Students' Guardians	School Counselors, Social Worker	To collaborate with community (guardians) to inform and optimize student success	Maximize exposure to post high school planning, upcoming events, and positive mental health

**Williamson Central School District
Grades K-5**

Delivery	Foundation			Management			Accountability	
		Student Standard						
*Program Activity or Service	Program Objective	ASCA Mindset & Behaviors	NYSED CDOS	Timeline	Student Focus	Staff & Resources	District/ Program Goal	*Assessment
*A required criteria per current NYSED Regulation 100.2 (j)								
UPK/K Guardian Orientation	Orientation for guardians to learn about the expectations and routines of UPK/Kindergarten	M: 2, 3, 6 B-SS: 3	n/a	Spring	Grades K & UPK Incoming students & families	Principal, K & UPK teachers	Increase comfort for students entering new school	Statistics on parental attendance at functions
Project TRY	To improve attendance, academics, behavior, and adjustment in targeted students	M: 1, 2, 6 B-SS: 3 B-SMS: 6,7	3a.2 3a.4	Sept to June	Grades UPK-4 Targeted Students	Principal, social worker, Project TRY associates	Support students in developing positive attitude towards self and others	Discipline referrals, teacher observations, pre/post checklist data
Career Lessons	To help students become familiar with and begin exploration around various career options	M:4 B-LS: 7	1.1	Late Spring	Classroom teachers, MTSS Tier 1 Team, Counselor	Classroom teachers, MTSS Tier 1 Team, Counselor	Exposure and information on college and careers	Completion of activity
Tier 1 Classroom SEL lessons	To teach a variety of developmentally appropriate social-emotional learning to include identifying feelings, coping strategies, conflict resolution, bullying prevention, and prosocial skills	M: 1, 2, 3, 5, 6 B-LS: 7, 9 B-SMS: 1, 2, 5, 7, 10 B-SS: 2, 4, 5, 6	3a.4	Sept to June	Grades K-5	Counselors, Social Workers	Develop and foster social/emotional competencies	Teacher observation, discipline referrals, SEL screener

Mindfulness practices	To teach students additional coping strategies that can be utilized in classrooms and independently.	M1, B-LS8, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS4	3a.3	Sept to June	Grades K-4	Counselors Mindfulness Coach	Develop and foster social/emotional competencies	Teacher observation, Discipline Referrals
Collaborative Classroom Caring School Community	To foster a climate of culture and respect where students receive direct SEL discussion around responsibility, empathy, and cooperation. Students become intrinsically motivated to contribute productively to a community they feel invested in.	M1, M3, M5, B-SS	3a.3	Sept to June	Grades K-4	Classroom Teachers	Develop and foster social/emotional competencies	Teacher observation, SEL Screener
Morning Meetings	-PRIDE -Sense of belonging -Self-regulation skills	M1, M2, M4, B-SS	3a.3	Sept to June	Grades K-4	Classroom teachers, counselors	Develop and foster social/emotional competencies	Teacher observation, SEL Screener

Delivery	Foundation			Management			Accountability	
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*A required criteria per current NYSED Regulation 100.2 (j)								
Big Buddy Day	Visit Middle School to learn about 5th grade, tour building	M: 2,3	2.1	June	Grade 4 Students	Teachers, Social Workers	Grade 4 students to become familiar with Middle School staff, routines, opportunities	Visit completed
5th Grade Transition & Planning	To prepare students to participate effectively in their current and future educational programs	M: 3 BL-S: 7,9,4 B-SS: 6,9 B-SMS: 1,2,4,5,10	2.1	Summer	Grade 5 Students	Tier I, Tier II, Counselors, Social Worker	To ensure students are scheduled with necessary supports	Grades Observations of Students
Scoops & Schedules	Families to learn about the expectations and routines of fifth grade and tour the building	M: 3 B-SS: 3,9	3a.4	August	Grades 5-8 Students	Principal, Assistant Principal, Grade 5, Teachers, Counselors, Social Worker	Increase comfort for students entering new school	Number of schedule packets picked up

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Delphi Rise Prevention Education Program	To improve prosocial and coping skills To educate and promote personal safety	M: 1, 6 B-LS: 3,4,7,9 B-SMS: 1,2,5,7,8,10 B-SS: 2,4,5,6,8,9	3a.2 3a.3 3a.4	Various times during the school year	Grades K-5 students	Principal, Teachers, Delphi Counselor	Increase skill to resist drugs, alcohol, and tobacco	Discipline exit surveys
Screening for acceleration (Math, ELA, Earth Science, Foreign Language)	Provide opportunities for academic rigor	M: 5 B-LS: 3,4,6,8,9 B-SM: 1,2,3,4,5,8 B-SS: 1,8,9	3a	May-June	Grade 6 Students	Principal, Counselor, Teachers	Encourage students to challenge themselves academically	Review of multiple data points
Classroom Lessons Community Business Tour –“Behind Those Doors – School Skills at Work”	To understand and explore the link between interests and favorite school subjects and potential careers To understand the importance of making informed & responsible decisions while considering possible consequences	M: 1,6 B-LS: 1,3,4,9,10 B-SMS: 4,5,6,7 B-SS: 9	1.1 2.1 3a.1,3	Daily class Sept to June	Grade 6 Students	School Counselors	Understand the connections between self, school, and careers	Review of # of Lessons Completed & Completion of Independent Review Assignment

**Williamson Central School District
Grades 6-12**

<i>Delivery</i>	<i>Foundation</i>		<i>Management</i>				<i>Accountability</i>	
		Student Standard						
<i>*Program Activity or Service</i>	<i>Program Objective</i>	<i>ASCA Mindsets & Behaviors</i>	<i>NYSED CDOS</i>	<i>Timeline</i>	<i>Student Focus</i>	<i>Staff & Resources</i>	<i>District/ Program Goal</i>	<i>*Assessment</i>
*A required criteria per current NYSED Regulation 100.2 (j)								
Screening for acceleration (Math, ELA, Earth Science Foreign Language)	Provide opportunities for academic rigor	M: 5 B-LS: 3,4,6,8,9 B-SMS: 1,2,3,4,5,8 B-SS: 1,8,9	3a	May-June	Grade 7 Students	Principal, Counselor, Teachers	Encourage students to challenge themselves academically	Review of multiple data points
Family and Consumer Science Class Personal/Social Development	Acquire self-knowledge, interpersonal skills, self-knowledge application, personal safety skills	M: 1 B-LS: 1,7,9 B-SMS: 1,2,4,5,6,7,9 B-SS: 1-9	1.1 3a.3 3a.4 3a.7	Daily class Sept to June	Grade 7 Students	FACS Teacher	Increase self-awareness and interpersonal skills	Class assignments, projects, tests
Delphi Rise Prevention Education Program	To improve pro-social and coping skills To educate and promote personal safety	M: 1	3a.2 3a.3 3a.4	Feb- April (10 sessions)	Grades 7 & 8	FACS Teacher, Delphi Counselor, Health Teacher	Decrease risky behaviors involving drugs, alcohol and tobacco	Pre-and post-test data
Erin's Law	Mandatory Annual Training	M:1 B-SMS B-SS 8	3a.2 3a.3 3a.4	Once Annually	K-8	Teacher, School Counselor, Social Worker	Educate Students concerning avoidance of child sexual abuse	Exit survey

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*A required criteria per current NYSED Regulation 100.2 (j)								
Classroom Lessons	<p>To understand how personal learning styles can help them in school and on the job</p> <p>To identify the different postsecondary pathways to various careers and a pathway to a career that interests them.</p> <p>To identify biases of gender, ethnicity, ability, and class in the workplace and how it can influence career choices</p> <p>To identify two programs of interest at the WTCC and learn about potential career options related to the programs of interest and how school subjects are used in those professions</p> <p>Mock interviews</p>	<p>M: 2,4,6 B-LS: 3,4,7,9 B-SMS: 5,6 B-SS: 4,5,7,8</p>	<p>1.1 2.1 3a.1,2,3</p>	Sept to June	Grade 7 Students	FACS Teacher, School Counselor	Understand the connections between self, school, and careers	Review of Lessons Completed & Completion of Independent Review Assignment

<i>Delivery</i>	<i>Foundation</i>			<i>Management</i>			<i>Accountability</i>	
		Student Standard						
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*A required criteria per current NYSED Regulation 100.2 (j)								
Career Carnival Event	Learn through interactive activities about job opportunities in six career categories and related career training	M: 2,4,6 B-LS: 9,10 B-SM: 1,2 B-SS: 1,2,3,9	1.1 2.1	Oct.	8th Graders	School Counselor	Increase opportunities for students to interact with the community expanding career interest knowledge	Open to all students
Health Class Personal/Social Development	Acquire self-knowledge, personal safety skills	M: 1,5 B-LS: 7,9,10 B-SMS: 1-10 B-SS: 1-9	3a.3 3a.4 3a.6	Every other day class, Sept to June	Grade 8 Students	Health Teacher	Encourage application of self-knowledge and interpersonal skills	Class assignments, projects, tests
Classroom Lessons	To understand work skills and the link between personal skills and career goals. To understand central secondary and other aspects of careers and explore the aspects for a career of interest To explore ways to make their transition to high school easier while identifying questions and concerns they may have	M: 1, 5, 6 B-LS: 3, 10 B-SMS:5, 6, 8, 10 B-SS: 1, 2, 3, 9	1.1 2.1 3a.6	Sept to June	Grade 8 Students	School Counselor	understand the connections between self, school, and careers	Review of lessons completed Completion of independent review assignment

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8th Grade Transition Day	8th graders meet with high schoolers, peers, and teachers to learn about high school academic requirements, opportunities and responsibilities Course selections completed	M: 1,3,4 B-LS: 1,4,7,9,10 B-SMS: 1,5,10 B-SS: 1,8,9	3a.8	March	Grade 8 Students	HS & MS Principals, School Counselors MS Counselors & Mentor Network	8th graders tour and become familiar with high school expectations, meet student mentor, create course selections	Course selection sheet Decreased Anxiety Tour of High School
High School Preview Night	Orientation for guardians to learn about the expectations and routines of the high school and graduation requirements	M: 4	3a.4	March	Grade 8 Students' Guardians	HS & MS Principals, School Counselors	Share curriculum expectations, better understanding of courses and rigor with guardians	Student/guardian/ faculty feedback

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*A required criteria per current NYSED Regulation 100.2 (j)								
Classroom Lessons	Identify the type of work environment and tasks a student would enjoy To identify ways to get work-related experience	M: 1,2,6 B-LS: 7,9,10 B-SMS: 8,10 B-SS: 9	1.1 2.1 3a.1,6	Sept to June	Grade 9 Students	School Counselors	Understand the connections between self, school and careers	Review of Lessons Completed
Freshman Orientation Day	Summer session that orients students to the High School Activities are coordinated by Mentor Network advisors and mentors	M: 1,3,6 B-LS: 4,7,10 B-SMS: 2,10 B-SS: 2,9	3a.8	August	Grade 9 Students	Principals, School Counselors, Mentor Network students & Advisors	Guardians, students visit school, meet with Mentor Network advisors, do activities to become familiar with the high school	Increase students' familiarity with HS building Relationships with upper classmen formed.

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Mentor Network	Upper level students provide high school orientation and ongoing support to 9th grade students	M: 1,3,6 B-LS: 4,7,10 B-SS: 2,9 B-SMS: 2,10	3.a	Aug-June	Grade 9 Students	Mentor Network Advisors	Educate the whole student	Monitor incoming freshmen Assist with a positive transition to the high school
Group Presentations Course Overview and Graduation Requirements	Counselors conduct presentations that include course information and graduation requirements	M: 1,4,5,6 B-LS: 1,4,5, 7 B-SMS: 3,5, 6,8	3a.6	Jan-Feb	Grades 9-11 Students	School Counselors	Students identify graduation pathways Understand differences between regents diploma options	Course selections Can identify NYS graduation requirements and options Students set goal for diploma pathways

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Rochester Area College Fair at Williamson HS	Students receive first-hand knowledge of post-secondary opportunities	M: 2,4,5,6 B-LS: 1,4 7, 9,10 B-SMS: 1,3,5 B-SS: 1-3, 8,9	1.1 3.a 3.b	October	Grades 9 - 12 Students (who are interested)	School Counselors	Increase student awareness and preparation for college/post-secondary plans	College selections and applications
Classroom Lessons	*Develop career awareness, employment readiness *Acquire career information *Identify career goals Apply knowledge to academic planning, extracurricular selection and post-secondary plans	M: 1,4,5,6 B-LS: 1,3,7,9 B-SMS: 1,2,3,8,10 B-SS: 1,5,6,7,8,9	1.1 2.1 3a.1,2,3	Sept to June	Grade 10 Students	School Counselors	Understand the connections between self, school and careers	Review of Lessons Completed

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PreACT	Post-secondary planning opportunity to take a practice ACT test	M: 4,5 B-LS: 1,4,9,10 B-SMS: 1	3a.2	March	Grade 10 Students	School Counselors	Increase student awareness & preparedness for post-secondary education	Completion of PreACT exam
WTCC Visits	Visit programs at WTCC for education/post-secondary planning	M: 2,4,5,6 B-LS: 1,4,7,9,10 B-SM: 1,10 B-SS: 9	1.1 3a 3b	Fall	Grades 10 & 11 Students (who are interested)	School Counselors	Increase student awareness and preparation for college/post-secondary planning	Enrollment in course based on eligibility and contract submission

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National College Fair Field Trip	Students meet with college representatives from across the country	M: 2,4,5,6 B-LS: 1,4,7,9,10 B-SMS: 1,3,5 B-SS: 1-3,8,9	1.1 3.a 3.b	March/April	Grades 10 & 11 Students	School Counselors, English Teacher, College Admission Counselors	Increase student awareness and preparation for college/post-secondary planning	College comparison worksheet
College Admission Counselor Visits	Students meet with college representatives who visit WHS	M: 2,4,5,6 B-LS: 1,4,7,9,10 B-SMS: 1,3,5 B-SS: 1-3,8,9	1.1 3.a 3.b	Sept-June	Grades 10 - 12 Students (who are interested)	School Counselors	Increase student awareness and preparation for college/post-secondary planning	College selection and application

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*A required criteria per current NYSED Regulation 100.2 (j)								
Classroom Lessons	*Develop career awareness, employment readiness *Acquire career information *Identify career goals *Apply knowledge to academic planning, extracurricular selection and post-secondary plans	M: 1,6 B-LS: 7,9 B-SMS: 4,8,10	1.1 2.1 3a.1,2,3,6,7	Sept to June	Grade 11 Students	School Counselors	Understand the connections between self, school and careers	Review of Lessons Completed

<i>Delivery</i>	<i>Foundation</i>			<i>Management</i>			<i>Accountability</i>	
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PSAT	Students in grades 10-11 participate in PSAT in order to prepare for post-secondary studies	M: 4,5 B-LS: 1,4,9,10 B-SMS: 1	3a.2	October	Grade 11 Students	School Counselors	All sophomores and juniors interested in post-secondary education	Completion of PSAT exam
Junior College Night	Guardians provided information regarding college search and application process	M: 4,5 B-LS: 9,10	3.a.6	February or March	Grade 11 Students	School Counselors	Guardians and students get overview and information about college search and application process	100% of college bound students apply to a college

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Post-Secondary Project	Students participate in exploration of post-secondary opportunities to further expand post-secondary planning search and application	M: 1,2,4-6 B-LS: 1, 3-7,9 B-SMS: 1, 3-5 B-SS: 1,3	3a.6	Jan-Feb	Grade 11 Students	School Counselors and English Teachers	Juniors will have a well-written college essay, utilize their Xello portfolio and college board for college search, identify criteria for Post-Secondary planning	College Essay and College Selection Project in English 11
College Visits	Students visit a 2 year or 4 year college	M: 2,4,5,6 B-LS: 1,4, 7,9,10 B-SMS: 1, 3,5 B-SS: 1-3, 8,9	1.1 3.a 3.b	Fall	Grade 10-11 Students	School Counselors	Increase student awareness and preparation for college and post-secondary planning	Number of participants, and informal evaluations (e.g. student discussions)

Delivery	Foundation			Management			Accountability	
		Student Standard						
*Program Activity or Service	Program Objective	ASCA Mindsets & Behaviors	NYSED CDOS	Timeline	Student Focus	Staff & Resources	District/ Program Goal	*Assessment
*A required criteria per current NYSED Regulation 100.2 (j)								
Gemini Registration	To facilitate students enrolling in and receiving college credit in high school	M: 4,5,6 B-LS: 1,3,4, 9,10	3a.6	Sept and Feb	Grades 11 & 12	Gemini Coordinator (School Counselors)	Student preparedness for college and exit HS with college credits	Gemini Registration/Enrollment summary
ACCES-VR Informational Meetings	Transition Service	M: 4 B-LS: 1,7,9 B-SMS: 10 B-SS: 1,3,9	3a	Sept. - Jun.	Grades 11 & 12 Students (Spec Ed)	School Counselor, School Psychologist	Collaborative informational and follow-up meetings for guardians and students to learn about and apply for transitional services based on eligibility	Percent of Invited Families Attending Initial Informational Meeting
Pre-employment Services	Transition Service	M: 4 B-LS: 1,7,9 B-SMS: 10 B-SS: 1,3,9	3a	Sept. - Jun.	Grades 9 & 10 Students (Spec Ed or 504)	School Counselor	Collaborative informational and follow-up meetings for guardians and students to learn about and apply pre-employment services based on eligibility	Percent of Invited Families Attending Initial Informational Meeting

<i>Delivery</i>	<i>Foundation</i>			<i>Management</i>			<i>Accountability</i>	
		Student Standard						
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*A required criteria per current NYSED Regulation 100.2 (j)								
Financial Aid Night	Guardians are provided information about what financial aid is available and the process for applying for it	M: 4 B-LS: 7,9, 10 B-SS: 9	3.a.6 3a.2	Winter	Grades 11 & 12 Students	School Counselors and Director of Student Financial Assistance	Guardians have tools needed to apply for FAFSA/TAP and scholarships	100% of college bound students apply for FAFSA/TAP
Coordination of Junior and Senior awards	To facilitate distribution of awards available to students (e.g. coordinate awards committee)	M: 1-6 B-LS: 4,6,7, 9 B-SM: 1,3,5 B-SS: 2,9	3a.7	Spring	Grades 11 & 12 Students	School Counselors	Maximize award opportunities (e.g. each award has a recipient)	Awards Night

<i>Delivery</i>	<i>Foundation</i>			<i>Management</i>			<i>Accountability</i>	
		Student Standard						
*Program Activity or Service	Program Objective	ASCA Mindsets & Behaviors	NYSED CDOS	Timeline	Student Focus	Staff & Resources	District/ Program Goal	*Assessment
*A required criteria per current NYSED Regulation 100.2 (j)								
Classroom Lessons	*Develop career awareness, employment readiness *Acquire career information *Identify career goals *Apply knowledge to academic planning, extracurricular selection and post-secondary plans	M: 1,5,6 B-LS: 1,4,9 B-SMS: 4,5,7,8	1.1 2.1 3a.1,2,3,6	Sept to June	Grade 12 Students	School Counselors	Understand the connections between self, school and careers	Review of Lessons Completed
Instant MCC/FLCC Application	To provide opportunity for students to apply on the spot with MCC or FLCC admissions counselor	M: 2,4-6 B-LS: 1,3,4,7,9 B-SMS: 1,3 B-SS: 9	1.1 3.a 3.b	Fall, Spring (may vary with student need)	Grade 12 Students	School Counselors	Assist students with their post- secondary plans	Completed college applications

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Classroom Program on College Process Financial Aid Scholarships	Throughout year at appropriate times, students are provided information about these subjects so they can complete financial aid and college application process	M: 2,4-6 B-LS: 1,3,4,7,9 B-SM: 5 B-SS: 3	3a.7	Sept-June	Grade 12 Students	School Counselors	All seniors have post high school information, dates, deadlines, timelines, and create their post high school planning calendar	Completion of college applications and scholarship applications
Dollars for Scholars DFS	Assist students with completing DFS student profile	M: 4,6 B-LS: 1,3-5,10 B-SM: 1,3,5 B-SS: 3	3a.7	Sept-Feb	Grade 12 Students	School Counselors	To increase scholarship opportunities for students	Completion of DFS student profile and scholarship completion and matching
Grade 12 Decision Day	Celebrate 12 th grade student commitment to post high school plans	M: 2,3,4 B-LS: 4,7,9 B-SMS: 1,4,5	3b	May 1	Grade 12 Students	School Counselors	Acknowledge the hard work of seniors throughout K-12 and their next steps Build school community	85% participation

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*A required criteria per current NYSED Regulation 100.2 (j)								
Course Selection and 4 Year Graduation Planning, Annual Review of Career Plan	Annual review of education progress and four-year planning, determine what steps must be done to keep the plan in action	M: 1, 2, 4, 6 B-SMS: 7, 8, 10 B-SS: 2-4, 6,8 B-LS: 1,7	1.1 3a.6 3b	Jan-March	Grades 8-11 Students	School Counselors and Case Managers	Students will have a strong knowledge of NYS graduation options, education requirements and related careers/ occupations Increase student awareness and preparation for college/post-secondary plans	Student schedule and transcript are in line with NYS graduation requirements, creation of graduation planning sheet and update of career plan
Scholarships	To inform students of scholarship opportunities To assist with implementation of post-secondary plans	M: 4-6 B-LS: 4, 9 B-SMS: 3-5 B-SS: 1	3a.7	Sept-June	Grades 9-12 Students	School Counselors	To communicate and inform families of school opportunities for financial support with post high school plans	Maximize financial aid opportunities for students

<i>Delivery</i>	<i>Foundation</i>			<i>Management</i>			<i>Accountability</i>	
		Student Standard						
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<p>Small Groups</p>	<p>Provide support for student requested social/emotional learning. Stress Management Improving Grades, Anxiety Feeling Better about myself, Anger Management, Coping Skills and Depression</p>	<p>B-SMS 5-10</p>		<p>October-May</p>	<p>Grades 9-12</p>	<p>School Counselors Social Worker, & School Psychologist</p>	<p>To increase awareness about social emotional learning and identify coping skills and mechanisms.</p>	<p>Pre and Post Assessments</p>
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<i>Delivery</i>	<i>Foundation</i>			<i>Management</i>			<i>Accountability</i>	
		Student Standard						
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*A required criteria per current NYSED Regulation 100.2 (j)								
Forum Presentation Workshops	Provide topic information resources and supported work completion time on student requested topics. (Graduation Requirements Xello, College Search, Application and Transition Process, Post-Secondary Cost Understanding, Post-Secondary Pathways, Interviewing, Resumes, You and Social Media, Finishing Strong Senior Year If You Get "Behind")	B-SMS 1,3,5 B-LS 4,7,10	S2	October-May	Grades 9-12	School Counselors	College, Career & Life Ready	Pre and Post Assessments

<i>Delivery</i>	<i>Foundation</i>			<i>Management</i>			<i>Accountability</i>	
		Student Standard						
*Program Activity or Service	Program Objective	ASCA Mindsets & Behaviors	NYSED CDOS	Timeline	Student Focus	Staff & Resources	District/ Program Goal	*Assessment
*A required criteria per current NYSED Regulation 100.2 (j)								
Post-Secondary Planning	Assist students complete steps needed for post-secondary pursuits	M: 1-6 B-LS: 1,3,4, 7-10 B-SM: 3-6, 8 B-SS: 3, 8	3a.7	Sept-June	Grades 9-12 with a focus on Grade 12	School Counselors	Completion of students post-secondary plan	Career Planning and commitment to Senior class post-secondary goals and planning

<i>Delivery</i>	<i>Foundation</i>			<i>Management</i>			<i>Accountability</i>	
		Student Standard						
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*A required criteria per current NYSED Regulation 100.2 (j)								
Job Shadowing	Gain first-hand knowledge of a potential career and how it relates to knowledge about self	m: 2,4,6 B-LS: 4,7,9,10 B-SMS: 1,2,3 B-SS: 1,3,9	1:1, 2:1, 3a.3, 3a.4	Sept - Jun.	Grades 9-12 Students	School Counselor	WBL Activity	Complete survey of knowledge Update XELLO Experiences Write thank you note

Appendix 1

NYS Program Regulation

Guidance programs.

Public schools.

Each school district shall have a guidance program for all students.

- i. In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.
- ii. In grades 7-12, the guidance program shall include the following activities or services:
 - a. an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;
 - b. instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;
 - c. other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors, or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and
 - d. the services of personnel certified or licensed as school counselors.
- iii. Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

Appendix 2

The ASCA Student Standards: Mindsets & Behaviors for Student Success describe the knowledge, attitudes and skills students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts.

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

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards School counselors encourage the following mindsets for all students.		
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment M 3. Positive attitude toward work and learning M 4. Self-confidence in ability to succeed M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Understanding that postsecondary education and life-long learning are necessary for long-term success		
Category 2: Behavior Standards School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:		
Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Critical-thinking skills to make informed decisions	B-SMS 1. Responsibility for self and actions	B-SS 1. Effective oral and written communication skills and listening skills
B-LS 2. Creative approach to learning, tasks and problem solving	B-SMS 2. Self-discipline and self-control	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3. Time-management, organizational and study skills	B-SMS 3. Independent work	B-SS 3. Positive relationships with adults to support success
B-LS 4. Self-motivation and self-direction for learning	B-SMS 4. Delayed gratification for long-term rewards	B-SS 4. Empathy
B-LS 5. Media and technology skills to enhance learning	B-SMS 5. Perseverance to achieve long- and short-term goals	B-SS 5. Ethical decision-making and social responsibility
B-LS 6. High-quality standards for tasks and activities	B-SMS 6. Ability to identify and overcome barriers	B-SS 6. Effective collaboration and cooperation skills
B-LS 7. Long- and short-term academic, career and social/emotional goals	B-SMS 7. Effective coping skills	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups
B-LS 8. Engagement in challenging coursework	B-SMS 8. Balance of school, home and community activities	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	B-SMS 9. Personal safety skills	B-SS 9. Social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participation in enrichment and extracurricular activities	B-SMS 10. Ability to manage transitions and adapt to change	B-SS 10. Cultural awareness, sensitivity and responsiveness

Learning Standards for Career Development and Occupational Studies

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.

1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

Standard 2: Integrated Learning

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

1. Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.

Standard 3a: Universal Foundation Skills

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

1. Basic skills include the ability to read, write, listen, and speak as well as perform arithmetic and mathematical functions.

Students: • listen to and read the ideas of others and analyze what they hear and read; acquire and use information from a variety of sources; and apply a combination of mathematical operations to solve problems in oral or written form.

2. Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.

Students: • evaluate facts, solve advanced problems, and make decisions by applying logic and reasoning skills.

3. Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.

Students: • demonstrate an understanding of the relationship between individuals and society and interact with others in a positive manner.

4. Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.

Students: • demonstrate the ability to work with others, present facts that support arguments, listen to dissenting points of view, and reach a shared decision.

5. Technology is the process and product of human skill and ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants

Students: • select and use appropriate technology to complete a task.

6. Information management focuses on the ability to access and use information obtained from other people, community resources, and computer networks.

Students: • select and communicate information in an appropriate format (e.g., oral, written, graphic, pictorial, multimedia).

7. Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity

Students: • understand the material, human, and financial resources needed to accomplish tasks and activities.

8. Systems skills include the understanding of and ability to work within natural and constructed systems.

Students: • demonstrate understanding of how a system operates and identify where to obtain information and resources within the system.

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 postsecondary programs