

Hermon-DeKalb Guidance Plan 2025-2026 School Year

Overview/Mission Statement:

The mission of the Hermon-DeKalb School Counseling Program is to advocate and provide support for maximum student achievement in the areas of academic, career and personal social growth. The School Counselors work with parents, educators and the community to provide developmentally appropriate and comprehensive services that meet the needs of all students in order for them to become productive members of society.

NYSED Regulations/ CDOS Standards:

The NYSED Regulations and the CDOS Standards are listed in their entirety at the end of this document. The standards are listed and referenced where applicable throughout this plan.

Counselor Role:

Among the skills that characterize a school counselor, the following are considered essential:

Counseling- School Counselors spend time on individual and group counseling, crisis intervention, prevention, and responsive services.

Consultation- School Counselors acting as consultants can help parents, teachers, and students work together effectively. They seek solutions to improve the educational/social/emotional experience for all students

Coordination of Services- School Counselors coordinate resources and services for all students and families through community outreach. School Counselors collaborate with agencies to provide a variety of services and opportunities to students and their families.

Leadership- School Counselors seek to make schools a welcoming learning community where all students can achieve academic, career and personal/social success.

Advocacy- School counselors are advocates for all students.

Teaming and Collaboration- Counselors collaborate with all school community members. Counselors collaborate most closely with teachers to deliver the counseling program. In addition, they use professional development opportunities to promote the counseling programs to members of the educational community and develop collaborative projects.

Use of Data- Data provides a method to determine the impact of a school counseling program on student success and school climate.

(ASCA- Role of the School Counselor)

The National Standards for School Counseling Programs facilitate student development in three areas: academic development, career development and Personal Social Development.

Academic Development:

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the lifespan.

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college

Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

Program, Activity, or Service	NYSED/CDOS Standards	Program Objective	Staff and Resources	Measurable Outcome
Meet with the senior class at the beginning of the school year.	NYSED: ii.2-ii.4 Standard B, C	Overview of upcoming school year, discuss expectations, important dates and timelines	School Counselor	Students will follow plan and meet set deadlines.
Meet with juniors class at the beginning of the year	NYSED: ii.2-ii.4 Standard B, C	Overview of upcoming school year, discuss expectations, important dates and timelines	School Counselor	Students will follow plan and meet set deadlines.
Provide senior academic review and transition planning	NYSED: ii.2, ii.3, ii.4.6, ii.4.7 CDOS: 1,2,3b Standard B, C	Conduct senior interviews to discuss transcripts and post-secondary plans	School Counselor	Seniors will understand their transcripts, graduation requirements and steps to take to reach their postsecondary goals.
Provide annual individual progress review for students in grades 6-12.	NYSED: ii.2-ii.4 Standard A, B, C	Meet with students individually to review academics, career goals, and personal social progress.	School Counselor	Students will understand their transcripts, graduation requirements and steps necessary to accomplish their postsecondary and personal goals.
Schedule and Attend parent teacher conferences.	NYSED: i.1-8, ii.4-7 CDOS: 3a.7, 3a.8	Meet with parents, teachers, students as needed to discuss academic issues and develop strategies to address those issues.	School Counselor Teachers Principal	Student meets all goals set at the conference.

Attend CSE and SBIT meetings.	NYSED: i.4-6, i.8, ii.4	Assist in providing necessary supports to ensure student success.	School Counselor Teacher Administrator	Student educational plan is created for student success.
Administer PSAT	NYSED: ii.3, ii.4.1, ii.4.6 CDOS: 1, 3a.1	Administer the PSAT to all 10 th and 11 th graders.	School Counselor Proctors	Students have a better understanding of their academic ability and are able to set realistic post-secondary goals.
Enroll students in summer school	NYSED: ii.4.3	Review student academics and teacher recommendations to register to students for summer school programs.	School Counselor Administration Teacher	Students will retake courses or exams.
SWT BOCES Orientation for 10th grade	NYSED: ii.4.1, ii.4.6 CDOS: 1, 2, 3b Standard B, C	Students visit programs at SWT BOCES	School Counselor SWT BOCES Counselor SWT BOCES Administrators	Students have a better understanding of the career and technical educational courses available to them
SWT BOCES exploration- 8th grade	NYSED: ii.4.1,ii.4.6 CDOS: 1, 2, 3b Standard B, C	Students are introduced to SWT programs	School Counselor SWT BOCES Counselor SWT BOCES Administrators	Students have a better understanding of the career and technical educational courses available to them
Organize middle school orientation	NYSED: i.2,i.8,ii.4.6,ii.4.7 CDOS: 1,2,3a	5 th graders practice using lockers, changing classes, and meet 6 th grade teachers. 6th grade students meets 7th grade teachers.	Teachers Principal School Counselor	Successful preparation for beginning of year.
9 th & 10th grade workshops for parents and students	NYSED: ii.4.6, ii.4.7	Communicate appropriate academic and college and career readiness.	School Counselor Administration	Students and parents will have a better understanding of 9-12 expectations.

College Courses through Distance Learning	Standard B	Challenge students and familiarize them with college level. Expectations.	School Counselor HVCC representative BOCES DL Coordinator	Review of midterm grades and final grades.
Facilitate College in the High School Program	Standard B	Allow students the option to take college level courses with the support of high school teachers.	School Counselor SUNY Potsdam Representative Teachers	Review of progress reports and reports cards every five weeks.
Create a Master Schedule, Meet with teachers to obtain feedback, Meet with Students to obtain course requests	NYSED: iii.2.3	Meet with teachers and assess student needs and create district schedule.	School Counselor Teachers Administration	Run Master schedule through Schooltool.
Enroll students in alternative education programs	NYSED: ii.4.1- ii.4.7	Meet with parents, administrations, teachers and students to determine best educational option to support their needs.	School Counselor Teacher Administration	Students will be successful in a different environment.
Enroll students in additional enrichment opportunities	Standard B, C	Students can participate in programs at area colleges that offer enrichment opportunities.	School Counselor	Students gain valuable leadership and interpersonal skills.
Create individual student schedules	NYSED: ii.1-ii.4	Review each student's needs and schedule classes based on NYS graduation requirements.	School Counselor	Students stay on track to graduate in 4 years.
Process Progress reports and report cards.	NYSED: i.8, ii.4.7	Reminders every 5 weeks. Verify accuracy of comments and grades. Mail second parent reports. Include AIS reports.	School Counselor	Accurate reports are processed in timely manner.
Provide parents and students access to Schooltool.	NYSED: i.8, ii.4.7	Collect usernames and passwords. Activate accounts	School Counselor	Accounts become available to students and parents.

Family Engagement Night	NYSED: ii.4.7	Inform parents of FASFA, NYS regulation, drug prevention, etc.	School Counselor, Administration	Increase parental awareness and engagement.
Monitoring Attendance	NYSED: i.3, ii.4.2	Tracking students attendance, meeting with students and parents regarding attendance concerns.	School Counselor	Meeting with parents, students and a faculty panel.

Career Development:

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

Standard C: Students will understand the relationship between personal qualities, education, training, and the world work.

Program, Activity, or Service	NYSED/CDOS Standards	Program Objective	Staff and Resources	Measurable Outcome
Career Jam	CDOS: 1,2,3a, 3b Standard A, B, C	Expose 8 th grade students to careers	School Counselor	Students have a better awareness of career options.
Schedule guest speakers and college representatives.	NYSED: i.2, ii.3 CDOS: 1,2 Standard: B, C	Invite speakers to discuss college expectations and career choices.	School Counselor	Students are exposed to different college offerings and post-secondary options.
Take students to SUNY Roadshow and the College Fair	NYSED: ii.3, ii.4.6 CDOS: 1, 3b Standard A,B, C	Students meet with college representatives	School Counselor	Students gain awareness of different colleges and admission expectations.
Take students to Gateways To Careers	NYSED: ii.3, ii.4.6 CDOS: 1,2,3a.2,3b	Students prepare and participate in mock interviews	School Counselor Teacher	Students get experience in preparing and applying for jobs.

	Standard A, B, C			
Host Financial Aid Night	NYSED: ii.4.6, ii.4.7 CDOS: 3a.3, 3a.5-8	Parents and students learn how to apply for financial aid	Financial Aid Representative School Counselor	Parents and students feel comfortable in the financial aid process.
Assist students with the Common Application and SUNY applications	NYSED: ii.3, ii.4.6 CDOS: 3a.5, 3a.6	Students get support when applying to college	School Counselor	Students submit applications
Career Interest Inventories	NYSED: ii.3, ii.4.6 CDOS: 1, 3a.6, 3b Standard A, C	Students create accounts and take career interest inventories	School Counselor	Students have a better understanding of how interests, personalities and careers are linked.
Scholarship Committee Chair	NYSED: ii.4.6, ii.4.7 CDOS: 3a.3, 3a.5-8	Compile materials needed to conduct annual scholarship committee meetings. Provide information about students' post-secondary plans and academic standing.	School Counselor	Scholarships are awarded

Personal/ Social Development:

Standard A: Students acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Program, Activity, or Service	NYSED/CDOS Standards	Program Objective	Staff and Resources	Measurable Outcome
Provide social/emotional counseling and support	NYSED: i.5, i.6, ii.4.4, ii.4.5	Meet with students individually or in groups	School Counselor	Students will have the ability to be successful

	CDOS: 3a.4, 3a.7, 3a.8 Standard A, B, C	to implement appropriate counseling strategies.		in a school environment on a regular basis.
Provide Crisis Counseling	NYSED: i.5, i.6, ii.4.4, ii.4.5 CDOS: 3a.4, 3a.7, 3a.8 Standard A, B, C	Meet with students to de-escalate during a crisis.	Support team School Counselor	Student returns to class and resume normal activities
Serve as a liaison between school districts and outside agencies.	NYSED: i.5, i.6, ii.4.4, ii.4.5, iii.2.3 Standard A,C	Refer when possible, Create a team approach to best meet the needs of students and make students aware of resources available.	School Counselor School Psychologist Agencies	Student will have the ability to be successful in a school environment on a regular basis.
Provide counseling services to students identified by the CSE or from Wellness Check results	NYSED: i.2-8, ii.1-4 CDOS: 3a Standard A, B, C	Create goals to manage target behaviors. Meet with the CSE team to create goals and determine needs.	School Counselor Support Team CSE Administration	Student meets identified goals for progress.
Monthly Character Education for students Pre K-12	NYSED: i.1, i.2, ii.3 CDOS: 3a, 3b Standard A	Students participate in lessons aligned with NYS Social/Emotional benchmarks.	School Counselor Teacher Administrator	Students increase knowledge and use of interpersonal and problem solving skills.
Assist in creating and implementing behavior management plans	NYSED: i.2-i.6, ii.4	Address and make a plan to support student success in the classroom based on need and current behavior.	School Counselor School Psychologist	Student becomes more successful in the classroom.
Serve on a student support team	NYSED: ii.1, ii.4	Attend meetings. Address/discuss needs of students experiencing social/emotional issues in order to eliminate barriers to success.	School Counselor Nurse School Psychologist Administrator	Student becomes more successful in the school environment.

Presentation on Erin's Law to students PreK-6	NYSED: i.7	Present age appropriate content to students regarding Erins' Law.	School Counselor	Students have a better understanding of appropriate contact.
Implementing Statewide Initiatives	NYSED: iii2.2	Red Ribbon Week, Start with Hello Week, Chalk the Walk	School Counselor, Administration, Teachers and SRO	Students have more awareness and empathy regarding important issues.

PART 100.2 (j) Guidance programs

(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 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 schools 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.

(2) Nonpublic schools. Each nonpublic secondary school shall provide a guidance and counseling program for students in grades 7-12.

NYSSCA Comprehensive School Counseling Program Map—Based on NYSED Commissioner’s Regulations for Guidance Programs (see above), designed by NYSSCA to determine implementation level of regulations in the district’s Guidance Plan.

Each district shall have a guidance program for all students:

(i) The K-6 school counseling program:

- (i.1) is designed in coordination with the teaching staff
- (i.2) prepares students to participate effectively in their current and future educational programs
- (i.3) includes interventions for students with attendance problems
- (i.4) includes interventions for students with academic problems
- (i.5) includes interventions for students with behavioral problems
- (i.6) includes interventions for students with adjustment problems
- (i.7) educates students concerning avoidance of child sexual abuse
- (i.8) encourages parental involvement

(ii) The 7-12 school counseling program is delivered by school counselors with the assistance of teachers and other staff

- (ii.1) includes the services of personnel certified or licensed as school counselors
- (ii.2) includes an annual review of each student's educational progress and career plans by a certified school counselor
- (ii.3) includes instruction at each grade level to help students learn about careers & career planning skills
- (ii.4) includes other advisory and individual and/or group counseling provided by school counselors; or school psychologists or school social workers in cooperation with school counselors
 - (ii.4.1) enables students to benefit from the curriculum
 - (ii.4.2) provides interventions for students with attendance problems
 - (ii.4.3) provides interventions for students with academic problems
 - (ii.4.4) provides interventions for students with behavioral problems
 - (ii.4.5) provides interventions for students with adjustment problems
 - (ii.4.6) provides advisement on developing and implementing postsecondary education and career plans
 - (ii.4.7) encourages parental involvement

(iii) The school district plan:

- (iii.1) is filed in district office and available for review by any individual
- (iii.2.1) includes program objectives which describe expectations of what students will learn from the program
- (iii.2.2) includes activities to accomplish the objectives
- (iii.2.3) includes specification of staff members and other resources assigned to accomplish objectives
- (iii.2.4) includes provisions for the annual assessment of program results
- (iii.3) is reviewed annually and revised as necessary

NYSED Career Development & Occupational Studies (CDOS) Student Standards

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.

- 1.1** 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.

- 2.1** 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 -Student will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

3a.1 Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions

3a.2 Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.

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

3a.4 Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.

3a.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.

3a.6 Information management focuses on the ability to access and use information obtained from other people, community resources, and computer networks.

3a.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.

3a.8 Systems skills include the understanding of and ability to work within natural and constructed systems.

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.

B/IS Business/Information Systems: Core, Specialized, and Experiential

HS Health Services: Core, Specialized, and Experiential

E/T Engineering/Technologies: Core, Specialized, and Experiential

HPS Human and Public Services: Core, Specialized, and Experiential

NAS Natural and Agricultural Sciences: Core, Specialized, and Experiential

A/H Arts/Humanities: Core, Specialized, and Experiential

Adapted from: <http://www.p12.nysed.gov/cte/cdlearn/documents/cdoslea.pdf>