



WALLKILL
CENTRAL SCHOOL
DISTRICT 2025-2026
GRADES K-12
COMPREHENSIVE
SCHOOL
COUNSELING PLAN

Together We Can Make a Difference

Wallkill Central School District
Grades K-12 Comprehensive School Guidance Plan

2025-2026

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INTRODUCTION

A school counselor's role is central to the success of students. School counselors support students through individual and group counseling, college and career exploration instruction, assistance in crisis situations, and referrals to school social workers, school psychologists or other professionals when specialized interventions are required for success in school.

The New York State Education Department believes that the amended school counseling regulations will help increase opportunities for all students to be successful. It is essential for students to have access to a certified or licensed school counselor in the early years to help inspire young students to strive for success and consider college and career opportunities. It is equally important to emphasize the positive effects that school social workers, school psychologists, school counselors, school nurses, health educators, teachers, and parents can have on student success when they collaborate and work as a team, offering their respective professional expertise to support the "whole child."

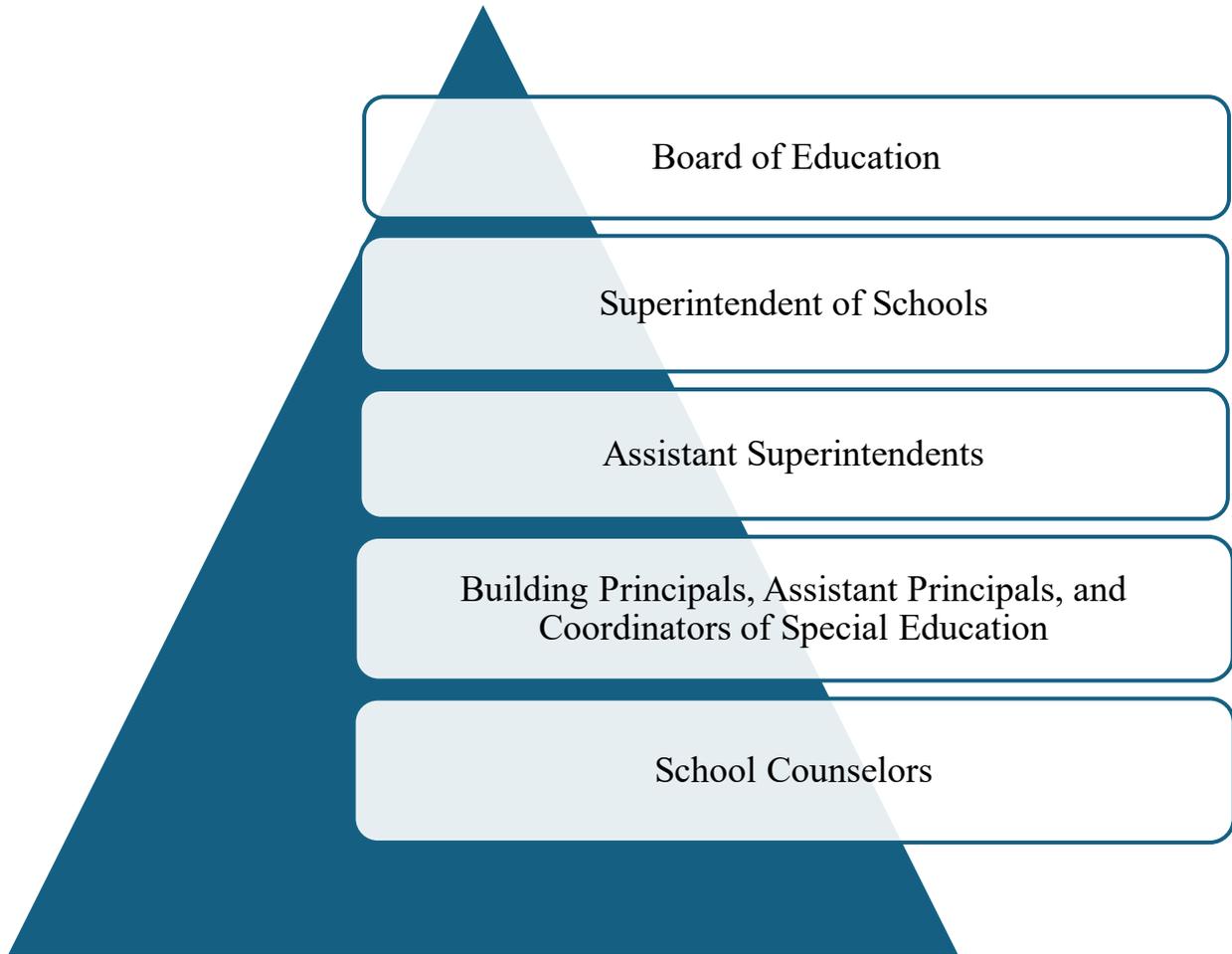
In addition to the regulatory amendments, the Department's Every Student Succeeds Act (ESSA) State Plan encourages schools and districts to adopt a "Whole School, Whole Community, Whole Child" model to promote positive school climates that, in turn, improve student outcomes. School climate is the way school culture affects a child's sense of safety and acceptance, and consequently is a critical determinant of their ability to focus on the task of learning. Research shows that the whole child approach with an emphasis on social-emotional learning (SEL) will lead to improved outcomes for children. In fact, the quality of the school climate may be the single most predictive factor in any school's capacity to promote student achievement.

Wallkill Central School District recognizes that each child is an individual; that all children are creative; that all children need to succeed. Therefore, Wallkill CSD respects the individual needs of children and fosters a caring and creative learning environment and emphasizes the social, emotional, physical, intellectual development of each child.

The purpose of this publication is to provide a framework to be used by each school's counselor(s) to adapt their program. The primary audience is school counselors who will use this framework to serve students better and to educate others. The secondary audience includes principals, central office administrators, and other professionals interested in promoting a comprehensive school counseling program.

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Mr. Scott Brown	Principal
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Mr. Kyle Nace	School Counselor

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Mr. Kyle Nace	School Counselor

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Mrs. Lori Williams	Intervention Specialist
Ms. Julie Hanus	School Counselor
Mr. Kyle Nace	School Counselor

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RATIONALE FOR SCHOOL COUNSELING PROGRAMS

To meet the diverse needs of ALL students, school counselors spend most of their time in direct service to and in contact with students. School counselors' duties are focused on the overall delivery of the total program through a school counseling curriculum, individual student planning, and responsive services. A portion of their time is developed for indirect services, called system support.

According to the American School Counselor Association (ASCA), school counselors design and deliver comprehensive school counseling programs that improve a range of student learning and behavioral outcomes (Carey & Dimmitt, 2012). These programs are comprehensive in scope, preventive in design and developmental in nature. “The ASCA National Model: A Framework for School Counseling Programs” (ASCA, 2012a) outlines the components of a comprehensive school counseling program. The ASCA National Model brings school counselors together with one vision and one voice, which creates unity and focus toward improving student achievement and supporting student development.

A comprehensive school counseling program is an integral component of the school’s mission. Comprehensive school counseling programs, driven by student data and based on the ASCA National Model:

- Ensure equitable access to a rigorous education for all students
- Identify the knowledge and skills all students will acquire as a result of the K–12 comprehensive school counseling program
- Are delivered to all students in a systematic fashion
- Are based on data-driven decision making
- Are provided by a state-credentialed school counselor

The Wallkill Central School District School Counseling Department has examined their current services and practices so that they are aligned with the American School Counselor Association (ASCA), the ASCA National Model and the standards of the New York State Education Department.

School counselors participate as members of the educational team and use the skills of leadership, advocacy and collaboration to promote systemic change as appropriate. The framework of a comprehensive school counseling program consists of the following four components: foundation, management, delivery, and accountability.

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Role of the School Counselor

School counselors are an essential part of the educational leadership team and provide valuable assistance to students regardless of whether they work in an elementary school, middle school, high school or beyond.

Elementary, middle school and high school counselors are educators uniquely trained in child and adolescent development, learning strategies, self-management and social skills and understand and promote success for today's diverse students. They implement a comprehensive school counseling program to support students through this critical developmental period. The program provides education, prevention and intervention activities, which are integrated into all aspects of students' lives. The program teaches knowledge, attitudes and skills that students need to acquire in academic, career and social/emotional development, which serve as the foundation for future success. School counselors do not work in isolation; rather they are integral to the total educational program. They provide a proactive program that engages students and includes leadership, advocacy, and collaboration with school staff, administration and community/family members in the delivery of programs and activities to help students achieve success. School counselors also collaborate with teachers and parents on early identification and intervention of children's academic and social/emotional needs, which is essential in removing barriers to learning and developing skills and behaviors critical for academic achievement.

Appropriate Activities for School Counselors

Nationally, school counselors are called upon to perform many duties and fulfill many roles. Historically, many of those duties and roles have not been clearly defined and delineated. Some of the more frequent activities that Wallkill Central School District school counselors have been asked to perform include the following:

- Individual student academic program planning
- Providing counseling to students who are tardy or absent
- Providing counseling to students who have disciplinary problems
- Providing counseling to students as to appropriate school behavior and/or dress
- Collaborating with teachers to present school counseling core curriculum lessons
- Analyzing grade-point averages in relationship to achievement
- Interpreting student records
- Providing teachers with suggestions for effective classroom management
- Ensuring student records are maintained as per state and federal regulations
- Helping the school principal identify and resolve student challenges that hinder success
- Providing individual and small-group counseling services to students
- Advocating for students at individual education plan meetings, student study teams, and school attendance review boards
- Analyzing disaggregated academic and behavior data
- Providing social emotional supports to students and parents/guardians throughout the pandemic

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Wallkill Central School District Grades K-12 Comprehensive School Counseling Plan

To support the mission of the Wallkill Central School District, the Wallkill Central School District Grades K-12 Comprehensive School Counseling Plan is developmental and systematic, sequential, clearly defined, and one that fosters accountability. Our school counseling plan is proactive and preventive in its focus and assists students in acquiring life-long learning skills. School counseling programs are developed by focusing on needs and issues related to various stages of student growth. This plan is indicative of our continuing commitment to individual uniqueness and the maximum development in the three major areas: **academic development, career development, and social/emotional development.**

The Wallkill Central School District Grades K-12 Comprehensive School Counseling Plan aligns with the Guidance Programs and Comprehensive Developmental School Counseling/Guidance Programs Commissioner's Regulation §100.2(j) as set forth by the New York State Education Department as follows:

- 100.2(j)(2)(ii) Each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner in which the district shall comply with the requirements of this subdivision
- 100.2(j)(2)(ii) (cont.) Such district and building level plans shall be developed by or under the direction of certified school counselor(s) and be updated annually, available for review at the district offices and each school building and made available on the district's website.
- 100.2(j)(2)(ii) (a) Each plan shall be developed annually and shall include program objectives, activities, program development and maintenance planning, school counseling curriculum, professional development planning, evaluation methods based on data analysis of program results and closing the gap analysis reports to inform program improvement, and assessment of the resources necessary to support positive student outcomes.
- 100.2(j)(2)(ii) (b) Each plan shall also include the preparation of a program outcomes report that includes an analysis of all systematic components of a comprehensive developmental school counseling/guidance program as defined by this subdivision. Such report shall be annually presented to the board of education.
- New York State Comprehensive School Counseling Program:
 - is a tool for aligning the school counseling program with the academic mission of the school and the New York State Learning Standards;
 - defines the role of the professional school counselor within our schools; and
 - links school counseling to the total educational process and involves all school personnel.

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FOUNDATION

School counselors create comprehensive school counseling programs that focus on student outcomes, teach student competencies and are delivered with identified professional competencies (ASCA 2012c). In this section, the following is explained: program focus, student standards, and professional competencies.

Wallkill Central School District School Counseling Philosophy and Belief

The School Counseling program at Wallkill Central School District is committed to supporting every student's unique abilities and valuing the diversity of the student population. Our focus lies in the "whole child approach" and involves all members of the school community, including school counselors, psychologists, social workers, teachers, and administrators. We believe that an effective school counseling program is an integral part of **ACES**: **A**cademic Development, **C**areer Development, **E**motional/**S**ocial Development

The WCSD School Counseling program is:

- Based on the goals and developmental student competencies outlined by the American School Counselor Association (ASCA), the New York Department of Education (NYSED), and the Wallkill Central School District
- Proactive and data-driven
- Drawn upon the knowledge of and collaboration with family, school, and community stakeholders
- Willing to seek continuous improvement through self-assessment
- Utilizes a team approach for planning and management purposes
- Embraces technology that enhances program delivery

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Wallkill Central School District School Counseling Vision

The vision for counselors in the Wallkill Central School District is that the instruction, support, skills, and knowledge that they provide will assist all students in acquiring the knowledge, skills, and attitudes to reach their fullest potential and successfully manage their lives as healthy, responsible, competent, and productive citizens who respect themselves and others.

Wallkill Central School District School Counseling Mission Statement

The WCSD School Counseling program mission is that a successful program comprises of effective counseling, quality consultation with students, parents and colleagues and meaningful collaboration with the entire learning community.

The ASCA Mindsets & Behaviors for Student Success: K-12 College and Career Readiness for Every Student describes the knowledge, skills, and attitudes that 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. Thirty-five (35) mindset and behavior standards identify and prioritize the specific attitudes, knowledge and skills that students should be able to demonstrate as a result of a school counseling program. WCSD school counselors use the standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential. The ASCA Mindsets & Behaviors are aligned with initiatives at the district, state and national level and reflect the WCSD priorities.

The ASCA Mindsets & Behaviors are organized in three broad domains: academic, career, and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. The definitions of each domain are as follows:

Academic Development – Standards are guiding school counseling programs to implement strategies and activities to support and maximize each student’s ability to learn.

Career Development – Standards guiding school counseling programs to help students:

- Understand the connection between school and the world of work
- Plan for and make a successful transition from school to postsecondary education and the world of work and from job to job across the lifespan.

Emotional/Social Development – Standards are guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

All thirty-five (35) standards can be applied to any of the three (3) domains, and the school counselor selects a domain and standard based on the needs of the school, classroom, small group or individual. The standards are arranged within categories and subcategories based on five (5) general categories of non-cognitive factors related to academic performance as identified in the 2012 literature review published by the University of Chicago Consortium on Chicago School Research.

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These categories synthesize the “vast array of research literature” on noncognitive factors including persistence, resilience, grit, goal-setting, help-seeking, cooperation, conscientiousness, self-efficacy, self-regulation, self-control, self-discipline, motivation, mindsets, effort, work habits, organization, homework completion, learning strategies and study skills, among others.

Category 1: Mindset Standards – Includes standards related to the psychosocial attitudes or beliefs that students have about themselves and academic work. These make up the students’ belief system as exhibited in behaviors.

Category 2: Behavior Standards – These standards include behaviors commonly associated with being a successful student. These behaviors are visible, outward signs that a student is engaged and putting forth the effort to learn. The behaviors are grouped into three subcategories.

- **Learning Strategies:** Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.
- **Self-management Skills:** Continued focus on a goal despite obstacles (grit or persistence) and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control).
- **Social Skills:** Acceptable behaviors that improve social interactions, such as those between peers or between students and adults.

School Counselor Performance Standards

Although there are no performance standards for school counselors within New York State, the ASCA School Counselor Performance Standards have been used to guide and evaluate Wallkill Central School District school counselors. School counselor performance standards align with the ASCA National Model and contain basic standards of practice expected from counselors. Personnel delivering the school counseling program are evaluated in the areas of program implementation, program evaluation, and professionalism. These school counselor standards accurately reflect the unique training of school counselors and their responsibilities within the school system. Although used for performance evaluation, the standards are also an essential tool in the school counselor’s self-evaluation and advocacy and will help focus personal and professional development plans. School counselor performance standards (as established by ASCA) are:

- Standard 1: Program organization
- Standard 2: School guidance curriculum delivered to all students
- Standard 3: Individual student planning
- Standard 4: Responsive services
- Standard 5: Systems support
- Standard 6: School counselor and administrator agreement
- Standard 7: Advisory Council
- Standard 8: Use of data
- Standard 9: Student monitoring
- Standard 10: Use of time and calendar
- Standard 11: Results evaluation
- Standard 12: Program audit
- Standard 13: Infusing themes

Grades K-12 Comprehensive School Guidance Plan**Standard 1: The professional school counselor plans, organizes and delivers the school counseling program.**

- A program is designed to meet the needs of the school.
- The professional school counselor demonstrates interpersonal relationships with students.
- The professional school counselor demonstrates positive interpersonal relationships with educational staff.
- The professional school counselor demonstrates positive interpersonal relationships with parents or guardians.

Standard 2: The professional school counselor implements the school counseling curriculum through the use of effective instructional skills and careful planning of structured group sessions for all students.

- The professional school counselor teaches school counseling units effectively.
- The professional school counselor develops materials and instructional strategies to meet student needs and school goals.
- The professional school counselor encourages staff involvement to ensure the effective implementation of the school guidance curriculum.

Standard 3: The professional school counselor implements the individual planning component by guiding individuals and groups of students and their parents or guardians through the development of educational and career plans.

- The professional school counselor, in collaboration with parents or guardians, helps students establish goals and develop and use planning skills.
- The professional school counselor demonstrates accurate and appropriate interpretation of assessment data and the presentation of relevant, unbiased information.

Standard 4: The professional school counselor provides responsive services through the effective use of individual and small-group counseling, consultation and referral skills.

- The professional school counselor provides counseling services to individual students and small groups of students with identified needs and concerns.
- The professional school counselor consults effectively with parents or guardians, teachers, administrators and other relevant individuals.
- The professional school counselor implements an effective referral process with administrators, teachers and other school personnel.

Standard 5: The professional school counselor provides system support through effective school counseling program management and support for other educational programs.

- The professional school counselor provides a comprehensive and balanced school counseling program in collaboration with school staff.
- The professional school counselor provides support for other school programs.

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Standard 6: The professional school counselor discusses the counseling department management system, and the program action plans with the school administrator.

- The professional school counselor discusses the qualities of the school counselor management system with the other members of the counseling staff and has agreement.
- The professional school counselor discusses the program results anticipated when implementing the action plans for the school year.

Standard 7: The professional school counselor is responsible for establishing and convening an advisory council for the school counseling program.

- The professional school counselor meets with the advisory committee.
- The professional school counselor reviews the school counseling program audit with the council.
- The professional school counselor records meeting information.

Standard 8: The professional school counselor collects and analyzes data to guide program direction and emphasis.

- The professional school counselor uses school data to make decisions regarding student choice of classes and special programs.
- The professional school counselor uses data from the counseling program to make decisions regarding program revisions.
- The professional school counselor analyzes data to ensure every student has equity and access to a rigorous academic curriculum.
- The professional school counselor understands and uses data to establish goals and activities to close the gap.

Standard 9: The professional school counselor monitors the students on a regular basis as they progress in school.

- The professional school counselor is accountable for monitoring every student's progress.
- The professional school counselor implements monitoring systems appropriate to the individual school.
- The professional school counselor develops appropriate interventions for students as needed and monitors their progress.

Standard 10: The professional school counselor uses time and calendars to implement an efficient program.

- The professional school counselor uses a master calendar to plan activities throughout the year.
- The professional school counselor makes the master calendar available to parents or guardians, staff and students.
- The professional school counselor posts a weekly or monthly calendar.
- The professional school counselor analyzes time spent providing direct service to students.

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Standard 11: The professional school counselor develops a results evaluation for the program.

- The professional school counselor measures results attained from school guidance curriculum and closing the gap activities.
- The professional school counselor works with members of the counseling team and with the principal to clarify how programs are evaluated and how results are shared.
- The professional school counselor knows how to collect and process data.

Standard 12: The professional school counselor conducts a yearly program audit.

- The professional school counselor completes a program audit to determine the degrees to which the school counseling program is being implemented.
- The professional school counselor shares the results of the program audit with the advisory council.
- The professional school counselor uses the yearly audit to make changes in the school counseling program and calendar for the following year.

Standard 13: The professional school counselor is a student advocate, leader, collaborator and a systems change agent.

- The professional school counselor promotes academic success of every student.
- The professional school counselor promotes equity and access for every student.
- The professional school counselor takes a leadership role within the counseling department, the school setting and the community.
- The professional school counselor understands reform issues and works to close the achievement gap.
- The professional school counselor collaborates with teachers, parents and the community to promote academic success of students.
- The professional school counselor builds effective teams by encouraging collaboration among all school staff.
- The professional school counselor uses data to recommend a systemic change in policy and procedures that limit or inhibit academic achievement.

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ASCA Ethical Standards

WCSD School Counselors are bound to behave ethically exhibiting the highest standards of ethical practice. WCSD school counselors must align their practices with the ASCA ethical standards found on the American School Counselor Association website: [https://www.schoolcounselor.org/About-School-Counseling/Ethical-Responsibilities/ASCA-Ethical-Standards-for-School-Counselors-\(1\)](https://www.schoolcounselor.org/About-School-Counseling/Ethical-Responsibilities/ASCA-Ethical-Standards-for-School-Counselors-(1)). These standards provide guidance to WCSD school counselors in relation to their responsibilities to students (e.g. confidentiality, dual relationships, appropriate referrals, group work, student danger to self and others, student records, technology, evaluation, assessment and interpretation, peer support programs, responsibilities to families, responsibilities to colleagues, sharing of student information, educational collaboration, responsibilities to school, communities and families, professional competence, social justice issues, and responsibilities to the profession). WCSD School counselors review the ASCA ethical standards regularly and consult with professional colleagues if in doubt about any ethical behavior or issue.

Family Educational Rights and Privacy Act (FERPA)

WCSD School Counselors are knowledgeable of and follow FERPA guidelines, a Federal law that is administered by the Family Policy Compliance Office in the U.S. Department of Education 20 U.S.C. § 1232g; 34 CFR Part 99. FERPA generally prohibits the improper disclosure of personally identifiable information derived from education records without the consent of a parent or eligible student unless an exception to FERPA's general consent rule applies. School officials with a "legitimate educational interest" may access student records under FERPA. Generally, this refers to individuals in the school district who need to know the information in the student's education record to perform their professional responsibility. Interest in students that "fit" a profile or category is not a legitimate educational interest. Counselors may find the guidelines here: <https://www.cdc.gov/phlp/publications/topic/ferpa.html> .

Sharing of Sensitive Student Information

Each WCSD student has the right to privacy and thereby the right to expect the school counselor/student relationship to comply with all laws, policies, and ethical standards about confidentiality in the school setting. Students should expect that sensitive information shared with the counselor will remain confidential unless the information pertains to harm to self or others, or someone is harming them.

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MANAGEMENT

WCSD school counselors incorporate organizational assessments and tools that are concrete, clearly delineated, and reflective of the school's needs. Assessments and tools include:

- School counselor competency and school counseling program assessments
- Use-of-time assessments
- Annual agreements
- Advisory councils
- Use of data to measure the program as well as to promote systemic change
- Curriculum, small group, and closing-the-gap action plans
- Annual and weekly calendars

WCSD school counselors spend their time planning, managing, and delivering the school counseling program. The regulation states that all elementary schools must provide services to students based on need, as well as school-wide programming related to academic success, social/emotional development, and early college/career information. These services can be provided by counselors, social workers, psychologists, teachers, nurses and others. A certified school counselor must provide core curriculum instruction and, when implemented as part of the comprehensive developmental school counseling/guidance program, must be designed in coordination with a certified school counselor. Also:

- 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.
- In grades 7-12, the guidance program shall include the following activities or services:
 - An annual review of each student's educational progress & career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors
 - Instruction at each grade level to help students learn about various careers and career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors
- 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.
- 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.

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Advisory Council

The role of the WCSD School Counseling program advisory council is to provide all members of the school community, including school counselors, psychologists, social workers, teachers, administrators, parents, and students with the opportunity to review, advise on, and support implementation of the school counseling program. The district school counselors and administration determine membership on the advisory council. District school counselors and administration determine which stakeholders are needed to form the advisory council. Advisory councils meet at least twice each year or as needed. The advisory council's role in reviewing the implementation of the program provides an essential link in the annual program development, review, and revision process.

The interval between the two (2) meetings is calculated to provide feedback at optimal times during the school year. One (1) meeting will be held near the start of the school year to become familiar with new initiatives and services, while another meeting will be held at the end of the year to review the annual program data and suggest revisions for the coming year.

Agenda and meeting minutes will be developed. These minutes will form the annual report to the Board of Education. This report needs to be provided to the Board of Education as a complement to the annual program outcomes report to help inform their decisions. If no major changes to the plan are proposed, meetings can be replaced with emailed communications with the advisory committee.

2025-2026 Advisory Council Members

- Mr. Brian J. Masopust (Assistant Superintendent for Educational Services)
- Ms. Tara Rounds (Assistant Superintendent for Special Education & Intervention Services)
- Mr. Scott Brown (LES Principal)
- Mr. Michael Redmond (JGBMS Principal)
- Mrs. Alyssa Greany (WSHS Principal)
- Mrs. Opal Reid-Apronti (WSHS Guidance Counselor)
- Mrs. Angela Terralavoro (WSHS Guidance Counselor)
- Mrs. Sara Veach (WSHS Guidance Counselor)
- Ms. Julie Hanus (JGBMS Guidance Counselor & Elementary Guidance Counselor)
- Mr. Michael Latino (WCSD Data Coordinator)
- Mrs. Kim Trozzi (Staff/Parent/Community member)
- Mrs. Roberta Tejada (Staff/Parent/Community member)
- Mrs. Stacey Wager (MS teacher/Parent/Community member)
- Mr. Thomas Frisbie (board member/parent/community member)

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DELIVERY SYSTEM

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WCSD school counselors deliver a comprehensive school counseling program in collaboration with students, families, school staff and community stakeholders. The ASCA National Model (2012) and the ASCA National Model Implementation Guide (2016) have specific details and examples about each of the following areas:

Direct Services with Students

Direct services are face-to-face or virtual interactions between school counselors and students and include the following:

- School counseling core curriculum
- Individual student planning
- Responsive services

Indirect Services for Students

Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including:

- Referrals for additional assistance
- Consultation and collaboration with families, teachers, other educators and community organizations.

Additionally, a well-designed and well-delivered school counseling program will consistently maintain a balanced program that is jointly planned and supported by school leadership and the School Counseling Advisory Council.

Wallkill Central School District Comprehensive School Counseling Goals

The primary goal of the Wallkill Central School District School Counseling program is to promote and enhance student learning through three broad and interrelated areas of student development. Each of these areas encompasses a variety of desired student learning competencies, which in turn are comprised of specific knowledge, attitudes, and skills that form the foundation of the developmental school counseling program. The three areas of student development are academic development, career development, and social/emotional development.

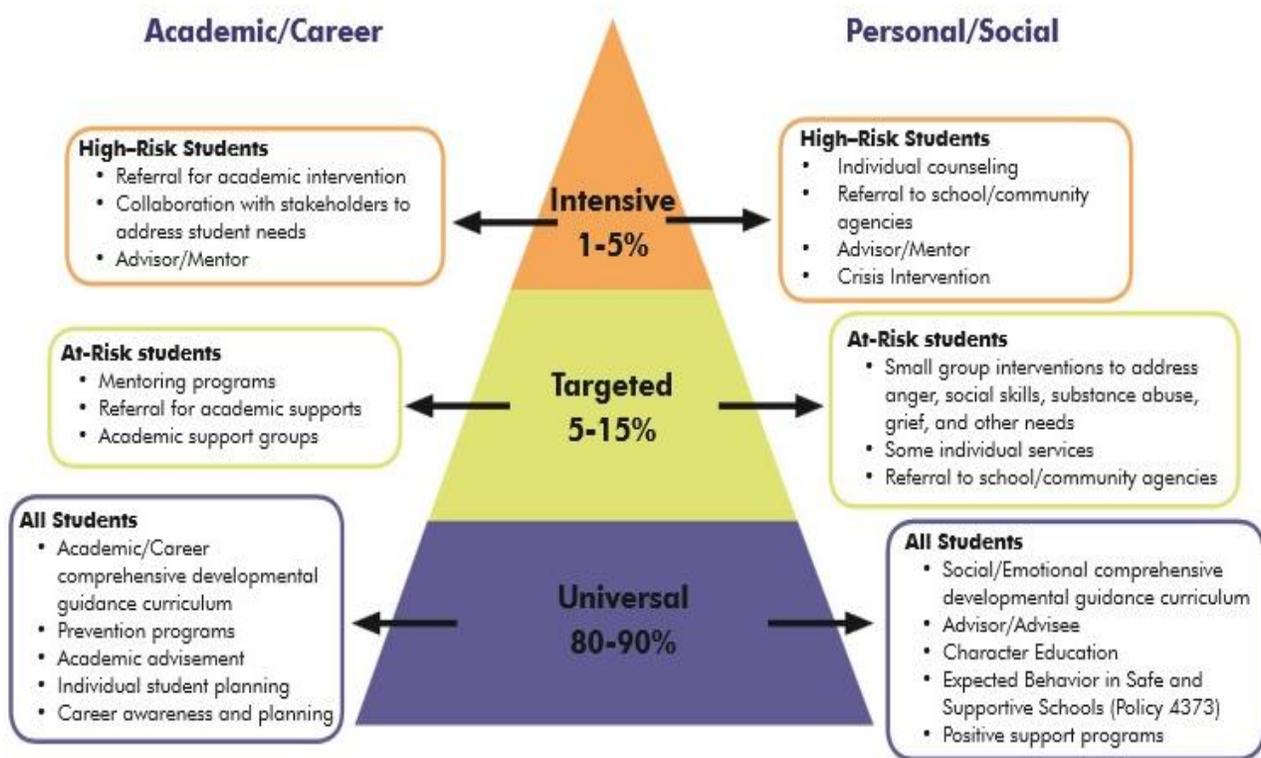
Specifically, WCSD school counseling program has developed goals that not only support the Wallkill Central School District, Comprehensive District Education Plan (CDEP) but is aligned to the School Improvement Teams (SIT) Action Plan.

Also, the delivery system that is utilized in the Wallkill Central School District is based on the three-tier model approach to intervention including Multi-Tiered System of Support (MTSS). This prevention-based approach is paramount if we are going to contribute to the success of all students by aligning our work with the goals of the school and school district and collaborating with other stakeholders. School Counselors play a critical role in these tiered programs and play a significant role in ensuring universal, targeted, and intensive interventions are available to

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address students’ academic, career, and personal/social development needs. School counselors, no matter what grade levels they serve, must use a holistic, multi-faceted approach to school counseling where they provide prevention-based programs for all students, targeted interventions for identified high needs students, and refer the most at-risk students to school-based and community-based resources/partners. Figure 1 provides examples of services and programs school counselors should work collaboratively with other stakeholders to design and implement at each Tier level. This model is complementary to the Wallkill Central School District Academic Intervention Services/MTSS Plan.

Figure 1: Three Tier Model



**Adapted from the West Virginia Comprehensive Model*

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Goals

Below are the goals and the similar scope and sequence of the delivery system content that demonstrate the attitudes, knowledge, skills, and behaviors all students shall develop about academic and learning development; career and life planning; personal and social development; and global citizenship for each school level.

School Counseling Program Goals for Students in Grades K – 6:

Goal 1: By the end of the year, 92% of K-6 students who have attended our After School AIS program will have increased their SGP on our STAR assessments by 15 points.

Narrative: This goal was developed to help address the learning deficits created during the COVID pandemic. The After School sessions provide struggling learners with additional, pointed instruction.

Goal 2: By the end of the year, 95% of students will be exposed to at least two college and career readiness opportunities, involving community partners.

Narrative: Our elementary students will be exposed earlier to career opportunities by bringing in members of the community, who are willing to discuss their careers and educational path it took to attain them. There will be at least two speakers this year, with the goal of expanding, over time.

Goal 3: The number of students who were absent for 18 or more days will decrease to 15% for the 2025-2026 school year. The percentage of students who are absent for more than 18 days will decrease by 4% by the end of the school year.

Narrative: This attendance goal was selected because we believe that if we can reduce the number of days out for our chronically absent students, we can increase their academic performance. Our interventions will include making parent contact each time a student is absent. For students who continue to be out, a home visit with the principal and school counselor will be arranged. Counselors will also meet with the student each time they are absent. A meeting will be scheduled with the student, parent(s) and the team. Should a student continue to be absent, counselors will refer the student to the school Social Worker and/or an outside agency.

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Grades K – 6 Action Plan

2025-2026 Goal	Resources To Be Used	Timeline	Personnel Involved	Progress Monitoring
<p>By the end of the school year, 92% of K-6 students who have attended our After School AIS program will have increased their SGP on our STAR assessments by 15 points.</p>	<ul style="list-style-type: none"> • After School AIS Program • STAR Student Growth Report • Teachers • Parental Communication 	<p>Fall 2025 - Spring 2026</p>	<ul style="list-style-type: none"> • Grade Level Teachers • After School AIS Teachers • Principals • Guidance Counselors • SIT Committee • District Data Coordinator 	<ul style="list-style-type: none"> • Student Participation in Program • Fall, Winter, & Spring STAR Scores
<p>95% of sixth grade students will be exposed to at least two college and career readiness opportunities, involving community partners.</p>	<ul style="list-style-type: none"> • Counselor Communication with Parent(s)/Guardian(s) • Counselor Communication with Community Members • Student Management System (SchoolTool) 	<p>Winter 2025 – Spring 2026</p>	<ul style="list-style-type: none"> • Principals • Guidance Counselors 	<ul style="list-style-type: none"> • Attendance During Event(s)
<p>The percentage of students who are absent for more than 18 days will decrease by 5% by the end of the school year. (Please Note: absentee rate for the 2024-25 school year was 19.03%)</p>	<ul style="list-style-type: none"> • Student Management System (SchoolTool) • Attendance Matters Resources • NYS Data System – Level 2 Attendance Reports 	<p>Fall 2025 - Spring 2026</p>	<ul style="list-style-type: none"> • Principals • SIT Team • Behavior Specialists • Social Workers • Classroom Teachers • Parent(s)/Guardian(s) • District Data Coordinator 	<ul style="list-style-type: none"> • Monthly Monitoring of Student Attendance • Phone Conversations with Parent(s)/Guardian(s) • Letters Sent to Parent(s)/Guardian(s) Upon Student Reaching Certain Thresholds

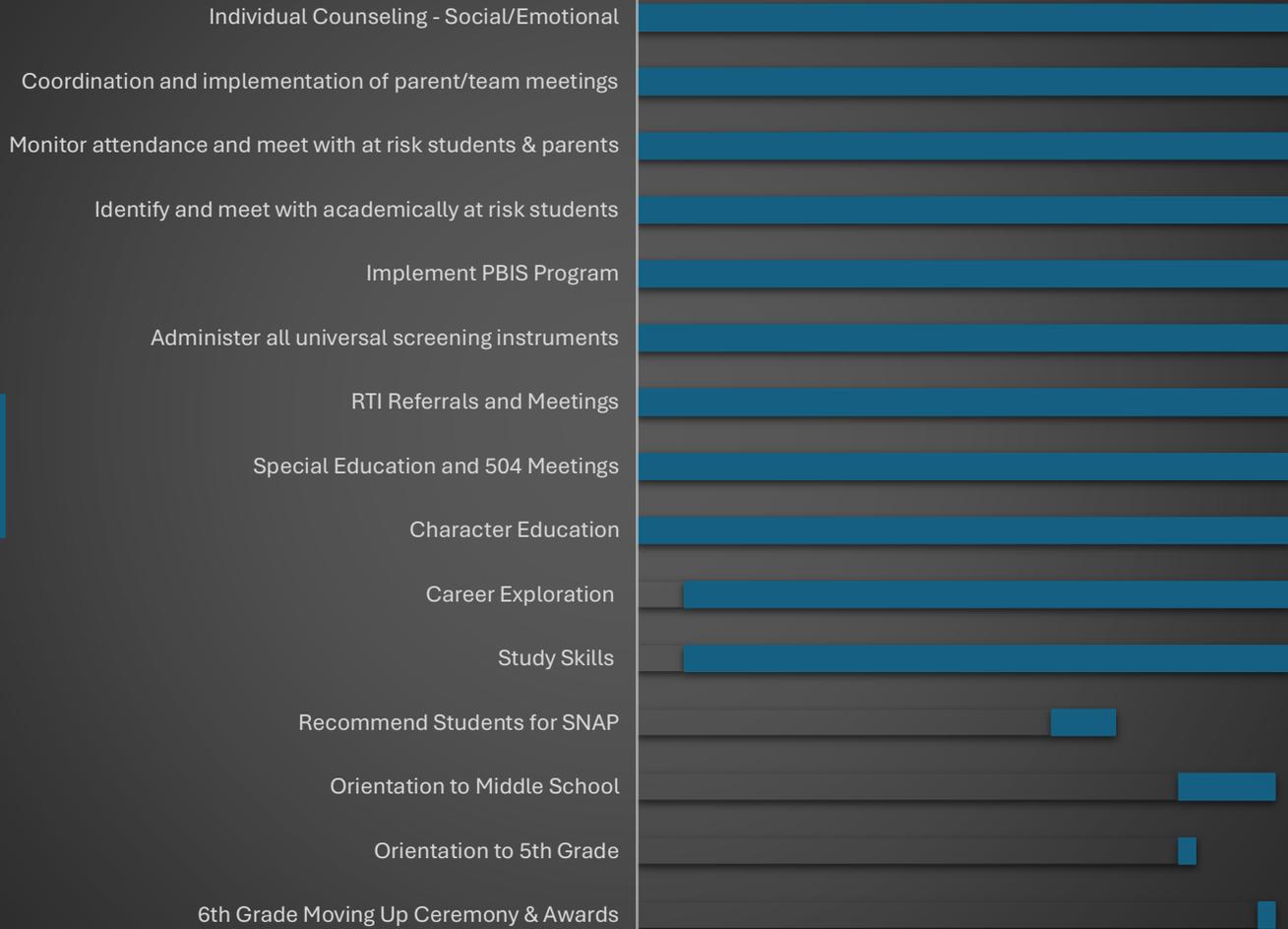
Wallkill Central School District
 Grades K-12 Comprehensive School Guidance Plan

2025-2026

Elementary Scope and Sequence

ACTIVITY

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School Counseling Program Goals for Students in Grades 7 – 8:

Goal 1: The percentage of students who are absent for more than 18 days will decrease to 19.25% for the 2025-2026 school year. This would be a 10% drop from the 24-25 school year. The percentage of students who are absent for more than 18 days will decrease by 3% by the end of the school year. (Note our absentee rate for the 2024-25 school year was 21.25%)

Narrative: This attendance goal was selected because we believe that if we can reduce the number of days out for our chronically absent students, we can increase their academic performance. Attendance data has still not returned to pre-COVID 19 levels. Our interventions will include making parent contact regarding absenteeism. For students who continue to be out, a home visit with the principal and school counselor will be arranged. Counselors will also meet with the student regarding his/her absenteeism. A meeting will also be scheduled with the student and the team. Should a student continue to be absent, counselors will refer the student to the school social worker.

Goal 2: 95% of students will have access to at least two college and career readiness opportunities, involving community partners.

Narrative: Our middle school students will be exposed earlier to career opportunities by bringing in members of the community, who are willing to discuss their careers and educational path it took to attain them. There will be at least two speakers this year, with the goal of expanding, over time.

Goal 3: Decrease the number of at-risk students, who have failed more than one core subject after two quarters, by 15% by the end of the school year.

Narrative: At risk students will be identified and will meet individually with their counselor. The counselor will invite parents to a team meeting and invite the student to join our ELA & Math Clinics to support, where appropriate. The student will be encouraged to utilize after school and professional periods to access teachers for assistance.

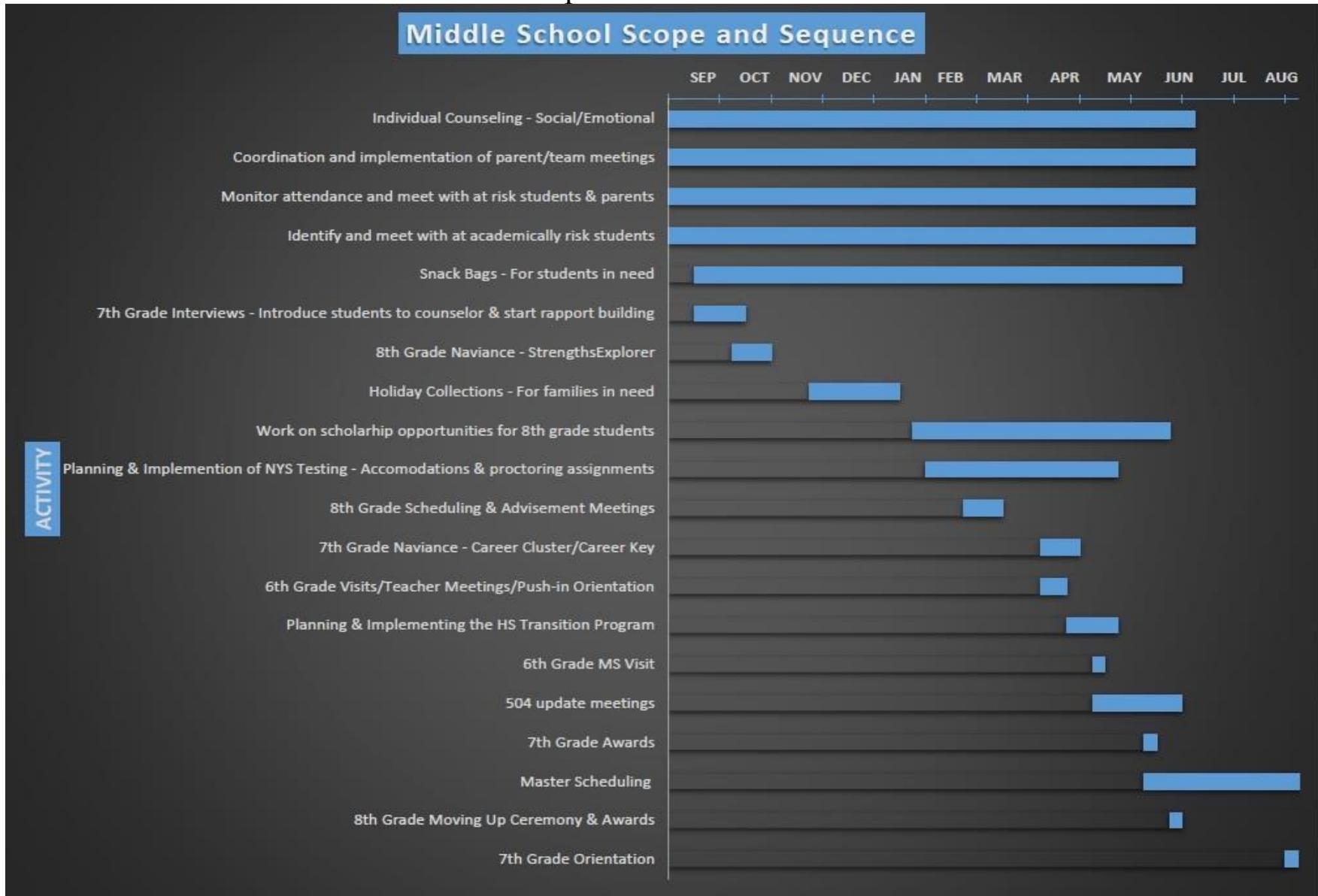
Wallkill Central School District
 Grades K-12 Comprehensive School Guidance Plan
 Grades 7 – 8 Action Plan

2025-2026

2025-2026 Goal	Resources To Be Used	Timeline	Personnel Involved	Progress Monitoring
<p>The percentage of students who are absent for more than 18 days will decrease by 3% by the end of the school year. (Please Note: absentee rate for the 2024-25 school year was 21.25%)</p>	<ul style="list-style-type: none"> • Student Management System (SchoolTool) • Attendance Matters Resources • NYS Data System – Level 2 Attendance Reports 	<p>Fall 2025 - Spring 2026</p>	<ul style="list-style-type: none"> • Principal • SIT Team • Dean of Students • Social Workers • Team Teachers • Parent(s)/Guardian(s) • District Data Coordinator 	<ul style="list-style-type: none"> • Monthly Monitoring of Student Attendance • Phone Conversations with Parent(s)/Guardian(s) • Letters Sent to Parent(s)/Guardian(s) Upon Student Reaching Certain Thresholds
<p>95% of students will have access to at least two college and career readiness opportunities, involving community partners.</p>	<ul style="list-style-type: none"> • Counselor Communication with Parent(s)/Guardian(s) • Counselor Communication with Community Members • Student Management System (SchoolTool) 	<p>Winter 2025 – Spring 2026</p>	<ul style="list-style-type: none"> • Principal • Guidance Counselors 	<ul style="list-style-type: none"> • Attendance During Event(s)
<p>Decrease the number of at-risk students, who have failed more than one core subject after two quarters, by 15% by the end of the school year.</p>	<ul style="list-style-type: none"> • Student Management System (SchoolTool) • Team Meetings with Parent(s)/Guardian(s) • Use of the Individual Student Success Plan 	<p>Fall 2025 - Spring 2026</p>	<ul style="list-style-type: none"> • Principal • Guidance Counselors • Team Teachers • Parent(s)/Guardian(s) • District Data Coordinator 	<ul style="list-style-type: none"> • End of 1st semester meeting guidance counselors & principal to identify students in this category • Schedule team, parent(s)/guardian(s), and student success meetings • Monitor student progress throughout 2nd semester

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School Counseling Program Goals for Students in Grades 9-12:

Goal 1: 95% of 9th grade students will have earned at least four credits by the end of summer school.

Narrative: Goal was instituted after reviewing report cards and transcripts of each student who failed at least 2 or more classes for the past three quarters of their freshman year. Current data regarding the previous two years of the graduating class point to a significant number of students who do not graduate with their cohort as a direct correlation of these students failing to earn at least four credits or more before starting their sophomore year. Students who have been identified as being at risk will continue to meet with their counselors each quarter to review their academic progress and to provide additional resources. The identified students will be offered peer tutoring through the National Honor Society (NHS.) Further, these students will be placed in Academic Intervention Services.

Goal 2: 85% of students of 10th grade students will have earned at least eight credits and two Regents exams.

Narrative: Goal was instituted similarly to that of goal #1, but includes the successful completion of at least 2 of the required Regents exams for graduation. Current data regarding the previous two years of the graduating class point to a significant number of students who do not graduate with their cohort as a direct correlation of these students failing to earn at least eight credits or more and not having at least successful completion of 2 Regents exams before starting their junior year. The goal is also an indicator of eligibility for the Career Tech program at Ulster BOCES. Students who have been identified as being at risk will continue to meet with their counselors each quarter to review their academic progress and to provide additional resources. The identified students will be offered peer tutoring through the National Honor Society (NHS.) Further, these students will be placed in Academic Intervention Services.

Goal 3: Increase the percentage of students in Grades 9 – 11 for completing grade appropriate activities (e.g., see scope and sequence chart below), through Naviance. The goal will be for 85% of freshman, 83% of sophomores, and 75% of juniors to complete these activities.

Narrative: Students in grades 9-12 will complete the Career Plan through Naviance. This will help students to develop and put into place their post-secondary education and career plans. Naviance is utilized for the *Do What You Are* assessment (Freshmen), *Super Match College Search* (Sophomores and Juniors), *Game Plan Survey* (Juniors). Students are also introduced to the résumé builder and connection to the Common App for college applications.

Goal 4: The percentage of students who are absent for more than 18 days will decrease by 3% by the end of the school year.

Narrative: Goal was created because there is a direct correlation between attendance and academic performance. Interventions targeted at reducing chronic absenteeism will include making parent contact through phone calls & letters sent home at certain thresholds, home visit with administration, referral to social worker, team meeting and/or RTI referral.

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Grades K-12 Comprehensive School Guidance Plan

2025-2026

Grades 9 – 12 Action Plan

2025-2026 Goal	Resources To Be Used	Timeline	Personnel Involved	Progress Monitoring
<p>95% of 9th grade students will have earned at least four credits by the end of summer school.</p>	<ul style="list-style-type: none"> • Student Management System (SchoolTool) • APEX Quarter Recovery Program • Summer Credit Recover Program • Counselor Communication with Parent(s)/Guardian(s) 	<p>September 2025 – September 2026</p>	<ul style="list-style-type: none"> • Principal • Assistant Principals • Guidance Counselors • Classroom Teachers • Parent(s)/Guardian(s) • District Data Coordinator 	<ul style="list-style-type: none"> • Quarterly Grade Monitoring of 9th grade students • Conversations with Parent(s)/Guardian(s) • Team Meetings • Use of Quarter Recovery Program • End-of-Year Grade Analysis & Identification of Summer Program students • Monitoring of Summer Credit Recover Program
<p>85% of students of 10th grade students will have earned at least eight credits and two Regents exams.</p>	<ul style="list-style-type: none"> • Student Management System (SchoolTool) • APEX Night School Program • Summer Credit Recover Program • Counselor Communication with Parent(s)/Guardian(s) 	<p>September 2025 – September 2026</p>	<ul style="list-style-type: none"> • Principal • Assistant Principals • Guidance Counselors • Classroom Teachers • Parent(s)/Guardian(s) • District Data Coordinator 	<ul style="list-style-type: none"> • Identification of 10th grade students repeating 9th grade classes • Quarterly Grade Monitoring of 10th grade students • Use of Credit Recovery and Quarter Recovery Programs • Conversations with Parent(s)/Guardian(s) • End-of-Year Grade Analysis & Identification of Summer Program students • Monitoring of Summer Credit Recover Program

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Grades K-12 Comprehensive School Guidance Plan

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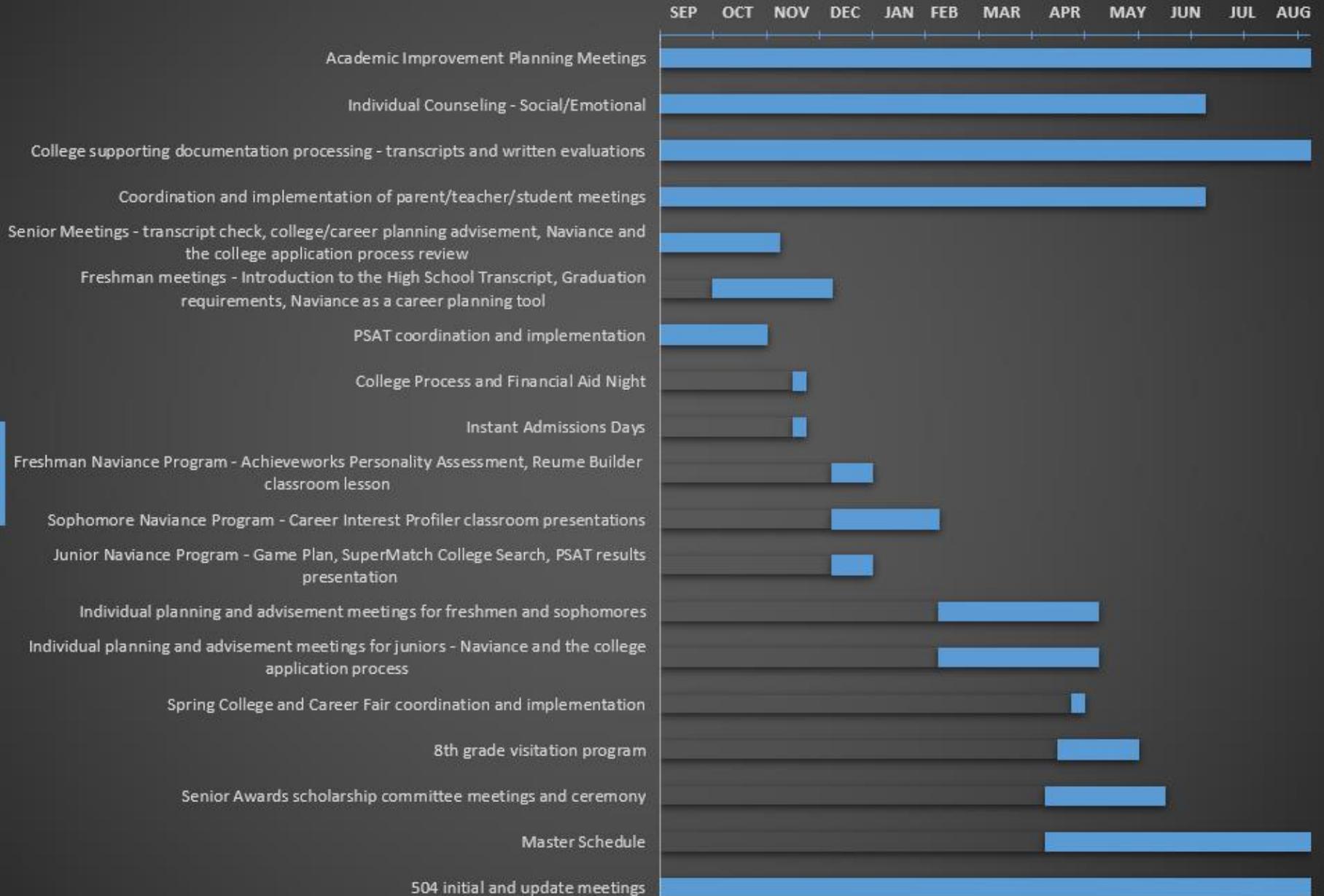
2025-2026 Goal	Resources To Be Used	Timeline	Personnel Involved	Progress Monitoring
<p>Increase the percentage of students in Grades 9 – 11 for completing grade appropriate activities (e.g., see scope and sequence chart below), through Naviance. The goal for completion of activities will be:</p> <ul style="list-style-type: none"> • 85% for 9th grade • 83% for 10th grade • 75% for 11th grade 	<ul style="list-style-type: none"> • Naviance Program • Guidance Presentations in Classes • Student Management System (SchoolTool) 	<p>2025-2026 School Year</p>	<ul style="list-style-type: none"> • Guidance Counselors • Classroom Teachers • Parent(s)/Guardian(s) 	<ul style="list-style-type: none"> • Collection of Data from Naviance • Monitoring Attendance of Lessons provided
<p>The percentage of students who are absent for more than 18 days in the school year 2025-26 will decrease by 3% (Please Note: absentee rate for the 2024-25 school year was 28.23%)</p>	<ul style="list-style-type: none"> • Student Management System (SchoolTool) • Attendance Matters Resources • NYS Data System – Level 2 Attendance Reports 	<p>2025-2026 School year</p>	<ul style="list-style-type: none"> • Guidance Counselors • Social Workers • Assistant Principals • School Resource Officer • Teachers • District Data Coordinator 	<ul style="list-style-type: none"> • Data collected from SchoolTool attendance reports • Parent contact • Team meetings • Collaboration with Social Workers, administration, teachers, nurse, attendance office

Wallkill Central School District Grades K-12 Comprehensive School Guidance Plan

2025-2026

High School Scope and Sequence

ACTIVITY



Wallkill Central School District
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EVALUATION, ACCOUNTABILITY, AND PROGRAM DEVELOPMENT

To demonstrate the effectiveness of the school counseling program in measurable terms, school counselors:

- Analyze school counseling program data to determine if students have improved academically, socially and/or behaviorally as a result of the school counseling program
- Use data to show the impact of the school counseling program on student achievement, attendance, and behavior
- Analyze school counseling program assessments to guide future action and improve future results for all students

The school counselor's performance is evaluated on basic standards of practice expected of school counselors implementing a comprehensive school counseling program. There are three sections within this component, and each section has various tools for analysis. These sections and tools as listed in the ASCA National Model (2012) are:

- Data analysis: school data profile analysis and use-of-time analysis
- Program results: curriculum results report, small-group results report, the closing-the-gap results report
- Evaluation and improvement: four components
- Self-analysis of the school counselor's strengths
- Self-analysis of the school counseling program's strengths
- Evaluation of the school counselor's performance by administration using the school counselor performance appraisal
- Review of the program goals created at the beginning of the school year

Evaluation Methods

School Counseling Programs for Students in Grades K – 6.

The evaluation methods that will be utilized to measure student progress and intervention implementation to maximize student achievement for the above are as follows:

- Monitor student academic, social and behavioral growth
- Monitor attendance data
- Monitor state assessment participation rate increase

School Counseling Programs for Students in Grades 7 – 8.

The evaluation methods that will be utilized to measure student progress and intervention implementation to maximize student achievement for the above are as follows:

- Monitor student progress
- Parent communication
- Progress reports & Report Cards
- Naviance
- Survey results

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School Counseling Programs for Students in Grades 9-12.

The evaluation methods that will be utilized to measure student progress and intervention implements to maximize student achievement for the above are as follows:

- Monitor student progress
- Parent communication
- Report cards
- Progress reports
- Naviance
- Survey results
- Transcript evaluation

Additional evaluations at each school level can involve the following:

- Data analysis of program results
- Use Naviance reports for completion and results of activities.
- Review and submit data on school profile
- Analyze failure reports and student management system data.
- Closing the gap analysis reports - the closing the gap analysis will involve disaggregating data related to each of the goals above if needed.
- Assessment of resources - Credit earned report must be accessible within the student management system.

Program Development

Annually, the school counselor uses the program audit to identify strengths and weaknesses of the school counseling program and sets deliberate, annual goals aimed at continuous program improvement. The expected outcome is to have each component listed in program audit fully implemented to have a thriving school counseling program that addresses the academic, career, and personal/social development needs of all students. To maintain the planning the following will be done: a yearly review of annual plan updating goals/objectives, the creation of a Board report, review Naviance data and usage, review data elements related to attendance, academics, and behavior (adjustment) of students, and update the college-planning guide.

WCSD school counselors engage in professional development to ensure their skill development and to stay abreast of current best practices related to student supports (e.g., group counseling, counseling theory, ethics, school-wide positive support, bullying prevention, dropout prevention, positive school climate). The types of professional development that are planned and attended will be dependent on student needs and resources. Professional development for WCSD school counselors is provided from the assigned professional development (3 hours) from the district, Orange County Counselor Association, and Ulster BOCES Counselor Association once or twice a year. Also, professional development allows for WCSD school counselors to connect with community partners to provide workshops tailored towards the role of school counselors. Lastly, WCSD receives training on various Naviance tools.

WCSD school counselors also provide training/professional development for families, staff and stakeholders regarding student support initiatives and areas of particular concern.