



COUNSELING PLAN

Introduction

Wyoming Central School District recognizes the essential role of a comprehensive, developmentally appropriate K–8 school counseling program in supporting the academic, social-emotional, and behavioral success of all students. Through a coordinated system of preventive, developmental, remedial, and responsive services, the district ensures that every student receives equitable access to support aligned with NYSED Part 100.2(j) and the American School Counselor Association (ASCA) National Model.

School counselors and psychologists work as student-centered advocates, instructional partners, and leaders within a Multi-Tiered System of Supports (MTSS). Their work prioritizes:

- Academic development — supporting student engagement, motivation, and readiness to learn
- Social-emotional development — strengthening coping, regulation, resilience, and interpersonal skills
- Career awareness and exploration — building early habits and attitudes that promote future readiness

The district’s counseling program is data-driven and results-based, using multiple sources of data—including attendance, behavior, progress monitoring measures, SEL screenings, and teacher input—to identify needs, allocate supports, and evaluate program effectiveness.

School counselors and psychologists lead and collaborate in:

- Prevention through Tier 1 SEL instruction, PBIS initiatives, and school-wide climate supports
- Early intervention through Tier 2 small groups, counseling sessions, and targeted behavioral supports
- Intensive intervention through Tier 3 individualized counseling, crisis response, safety planning, and participation in CSE/504 processes

The district is committed to ongoing evaluation and continuous improvement of the K–8 counseling program. Annual review of program outcomes ensures alignment with student needs, district priorities, and state requirements.

Through leadership, advocacy, teaming, equity-focused practices, and responsive supports, the school counseling program empowers all students to become confident learners, respectful community members, and resilient individuals prepared for their future.

New York State Education Department Part 100 of the Commissioner's Regulation School Counseling Programs

- Pursuant to Part 100 of the New York State Education Department, listed in Part 100 of the Commissioner's Regulations, school counseling/guidance programs are defined as follows: (1) 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 school counseling program shall include the following activities and services: a.) An annual review of each student's educational progress and career plans, with such reviews 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 the 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 educational 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 shall be provided by certified or licensed school psychologists or certified or licensed school social workers in cooperation with certified and licensed school counselors; and

New York State Education Department Part 100 of the Commissioner's Regulation School Counseling Programs

- 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. Such plan should 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; specifications of the staff members and other resources assigned to accomplish the objectives; provisions for the annual assessment of the program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

Elements of a Comprehensive K–12 School Counseling Plan

(Aligned with the 2019 ASCA National Model and NYSED Regulation §100.2(j))

A comprehensive school counseling plan is a systematic, data-informed framework that ensures all students have equitable access to academic, social/emotional, and career supports. The plan outlines how the counseling program is defined, managed, delivered, and assessed across grade levels to promote student success and continuous improvement.

I. Define the Program

The Define component establishes the foundation and purpose of the counseling program, aligning it with district goals and student needs.

Elements:

- Program Vision and Mission Statements – Reflecting the district’s values and priorities for student achievement and well-being.
- Programs and Curriculum – Academic, Career, and Social/Emotional Development.
- ASCA Mindsets & Behaviors for Student Success – 35 measurable standards guiding student growth.
- Professional Competencies and Ethical Standards – Adherence to the ASCA Ethical Standards and NYSED professional guidelines.
- Equity and Access Statement – Commitment to providing equitable opportunities and removing systemic barriers for all students.

II. Manage the Program

The Manage component ensures the counseling program is organized, data-driven, and aligned with measurable outcomes.

Elements:

- Annual Administrative Agreement – Written agreement between the counselor(s) and administrator(s) outlining program priorities, use of time, and evaluation processes.
- Use-of-Time Analysis – Regular review of how counselor time is allocated (recommended 80% direct/indirect services, 20% program management).
- Data Management System – Procedures for collecting, analyzing, and disaggregating data on student outcomes (academic, attendance, behavioral, SEL).
- Annual SMART Goals – Specific, measurable, attainable, relevant, and time-bound goals based on district and student data.

Elements of a Comprehensive K–12 School Counseling Plan

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III. Deliver the Program

The Deliver component describes how students receive direct and indirect services across all grade levels and tiers of support.

Elements:

- Direct Student Services:
 - Classroom Instruction – Core SEL or guidance curriculum lessons (Tier 1).
 - Group Counseling – Targeted small-group interventions (Tier 2).
 - Individual Counseling – Intensive, individualized supports (Tier 3).
- Indirect Student Services:
 - Consultation – Collaboration with teachers, families, and outside agencies.
 - Collaboration – Partnership with school and community resources to support students.
 - Referrals – Linking students and families to mental health or community supports.
- Program Calendar – Annual schedule of lessons, events, and assessments ensuring developmental coverage for all grade levels.

IV. Assess the Program

The Assess component focuses on evaluation, accountability, and continuous improvement.

Elements:

- Program Results Reports:
 - Process Data – What was done and for how many students.
 - Perception Data – What students learned, believed, or felt.
 - Outcome Data – Observable changes in attendance, achievement, or behavior.
- Program Assessment (ASCA Program Assessment Tool) – Self-assessment of program implementation and effectiveness.
- Counselor Performance Evaluation – Based on professional competencies and program outcomes.
- Annual Board of Education Report – Summary of program results, data trends, and next steps.
- Continuous Improvement Plan – Data-driven updates to enhance effectiveness, equity, and student outcomes each year.

Manage

The Management System describes the various organizational processes and tools necessary to manage a school counseling program. School counselors will analyze their site data, develop plans of action to meet objectives, abide by a master calendar and provide organizational activities. "Management systems include efforts by administration to support school counselors in delivering the program.

Administrators work collaboratively with school counselors to analyze student data and develop action plans and implementation timelines." School counselors develop calendars with regard to program implementation, monitoring student progress and maximizing time spent carrying out the school counseling program.

Use of Data

A comprehensive School counseling program is data-driven. Therefore, the use of data to effect change is integral to ensuring that every student is benefiting from the school counseling program. Activities implemented as a part of the school counseling program should be the result of careful analysis of student needs, achievement and related data. The use of data demonstrates accountability and progress toward goals. Data monitors student progress and provides a guide on where to focus resources, programs, interventions and strategies to meet students' needs and ensure school success.

School counselors monitor student progress through three types of data:

□ Student Achievement Data measures student academic progress including:

- standardized test data
- grade point average
- SAT and ACT scores
- graduation rate
- achievement levels
- promotion and retention rates
- drop out rates - specific academic programs (academic honors, college prep., etc.)

Manage

□ Achievement-related Data is correlated with academic achievement including:

- course enrollment patterns
- discipline referrals - suspension rates
- alcohol, tobacco and other drug violations
- attendance rates
- parent/guardian involvement
- participation in extracurricular activities
- homework completion rate

□ Standards and Competency-related Data measures student mastery of the competencies delineated in the ASCA National Standards. The data includes:

- percentage of students with a four year plan
- percentage of students who have participated in job shadowing
- percentage of students who have set and attained academic goals
- percentage of students who apply conflict resolution skills

□ Disaggregate Data is used to determine if there are any groups of students who may not be doing as well as others. The data may include:

- ethnicity
- gender
- language
- socio-economic status
- special education
- vocational

□ Program Evaluation Data is used to determine the school counseling program's impact. School counselors evaluate process, perception and results data.

□ Process Data provides evidence that events occurred and describes the way the program is conducted and if it follows the prescribed practice.

□ Perception Data measures what student and others observe or perceive, knowledge gained, attitudes and beliefs held and competencies achieved.

□ Results Data measures the impact of an activity or program and shows if the program has had a positive impact on students. Results data may include: - attendance data - discipline referral data - graduation rate

□ Data Over Time is necessary to determine the true impact of the school counseling program. This may include the review of immediate and long range data. Data will drive program decision making.

Manage: Use of School Counselor's Time

□ The American School Counselor Association encourages school counselors to protect their time so that 80 percent of time is spent in direct service to students, staff and families. The remainder of the time is spent on program management. Counselors are encouraged to allocate time based on program priorities and needs. The reduction of non-counseling activities will provide more direct services to, and contact with, students including prevention and intervention programs.

Since school counselor duties should be focused on the overall delivery of the school counseling program, a limited amount of time should be devoted to indirect services or system support.

Distribution of School Counselor's Time

Delivery System Component	Elementary School	Middle School
	% of Time	% of Time
School Counselor Curriculum	35% - 45%	25% - 35%
Individual Student Planning	5% - 10%	15% - 25%
Responsive Services	30% - 40%	30% - 40%
System Support	10% - 15%	10% - 15%

Manage: Goals

□ **FOCUS AREA 1: Emotional Regulation & Coping Skills (SEL Skills)**

Why this is a focus area:

- To help decrease anxiety, dysregulation, school avoidance, and peer conflict
- High need for emotional coping strategies in K–8 student
- Supports Mindsets & Behaviors, PBIS, and academic readiness

Outcome Goal (Data-Driven)

By June 2026, students participating in Tier 2 emotional regulation groups or individual counseling will show a 25% reduction in emotional outburst incidents as measured by teacher ratings and behavior logs.

Program Strategies:

- Tier 1: Second Step lessons
- Tier 2: Coping skills group, anxiety group, self-regulation group
- Tier 3: Individual counseling, safety planning, crisis intervention
- Consultation with teachers on behavior strategies

FOCUS AREA 2: Attendance & School Engagement

Why this is a focus area:

- Prevention of chronic absenteeism
- Common barriers (transportation, illness, family needs)
- Attendance strongly predicts academic success
- Wyoming CSD benefits significantly from early attendance intervention

Outcome Goal (Data-Driven):

By June 2026, the number of K–8 students identified as chronically absent (missing 10% or more of school days) will decrease by 15%, as measured by SchoolTool attendance reports.

Program Strategies:

- Tier 1: Schoolwide attendance promotion, classroom lessons on motivation
- Tier 2: Attendance mentoring, daily check-ins (CICO), goal-setting
- Tier 3: Parent meetings, individualized plans, interagency collaboration
- Reinforcement systems connected to PBIS

Manage: Goals

FOCUS AREA 3: Social Skills & Peer Relationship Development

Why this is a focus area:

- Peer conflict and difficulties with connection
- Need for structured social skills instruction (Second Step, Too Good for Violence)
- Strong overlap with bullying prevention and classroom climate
- Supports M&B social skills indicators (B-SS 1–9)

Outcome Goal (Data-Driven):

By June 2026, students receiving Tier 2 social skills supports (Second Step, social skills groups) will demonstrate a 20% improvement in prosocial behaviors as measured by teacher SEL benchmarks and referrals.

Program Strategies:

- Tier 1: Bully prevention lessons, PBIS expectations, Second Step
- Tier 2: Social Skills group, peer mediation
- Tier 3: Mediation, restorative conversations, individual counseling
- Classroom support for conflict resolution

Delivery

The Delivery System outlines the activities, interactions and areas in which school counselors work to deliver the program. The Delivery System and Management System are intertwined throughout the process. Within the Delivery System, there are four components: school counseling curriculum, individual student planning, responsive services and system support. All activities of the school counseling program are included into one of the four areas of the Delivery System.

School Counseling Curriculum

The school counseling curriculum consists of a written instructional program that is “comprehensive in scope, preventative and proactive, developmental in design, coordinated by school counselors and delivered by school counselors and other educators.” The designed lessons and activities are delivered to every student and promote knowledge, attitudes and skills through instruction in the three content areas: academic development, career development and personal/social development. The school counselor is responsible for planning, designing, implementing and evaluating the curriculum. The curriculum is aligned with the American School Counselor Association (ASCA) National Standards and the school district’s academic goals.

The curriculum is delivered through strategies such as:

- Classroom Instruction
- Interdisciplinary Curriculum Development
- Group Activities
- Parent Workshops and Instruction

Individual Student Planning

Individual student planning consists of school counselors “coordinating ongoing systemic activities designed to help individual students establish personal goals and develop future plans.” Activities may include helping students plan, monitor and manage their own learning as well as meeting competencies in the areas of academic, career and personal/social development. Individual planning with students is implemented through strategies such as:

- Individual or Small Group Appraisal
- Individual or Small Group Advisement

Delivery

Responsive Services

The Responsive Services component consists of “activities to meet students’ immediate needs and concerns. These needs or concerns may require counseling, consultation, referral, peer facilitation or information.” This component is available to all students and is often initiated by student self referral; however, teachers, parents/guardians or others may also refer students for assistance. The support of other educational professionals is necessary for successful implementation. A range of services is available (from early intervention to crisis response).

Responsive services are delivered through strategies such as:

- Consultation
- Individual and Small Group Counseling
- Crisis Counseling
- Conflict Resolution
- Safety Team
- Student Support Team
- Referrals to Other Social and Community Services
- Peer Facilitation/Big Buddies

System Support

System Support consists of activities that establish, maintain and enhance the school counseling program. School counselors, through their leadership and advocacy skills, promote systemic change by contributing in ongoing:

- Professional Development - in-service training/conferences - professional association membership - post-graduate education - contributions to professional literature - reflective practices
- Consultation, Collaboration and Teaming - consultation with teachers, staff members and parents - partnering with staff, parents/guardians, community - community outreach - advisory councils - district committees
- Program Management and Operations - management activities - data analysis - fair share responsibilities
- Public Relations - providing community, staff and parents updated information regarding the school counseling program and its goals.

Assess

The Assess component of the ASCA National Model provides a structured system to evaluate the effectiveness and equity of the K–8 school counseling program at Wyoming Central School District. This process ensures that services are data-driven, aligned with ASCA standards, and responsive to the evolving needs of students in a small rural district. Through analysis of student outcomes, program outcomes, stakeholder feedback, use-of-time studies, and annual administrative reflection, the School Counselor and School Psychologist engage in continuous improvement to strengthen academic, social-emotional, and behavioral supports.

The assessments conducted in this component guide decision-making, refine interventions across MTSS tiers, and help set outcome goals for the following year.

I. Program Assessment

Wyoming CSD annually evaluates the counseling program using the ASCA Program Assessment Tool to determine alignment with the national model and identify areas for growth. This assessment helps determine:

- How effectively the program aligns to ASCA professional competencies
- Whether the program reflects equitable, developmentally appropriate practices
- Whether services and activities are delivered consistently across all grade levels
- Which components of the program need enhancement, modification, or reallocation of time and resources

Findings from the assessment are used to update program goals, refine the curriculum, and adjust MTSS intervention processes.

II. Student Outcome Data Analysis

The K–8 counseling program uses multiple data sources to evaluate the impact of counseling interventions on student success. Data is reviewed at least three times per year.

Data sources include:

- Attendance reports (chronic absenteeism, weekly attendance patterns)
- Behavior data (classroom behavior logs, nurse visits, peer conflict reports)
- SEL and coping data (Benchmarks, pre/post group assessments, teacher ratings)
- Academic engagement indicators (missing work, classroom participation, organization skills)
- Career development progress

Assess

Purpose of analysis:

- Determine effectiveness of Tier 1 instruction
- Evaluate progress for students in Tier 2/3 supports
- Identify gaps in access or outcomes across grade level, gender, disability status, socioeconomic status, or other factors
- Guide refinement of interventions and selection of next year's outcome goals

III. Results Reports (Curriculum, Small Group, Closing-the-Gap)

ASCA requires three types of results reports to document the effectiveness of program activities.

1. Curriculum Results Report (Tier 1)

Documents the impact of classroom SEL lessons, career lessons, PBIS instruction, and other school-wide programming.

Measured through:

- Pre/post student surveys
- Teacher observation data
- Behavioral benchmarks
- Lesson participation rates

2. Small Group Results Report (Tier 2)

Used for groups such as:

- Emotional regulation
- Anxiety/coping groups
- Social skills groups
- Attendance mentoring
- Executive functioning/organization groups

Measured through:

- Student pre/post surveys
- Teacher behavior ratings
- Attendance shifts
- Reduction in behavioral incidents

3. Closing-the-Gap Results Report (Equity-focused)

Required when the program addresses disparities, such as:

- Higher referral rates among certain grade levels
- Attendance gaps
- SEL skill gaps
- Access to career instruction

Reports document the interventions used and the degree to which the gap narrowed.

Assess

IV. Use-of-Time Analysis

The ASCA model recommends that 80% of a counselor's time is allocated to direct and indirect services for students. Wyoming CSD analyzes use-of-time data annually to ensure it reflects the needs of a rural K-8 building.

Use-of-Time Categories:

- Direct Services: SEL instruction, classroom lessons, group counseling, individual counseling, appraisal/advisement
- Indirect Services: Consultation, collaboration, referrals, MTSS meetings, CSE/504 participation
- Program Management: Planning, data collection, professional development, crisis protocols

This analysis helps identify inefficiencies, eliminate inappropriate duties, and ensure equitable service distribution across grade levels.

V. Stakeholder Feedback

Feedback from students, families, teachers, and administrators is critical for evaluating the program's effectiveness.

Methods used:

- Annual teacher survey on counseling services
- Student SEL feedback (midyear or end-of-year)
- Family survey (paper or digital)
- Feedback gathered informally through meetings, conferences, and community interaction

Feedback is used to:

- Identify new needs
- Prioritize goals for the next school year
- Adjust curriculum and group offerings
- Improve communication and accessibility of the counseling program

Assess

VI. Annual Administrative Conference

At the start and end of each school year, the School Psychologist and Director of Student Services will meet with building administration to:

- Review the previous year's outcome data and results reports
- Examine use-of-time summaries
- Evaluate progress toward annual program goals
- Discuss any barriers or needs for additional support
- Finalize program priorities for the upcoming school year
- Align MTSS, PBIS, safety, and academic initiatives

This conference ensures that the counseling program is fully integrated with the school's mission, leadership vision, and district goals.

VII. Continuous Improvement Cycle

The findings from all Assess components guide the next program cycle:

1. Identify needs based on data
2. Set new SMART student outcome goals
3. Revise curriculum and action plans
4. Adjust MTSS Tier 1–3 supports
5. Increase equity and access
6. Refine crisis protocols and referral pathways

This ensures a responsive and dynamic counseling program that evolves annually to meet the needs of Wyoming CSD students.

Appendix

Superintendent of Schools: Mrs. Emily Herman

Director of Student Services: Mrs. Meghan Barker

Response to Intervention Team Leaders: Dr. Erica Miller, School Psychologist
Mrs. Olivia Lamar, Teacher

Board of Education: Ben Chamberlain, President
Barry True, Vice President
Kaitlyn Bush
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