Overview

The mission of the Olean City School District is as follows:

The Olean City School District is a Student-Centered Community of Excellence in which all members are challenged to learn, achieve, contribute, and innovate.

To achieve its mission, the district is committed to creating a systematic framework that acknowledges the academic, physical, and social development of pupils in distinct stages over time. Guidance and pupil-related services are a critical component of this framework. Our guidance department provides a wide variety of services at all grade levels. These services are a benefit to students, parents, and teachers alike. While the quality of services we provide to our community depends on a well-organized and articulated plan, it is worth noting that our counselors play a unique role in the lives of our students. Their role is as flexible and adaptable as the needs of our students. The purpose of the plan is to articulate as completely as possible the services and programs that the Olean City School District Guidance Department provides.

State Regulations Regarding Guidance

The state regulations reprinted below provide the overall structure for our guidance and pupil-related services, as well as the structure of this document. Guidance counselors, in varying degrees, also base their programs on the National Standards for School Counseling Programs, generated by the American School Counselor Association.

From NYSED Part 100.2 Regulations

J. Guidance programs.

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

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 career planning skills is 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 by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and
d. The services of personnel certified or licensed as school counselors.

iii. Each school district shall develop a district plan that sets forth the way 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, 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 the expectations of what students will learn from the program; activities to accomplish these objectives; a specification of staff members and other resources assigned to achieve 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 non-public secondary school shall provide a guidance and counseling program for students in grades 7–12.

Annual Review of Guidance Plan

The guidance plan will be reviewed by building principals and guidance departments on an annual basis. This review is to be completed in June of each school year. During the review, the results for the previous year and goals for the upcoming year will be evaluated. Additionally, changes will be made to this plan as necessary. This review will be documented and made available to the Superintendent.

OCSD Comprehensive Guidance Plan Goal/Vision

The Goal/Vision of school counseling at the Olean City School District is to help every student acquire the academic, career, and interpersonal skills needed to reach their full potential as a productive member of society. Our students will learn how to be resilient and responsible citizens who respect the differences and diversity of others, while developing their academic and career skills to become lifelong learners and contributing members of their community.

Olean City School District Vision Statement

•The Olean City School District will support excellence by holding everyone to high standards in academics, character, extracurriculars, and service.
•Our district will uphold a culture of acceptance, inclusion, and equity for all, while embracing the diversity of our community. We will create and foster a safe and positive climate for our students, staff, and families that is adaptive to the ever-changing needs of society.
•Our students will graduate future-focused, engaged, resilient, and prepared to achieve their goals.
•Our staff will be learner-centered, innovative, inquisitive, professional, and committed to student success.
•Our families will be engaged, collaborative partners in academic success for all.

Mission Statement

The Olean City School District is a student-centered community of excellence in which all members are challenged to learn, achieve, contribute, and innovate.

Guidance Plans

Grades K-3

The K-3 Guidance plan is designed to meet New York State regulations. In addition, the National Standards for School Counseling Programs are referenced throughout this plan. This plan is carefully designed to focus on what students should know, comprehend and be able to demonstrate to enhance their development. The plan addresses the academic, career, and social goals of each student.

Service: Classroom Guidance Lessons for DASA (Dignity for All Students Act) for Social and Emotional Development

Program Description:

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
Dignity and No Bully Presentation What is Bullying? Students will learn what bullying is and is not. Students will learn Bully Tools (strategies and techniques) – what to do and who they can talk to if someone is being unkind to them or someone else. Implementation of 7 habits: School wide PACK Time: daily (WW) Classroom teachers to implement along with School Counselor	K-3	Counselor 30-40 minutes per class	Classroom and School Posters OCSD Code of Conduct Students Rights and Responsibilities Role Play Entire School Community Bullying Pledge Cards (WW) Bullying Lessons per classroom (WW) Bullying Surveys (WW) Teacher, Support Staff, and School Wide Community Collaborate with CUTCO for community involvement, designated	Students will gain an understanding of the meaning of the Dignity Act. The goal is to create a safe school where students can learn without being afraid that someone will be mean to them. To teach everyone the school wide rules: To Be Safe To Be Respectful To Be Responsible To discuss the school wide expectation that we are respectful and nice to everyone. Students will gain an understanding of empathy and problem solving. Identify eight things they can do to make a friend.

Kindness Ambassadors (EV) Leader boards: School wide initiative,	PreK-2 Third graders nominated as Ambassadors	Counselor Third grade teacher Bi-Weekley Friday meetings and other events	CUTCO Kindness Ambassador-end of year Posters	Staff and students collaborate to promote a safe, kind, positive school environment

Service: School-Wide Positive Behavior Program

Program Description: PBIS (Positive Behavioral Interventions and Supports) - To promote positive school climate and culture.

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
PBIS Behavior Stations **EV and WW** Students will learn the school wide behavior expectations in regard to : Arrival Dismissal Lunch Recess Bathroom Homework	PK-3	Various Staff Classroom Teachers Principal Counselor	Posters Announcements BUG cards given to students (Being Unusually Good) to acknowledge good behavior (EV) Classroom acknowledgements (at teachers' discretion) (WW)	Students will gain an understanding of how to engage in safe, responsible, and respectful behavior, and to be accountable in the school environment and as a member in their community. Recognition of expected behavior.

Service: Character Education School-Wide Program

Program Description:

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
Description: 7 habits focus on developing on creating leaders who are nurturing, supportive, and those who seek to make a difference. Please add: 7 habits: Habit 1: Be Proactive Habit 2: Begin with the end in mind Habit 3: Put First Things, First Habit 4: Think Win-Win Habit 5: Seek First to Understand Than To Be Understood Habit 6: Let's Synergize Habit 7: Sharpen the Saw The leader in Me, 7 Habits for the purpose of increasing school wide	PK – 3	Various Grade Levels introduce, define, teach Character Traits.(7 habits) Various presenters introduce, define, and teach the 7 Habits. All Staff – throughout the month. Counselor Principal	Classroom and school posters Bulletin boards Daily announcements Monthly Cutco Recognition Luncheon (EV) Counseling Chats with Kelly: Monthly Newsletter School Community PTO Community Sponsors Leader boards Stellar Squad luncheon	Students will gain a sense of pride and acknowledgement as they are recognized for demonstrating that character trait. Students will be more invested in their school community and be an active and productive member of their entire community. To strengthen individuals, families, school community and entire community by instilling a strong sense of values. Teaches values for life, promotes problem solving, and stimulates students to think critically and act morally. Develop

Habit 1: Be Proactive Habit 2: Begin with the End in Mind Habit 3: Put first things first Habit 4: Think win-win Habit 5: Seek first to understand, then to be understood Habit 6: Synergize Habit 7: Sharpen the Saw You're A Mean One Mr. Grinch (WW) Kindness Carnival (EV) RAOK-Random Act of Kindness – February (WW)	PreK-3rd	Counselor-Various Staff Counselor 3rd grade teacher Kindness Ambassadors Staff Volunteers -Games -Activities -Food and drinks	Kind Acts will help the Grinch heart grow over the holiday season. (WW) School wide Bingo "calls" highlighting Random Acts children can do each day. Along with Random Acts children can partake in when out in the community setting- Each example of the Random Act is displayed in the hallway. (WW)	empathy for others and accountable for self. Students will be more invested in their school experience along with their community. Understanding the importance of feelings (self and others), responsibility, and accountability. Students will understand and gain the importance of Kindness, Generosity, and the art of giving. Students will also receive a sense of pride when they help not only here at school but in the community as well (to be an active and productive member of their community).

Service: Classroom Lessons for Personal Safety, Social and Emotional Well Being, and Healthy Self

Program Description:

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
"Too Good for Drugs Program" (EV)	Grades K - 3	CASA-Trinity Staff 8-10 week program 30-40 minutes/lesson	Classroom presentations	Students will gain an understanding of everyday safety and survival skills. Students learn goal setting, decision making, dangers of drugs, resistance to substance abuse, resistance to negative peer pressure, conflict resolution, communication, and social and emotion competency.
Fire Prevention and Safety CARES Program WW	PK - 3	Olean Fire Department Staff 45-minute lesson	Booklets	Students will gain an understanding of everyday safety and survival skills for fire safety and prevention. Learn about such things

SBU reading initiative WW Big brother and Big Sister WW Reading night	PK-3rd	2 times a school year for 2 hours	All staff and families are welcome.	as: Stop, Drop and Roll, never play with fire, have a meeting place outside the home, dialing 911 for emergency, smoke detectors and who to get help from, and what to do if their personal safety has been compromised.
Halloween Safety Dental Program	PK – 3 Pk-3	Olean Police Department 30-45 minute lesson Community Supports	Pk-3	Students will gain an understanding of everyday safety and survival skills for Halloween Safety. Students will gain an understanding of importance of staying with an adult for Trick or Treating, having candy checked, not entering homes, using reflective strips or a flashlight, etc.

				Students will gain an understanding of proper dental hygiene, the importance of regular dental check ups and how to brush their teeth!

Service: Individual Counseling

Program Description:

Activities	Target Group, or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
Counseling for students with mandated IEP counseling, as well as non-identified students – ERSS counseling. Students will learn a wide range of feeling vocabulary, coping skills, emotion management, and problem-solving strategies. Crisis Counseling as needed. Interventions, referrals and follow up as needed	Grades PK - 3	Counselor As mandated As needed	Scenarios Activities Books Role Play Counseling Programs Social Skills/Social Stories Game Play	Students will be taught skills to help them be successful in the school. For example: problem solving, self-evaluation of feelings and behavior, coping skills, social skills training, strategies for interacting with peers and adults, discussion of safety issues, gain better understanding of self, impulse control, anger management, conflict resolution, bullying issues and using words to communicate and solve problems

Check in/Check out as identified through our PBIS program				(advocate and problem solving skills)

Service: **Small Group Counseling**

Program Description:

Activities	Target Group, or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
Counseling for students with mandated IEP counseling, as well as non-identified students – ERSS counseling.	Grades K - 3	Counselor As mandated As needed	Scenarios Activities Books Role Play Counseling Programs Game Play Mindfulness Grounding techniques	Students will be taught skills to help them be successful in the school. For example: problem solving, self-evaluation of feelings and behavior, coping skills, social skills training, strategies for interacting with peers and adults, discussion of safety issues, gain better understanding of self, impulse control, anger

			Proactive social skills to include communication skills and friendship making Emotional regulation Social Skills/Social Stories	management, conflict resolution, bullying issues and using words to communicate and solve problems.

Service: Liaison / Referral Resource to Outside Agencies

Activities	**Target Group or Subgroup**	**Staff Assigned & Time**	**Other Resources Assigned**	**Outcome**
Conferences, Phone Consultation with agencies such as Child Protective Services, Doctor and Staff, Therapists School Wide PTO Fundraisers-purpose of increasing school wide connectedness, and pride in self and learning (WW)	PK – 3	Counselor Teachers Student	School Community	Promote health, safety, and wellness of students by communicating and coordinating with outside agencies Academic Development Personal/Social/Physical Development Students will gain an understanding of empathy and living respectfully in the school community. Incorporates social and

Monthly newsletter (WW) Attendance program (ww and EV) Provide community Based Resources ESL program (English as second language)				emotional development and teamwork. Students will be more invested in their school experience, academically, socially, and emotionally, awareness of community resources, volunteer opportunities, and responsibility as embers of a community Students will have the support of home and school working together for the purpose of optimal learning. Academic Development

Service: Consultation

Program Description:

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
Student Conferences Team Meetings RTI (Response to Intervention) participant Meet with students, parents, faculty, teaching assistants, and/or administrators for the purpose of increasing student success and school connectedness Conferences about students with parents, faculty, teaching assistants, and/or administrators for the purpose of increasing student success and school connectedness. (WW) RTI and MTSS Implementation of FBA/BIP and other individual plans (consult/follow up) data tracking and progress monitoring (WW) Teacher consultation	PK – 3	Counselor	Interventions concerning attendance, academics, behavioral, and adjustment problems	Student connectivity and success will be increased due to communications between home and school.

Backpack Program Attendance Liasion	Children identified As high need Children identified with high rate of absenteeism	Building Principal and assigned staff Attendance Liaison	NA NA	Building stronger connections with home and school! Ensuring absenteeism rates decrease over a period of time and the rate in which kiddos attend school increases. Articulating the importance of school and accountability.

Service: Quiet Morning Program / Lunch Bunch/Quiet Recess

Program Description: A small group, supervised activity for students experiencing behavioral difficulties during large group morning program.

Activities	Target Group, or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
Quiet Morning Program for breakfast and supervised activities before school for students referred by the principal (EV) (WW) Alternative AM arrival program- referred by	Grades K - 3	Aide Consultation with Counselor	Mealtime (breakfast/lunch) Activities Books Games/social skill games Sensory outlets	Students will be taught skills to help them be successful in the school and community setting. Students are provided with a calming safe space to reset and relax. Connect, with mind, body, and soul.

principal/counselor based on behavioral needs Lunch Bunch to promote camaraderie and a quiet safe space. Quiet Recess: sensory seeking kiddos: provide a safe space for relaxation and safety.			Calming music	

Service: Social and Emotional Development

Program: Various School Activities to promote social and emotional development, belongingness, empathy and caring.

Program Description:

Activities	**Target Group or Subgroup**	**Staff Assigned & Time**	**Other Resources Assigned**	**Outcome**
Stellar Squad Lunch Bunch "Circle time"	Grades PK -3	Principal Teacher(s) Support Staff	School Community	Students will gain an understanding of empathy and living respectfully in the school community.

PBIS stations		Counselor		Incorporates social and emotional development and teamwork.
School Wide PTO Fundraisers Purpose to increase school wide connectedness, and pride in self and learning, service learning	PK - 3	Teachers Created by Kindness Ambassadors and Counselor/3rd grade teacher Located in Main Office to be signed out.	School Community	Students will be more invested in their school experience - academically, socially, and emotionally. Awareness of community resources, volunteer opportunities, and responsibility as members of the community.
Various Family activities that include but are not limited to: Open House Night with Santa, Ice Cream Social, Reading night at Bradner's Stadium Ice Skating Book Fair (EV)	PK - 3	Various Faculty and Staff	All Families Notice Home – Newsletter Robocall Parent Square notification	Build positive school and family connections and relationships.
Animal Guy Program (EV) (WW)	PK - 3	Presentation by Mr. Morton	Teachers	Students will learn about various animals that live on the farm. They will learn about

PTO Events EV and WW 7 habits SEL circle time (PACK time) Night with Santa Reading nights: Read with your hero Animal Guy Book Fairs (PTO) Field day (PTO/PE)				habitat, products, needs, survival, and gain empathy for other living creatures.

Service: Attendance Improvement –

Program Description

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
Improve attendance for students with Chronic Absenteeism. Morning follow up to each family for all absences. Individual assessment of & intervention with	K - 3 Tiered, target three levels of intervention	Principal, Counselor, Teachers Cattaraugus Community Action, Inc.	Secretary for daily phone call follow up. Secretary to send letter from principal. Dedicated school office 5 days per week. (EV)	Goal is reduction in absences and tardies, improved academic success and achievement. Goal to strengthen family systems that support positive

students exhibiting 15% or higher absentee rate. Letter from principal on case-by-case basis for chronic absences. Attendance Support Program Early Intervention Program			Home Visits. (WW)	relationships with school and promote value of education

Program Description: **School Wide Training of Growth Mindset – change to Seven Habits**

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
School Wide Training of Growth Mindset 7 Habits- all staff training PACK time (SEL) – all staff	PK - 3	All staff	Principal	Focus on process of refining language used by staff when students fail a task. Fostering a healthy school and community family while identifying emotional and social

				factors within self and others.

Service: Classroom Guidance

Program Description: Character Education: Conflict Resolution and Positive Decision Making

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
"Bug Patrol" (WW) Stand up to Bullying Conflict Resolution Using our Voice (advocate) Listening skills Space Invader …teacher recommendations lessons as well	K-3	Counselor 30-40 minutes per classroom session		Students will gain an understanding of identifying a problem, weighing out consequences, behaviors, and understanding the decision-making process. Productive members of school and community

CARES Program (EV and WW	K-3	CARES 30-40 minutes per classroom session		Students will gain knowledge and skills on topics such as conflict resolution, friendship, responsible decision-making, etc. Students will learn to apply these skills and how to be better problem solvers.

OLEAN CITY SCHOOL DISTRICT
GUIDANCE PLAN
GRADES 4-7

The Olean Intermediate Middle School plays a pivotal role in the educational program of our students, transitioning them from elementary school to high school. We address the unique intellectual and developmental needs of young adolescents, offering them the learning tools that will enable them to work towards becoming compassionate, productive, and successful citizens in the 21st century.

The Intermediate Middle School guidance plan addresses specifically how we meet the part 100 regulations by providing services in the areas of:

- Student annual review
- Instruction in career education and career planning
- Advisory for career planning
- Advisory for educational planning
- Advisory to enable students to benefit from the curriculum
- Advisory to assist students having attendance, behavioral, academic or adjustment issues
- Advisory to encourage parental involvement

Service: Individual Counseling

Program Description:

Activities	Target Group or Sub Group	Staff Assigned & Time	Other Resources Assigned	Outcome
Counseling for students with mandated IEP counseling as well as non-identified students.	Grades 4, 5, 6, 7	Counselors As required or needed	Games Activities Books Videos Counseling programs	Students will be taught skills to help them be successful in school. For example: social skills training, effective strategies for interacting with peers and adults, discussion of safety issues, gain better understanding of self, anger management programs, conflict resolution, bullying issues. Academic Development (Standard A, B, C) Career Development (Standard C) Personal/Social Development (Standard A, B, C) Meets state regulations

Service: Small Group Counseling

Program Description:

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
Group counseling for students with mandated IEP counseling as well as non-identified students	Grades 4, 5, 6, 7	Counselors	Games Activities Books Videos Counseling programs	Students will be taught skills to help them be successful in school. For example: social skills training, effective strategies for interacting with peers and adults, discussion of safety issues, conflict resolution, coping skills and bullying issues. Academic Development (Standard A, B, C) Career Development (Standard C) Personal/Social Development (Standard A, B, C) Meets state regulations

Service: Grade 5 Transition

Program Description:

Activities	Target Group or sub Group	Staff Assigned & Time	Other Resources Assigned	Outcome
Intermediate Middle School visitation	Grade 3 students	May, June 4th grade counselor and principal. OIMS/EV/WW teachers	Parent Letter	Students will become acclimated to the Intermediate Middle School building and teachers. Parents will receive information to help their child adjust to middle level.
Classroom discussion about 6th grade	Grade 5 students	June 5th grade counselors OIMS teachers		Discussion regarding changes when transitioning from 5th to 6th grade.
Open House	6th grade students Grades 4, 5, 6, 7	6th grade counselors All Staff	Parent letter and informational packet	Students will receive their locker combinations.
Eschool student portal Training	6th grade	September		Academic Development Personal/Social Development

Service: Liaison / Referral Resources to Outside Agencies

Program Description:

Activities	Target Group or Sub Group	Staff Assigned & Time	Other Resources Assigned	Outcome
Conferences and/or phone consultation with agencies such as Child Protective Services, Outside Counselors and Therapist, Physician's Offices, Probation Department, Attendance Support Program	Grades 4, 5, 6, 7	Counselors As Needed		Promote health, safety, and wellness of students by communication and coordinating with outside agencies. Academic Development Personal/Social Development Meets State Regulations

Service: Parent Communication

Program Description:

Activities	Target Group or Sub Group	Staff Assigned and Time	Other Resources Assigned	Outcome
Phone calls, Conferences, Team meetings Website Parent Letters	Grades 4, 5, 6, 7	Counselors		Students will have the support of home and school working together for the purpose of optimal learning.

Open House Parent Portal Tutorial ParentSquare				Academic Development (A) Meets state regulations

Service: Consultation

Program Description:

Activities	Target Group or Sub Group	Staff Assigned & Time	Other Resources Assigned	Outcome
Conferences about students with teachers for the purpose of increasing student success and school connectedness.	Grades 4 and 5	Counselors		Student connectedness and success will be increased due to communications between and between home and school.
Team meeting about students, with and without parents for the purpose of increasing student success and school connectedness. Conferences with principals for the purpose of increasing school success	Grades 6 and 7	Counselors		Academic Development (A, C) Personal/Social Development (A) Meets state regulations

decreasing discipline issues.				

Service: Classroom Guidance Lessons for Personal Safety

Program Description:

Activities	Target Group or Sub Group	Staff Assigned & Time	Other Resources Assigned	Outcome
"Too Good for Drugs Program"	Grade 5	CASA-Trinity Staff 8-week program 5th grade – Jan - Feb		Students learn goal setting, decisions making skills, dangers of drugs, how to deal with peer pressure and ways to overcome mistakes.
DASA Information	Grades 4, 5, 6, 7	1st semester	Bully folders for all students	Students can read and learn about bullying and ways to stop them. Folder also discusses cyberbullying and internet safety rules.

Service: Annual Review

Program Description:

Activities	Target Group or Sub Group	Staff Assigned & Time	Other Resources Assigned	Outcome
The counselor will meet with students individually who are potentially in jeopardy of failing and will meet with their students two times per year to check on overall progress.	6th and 7th grade students	Counselors Jan and June-jeopardy of failing Sept-October-progress Feb-March-progress		Students will understand deficiency areas needing improvement before the end of the school year. Counselors will improve communication with students to help build rapport, social-emotional learning and support.
The 5th grade counselor will meet individually with their students one time per year.	5th grade	Counselor: Sept-October		
The 4th grade counselor will meet individually with students at least one time per year, or more if needed. Fourth grade counselor will participate in weekly Pirate Muster Program and SEL clubs.	4th grade	Counselor: Sept.-June		Address current issues and support social-emotional learning.

Service: Advisory / Addressing Attendance, Behavioral, Academic or Adjustment Issues

Program Description:

Activities	Target Group or Sub Group	Staff Assigned & Time	Other Resources Assigned	Outcome
Class meeting	Grade 6, 7 per team	Administrator and team counselor	Code of Conduct Student Guidelines	Students are familiarized with the school expectations of behavior and attendance.
Monthly attendance meetings	Grades 4, 5, 6, 7	Administrators, Attendance personnel Attendance Support personnel Counselors	OCSD attendance policy	Members will discuss students in jeopardy of students in non-compliance with the OCSD attendance policy.
Attendance Support meetings	Grades 4, 5, 6, 7	1x Month Daily, varies	Attendance meeting data, copies of discipline slips for students	Counselor is aware of students experiencing attendance and/or disciplinary issues.
Probation Meetings 5x per school year.	Grades 4-7	Counselors, Administration and Probation Officer		Updates and discussion regarding students on probation.
Team Meetings	Grades 6-7	As needed with teacher, counselor and admin.	Attendance, discipline, report cards	Address barriers to success
Parent/Teacher conferences	4-7	November and April-Teacher and Counselor	Report Cards-Progress	Address barriers to success

Guidance Plan

8 – 12

The high school guidance program provides services in the following categories:

A. Education and Career Planning
    1. Annual review of each student's educational progress and career plans
    2. Instruction at each grade level to help students learn about various careers and about career planning skills.

B. School Success/Parent Involvement

C. Student Interventions
    1. Programs to help students who exhibit any attendance, behavioral or adjustment problems.

Education – Career Planning

One of the fundamental components of the 8 – 12 counseling program is the goal of preparing students for life after Olean High School. This process involves making parents and students aware of academic requirements as well as providing appropriate and rewarding school experiences to students. The high school guidance counselors provide transitional programming at every stage, with the ultimate goal of the student making adjustment from high school to college, the military or post-secondary employment.

An annual review of each student's educational progress and career plan occurs. Counselors develop appropriate schedules for students that align with the state and local learning standards as implemented by the New York State Department of Education. College fairs, the processing of college applications, and providing students access to military and college representatives contribute to a comprehensive school career program.

Instruction is provided at each grade level to help students learn about various careers and about career planning skills.

Service: Instruction/Career Planning

Program Description

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
Begin discussions about careers and career planning	All 8th Grade 8th Grade	Counselor Annual Review, classroom guidance activities		Students will outline their strengths, interests, and some career possibilities proposed.

Student Annual Review- The counselor will meet individually with 8th grade students throughout the year, review current abilities/interest and future plans and complete the annual review assessment and choose appropriate courses for 9th grade.		Counselor/20 min per student during fall and/or spring. 3-hour prep time and/or classroom guidance sessions.	-HS Curriculum guide -Annual review form -Student cum. Records -HS course selection sheet -Teacher recommendations	Students will have a clear understanding of: -Some tentative post HS plans and careers -Their academic strengths and weaknesses -Their interests/abilities -Their proposed HS program for 9th and subsequent years -How their academic program connects to their post HS plans

Program Description: Annual Student Review

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
Counselor will meet with students individually to review graduation requirements and future career plans. **Objective** – To ensure personal communication regarding progress towards graduation requirements. **Activity** – Counselors discuss next year's course and review career goals for each student	Grades 9-12	Counselors **Time –** School Year 40 minutes per student. (20 minutes in the fall and 20 minutes in the spring)	High School and guidance offices, annual review sheets, four-year plan sheets, permanent record folder information. **Preparation –** *Hold 2–20-minute conferences with approximately 130-145 students *Develop materials to be used	Student/parent/counselor interaction assures optimal student academic performance as well as understanding of high school graduation requirements.

Program Description: College Application Process

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
Objective-Completed college applications need to be processed. Objective to provide students with yearlong guidance and supervision in the college application process. **Activity** – Students meet repeatedly with their counselors to review the application process, ask questions, and review college applications. Counselors write and collect needed recommendations and complete counselor portions of applications. Mid-year grades are forwarded to colleges. Final grades are mailed to the college of choice.	Grades 12	12th grade counselors, guidance secretaries **Time –** Year-round	College applications, transcripts, recommendations, computers	College bound students/parents will have a clear understanding of the college application process and timeline to complete tasks. Parents will receive letters, newsletters or ParentSquare messages to make certain that they are aware of the needed steps toward completion.

Program Description: College and Career Planning

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
Students need to be knowledgeable about careers and the educational requirements necessary to qualify for jobs in those fields. **Objective** – To have students explore careers that fit their interests and abilities, facilitating their college selection process. **Activity** – Meet with students during individual conferences and/or classroom guidance activities. Once a general pathway is decided upon, considering a variety of other factors including college size, geographic location, entrance difficulty will be factored into the search. Career occupation outlook resources may be used, if needed.	Grades 8-12	Counselors **Time –** Year-round	Desktop computer, student laptops, classroom teachers, counselor reference manuals. **Preparation** – order application resources, instruct students how to perform college searches through the internet. Instruct students on utilizing online occupation resources, when needed.	Students will be knowledgeable of career and college information, expectations, and requirements. Students will learn where they can access this information on the internet.

Program Description: Annual Student Review

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
Objective – To review all change requests and to assess their validity consistent with state and local expectations. **Activity** – 1) Students must discuss schedule changes with their counselor. After discussing the change, including the student's intentions, the counselor will determine whether the change is in the student's best interest. 2) Teacher and parent input will be ascertained. Once the counselor validates the possibility of the change, the student will obtain the appropriate form from his/her counselor and get appropriate signatures. 3) Once the change is approved then it is made via the computer schedule system. New schedules are printed and given to students and involved teachers. 4) For teacher/counselor requested changes, (i.e., lab additions/deletions, 5.5 credit(minimum) check, etc.) – changes will be made, and the student informed via a new schedule. All necessary teachers will be notified of the changes.	Grades 8-12	Counselors, teachers, administrators **Time** – Year-round	Change requires forms, computer, up-to-date master schedule.	Relevant changes will be made which do not limit or diminish student opportunity. Continuous behavior issues will be addressed via schedule changes with administrative approval. Schedule changes will enhance, not detract from, the quality of the education that student obtains and assist in the overall academic success of the student. Students are encouraged to maintain a rigorous course schedule to ensure preparedness for post-high school options.

Program Description: Maintain Cumulative Records

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
The school is required to keep a cumulative record of individual student's academic progress, diploma type, and testing information. **Objective** – To accurately maintain all relevant student information in a confidential central student file. **Activity –** Counselors maintain scheduling, diploma type, career pathway, standardized testing, student course drop forms, interventions attempted, support given and other overall information on how each student is progressing towards graduation.	Grades 8-12	Counselors, teachers, administrators, guidance secretary. **Time** – Year-round, ongoing	File folder for each student Grade book software Counselor Records and Logs	An accurate comprehensive confidential student file will be maintained for each student.

Program Description: New Student Placement

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome

Need – As new students enter the school district, assessment is required to determine appropriate placement, including possible special education or advanced consideration. **Objective** – To assess instruction at levels of new students entering the district. **Activity –** Review all records from previous school including 8th grade assessment. Call former school if necessary.	Grades 8-12	Administration, Guidance Counselor **Time** – Year-round	Standardized tests	Ensure that all new students are appropriately placed in academic courses, academic support with appropriate referrals completed.

Program Description: Documentation and Information Maintenance

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
Every aspect of counselor responsibilities requires documentation and record maintenance. **Objective** – To accurately document pertinent information to assure its accessibility when needed. **Activity** – Counselors are always obtaining information about students from many different sources. This	Grades 8-12	Counselors **Time** – Year-round hourly	Transcripts, forms, status, sheets, schedules, computer	Information on students and data on many aspects of student success will be accurately compiled, and maintained for future reference, comparison, and/or evaluation.

information needs to be organized and maintained. Counselors are also frequently asked to compile information regarding students' credits, interventions, etc. which must also be maintained and compiled. Student transcripts are revised repeatedly, and status sheets filled out to track student progress toward graduation. Interim reports and report cards are also done.				

Program Description: Interest Inventory

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
Students need to be aware of how their interests may be related to future career choices. **Objective –** To assist students in learning the importance of selecting a career which matches his/her interests/personality and to explore the careers paralleling those interests. **Activity –** Discussion about careers precedes the activity. Students are offered the opportunity to complete an online interest inventory during the classroom guidance sessions.	Grade 10, 11	Counselors **Time** – September - October	Interest Inventory Preparation – Schedule sessions with each class. Online personality assessments	Students will become aware of the relationship between their personality type, interests, and particular careers. Occupational outlook forecasting may be used.

Program Description: College Fair/College Fair Field Trip

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
Students need to become aware of post-secondary education opportunities in their college selection process. Objective-Students will attend college fairs and meet with college representatives to gather information and determine their mutual compatibility. Activity-Students will be made aware of fairs through newsletters and announcements. Students attend the fairs and talk directly to representatives of the colleges. They can receive firsthand feedback regarding the school's programs, requirements, and environment.	Grade 11-12	High school counselors, Admission representatives, Guidance secretaries. Time-September-March 1hour	Olean High Cafeteria St. Bonaventure University Guidance Newsletter WNY College Consortium Penn-York College Day	Students are encouraged to share the information learned with their parents. Both will have a better understanding of various college program offerings.

Program Description: College Representative Visits

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome

Students are provided with the opportunity to sit down for an extended period with a representative from a potential college. **Objective**-Students will gain clearer perspective of whether a college will be a good match for them. **Activity**-College representatives make appointments beginning in August with guidance secretary. Students are informed of upcoming visits through daily announcements. Students receive passes from Guidance and meet with representatives of their choice and gather needed information on the school. Counselors also meet with college reps to get updates on program offerings.	Grade 11-12	High school counselors, guidance secretaries. **Time**-September through March	College profile sheets. Olean High Guidance Office. Olean High Conference Room	Parents are made aware of the visits through ParentSquare, and students will be able to assess if the colleges have the programs that they are looking to study.

Program Description: Junior Conferences

Activities	**Target Group or Subgroup**	**Staff Assigned & Time**	**Other Resources Assigned**	**Outcome**
Juniors need information regarding careers, college majors, the college/career application process	Grade 11-12	Counselors **Time**-Fall and Spring 20 minutes per student	Transcript, activity sheet, parent recommendation forms, SAT/ACT	Students will have the necessary information to begin/continue the college career search process. Students will be aware of

and their progress towards graduation and their goals. **Objective**-To explain the college/career application process, gather information on future plans, and give information on colleges. **Activity**-Counselors meet with each junior and go over course selections for next year. The college application process is explained. College visits are strongly encouraged and college search information and resources are reviewed. Graduation requirements, diploma type, recommendations, SAT/ACT needs are discussed.			registration packets, college planning guide. Preparation-Review information to be covered and given out in conference. Update all sheets for students. Review each student's transcripts; determine sequences, credits, diploma type, course and exams needed. Schedule a conference with each student.	graduation requirements and importance of academic rigor and maintaining high grades.

Program Description: Senior Conferences

Activities	**Target Group or Subgroup**	**Staff Assigned & Time**	**Other Resources Assigned**	**Outcome**
Counselors need to review graduation status, post high school plans, and the college admission process with seniors. **Objective**-To assist seniors with post high school planning and	Grade 12	Counselors **Time**-September - December 20 minutes per student Counselor-Senior class meeting with	Transcripts, activity sheet, Senior data sheet, SUNY applications, Common App, SAT/ACT registration information, college catalogs, important dates for senior	Students understand the college admissions process, Financial Aid preparations and when to begin important scholarship searches.

review courses required for graduation. **Activity**-Counselors meet with each senior and explain the college application process, including importance of college tours, recommendations, and resources available. Counselors review how to fill out college/career applications correctly to meet college admissions standards, deadlines, and get financial aid. Graduation requirements, diploma status and transcripts are also reviewed.		presentation during opening week of school to reinforce important tasks to be completed throughout the school year.	year, preparation time for updating information and handouts. Preparation-Review information to be covered and given out in a conference. Review each student's transcripts; determine sequences, credits, diploma type, courses and exams needed. Fill in graduation status for each student, and Regents form for exams as needed. Schedule a conference with each student	

Program Description: Military Advisement

Activities	**Target Group or Subgroup**	**Staff Assigned & Time**	**Other Resources Assigned**	**Outcome**
Students who are interested in the military as a career need to gain information and access to recruiters. **Objective-**To provide the most up-to-date information regarding opportunities in the military.	Grade 9-12	Counselors and military personnel, guidance secretaries. **Time**-Year round	Information packets, meeting room. **Preparation**-Phone conversations with recruiters to set up visitations. Meet with recruiters to discuss	Students will receive information regarding possible options in military service.

Activity-Advisement sessions with members of the armed forces. Military representatives regarding ROTC and admission to the service academies, conduct seminars at the high school outside of the cafeteria during lunch periods. Armed Services Vocational Aptitude Battery (ASVAB)-optional	11, 12	ASVAB Test Coordinator, Junior Counselor	statistics regarding senior class. Testing room arranged	Students interested in the military receive entrance scores that qualify them for certain military jobs.

Program Description: PSAT Administration

Activities	**Target Group or Subgroup**	**Staff Assigned & Time**	**Other Resources Assigned**	**Outcome**
Students need to be given the opportunity to gain experience with college admissions testing. **Objective-**Provide students with opportunity to take Standardized test in home district. **Activity**-standardized tests, specifically PSATNMSQT, is administered during the first semester of the student's junior year. Exams are announced	Grade 11, 10	High school counselors, teachers, administrators, secretarial staff.	Testing room, testing material, registration forms. **Preparation-**Order PSAT's and plan tests. Prepare digital devices for students and register through Test Day toolkit. Announce test dates on morning announcements. Organize sign ups,	Students will become familiar with standardized testing procedure and the type of questions they can expect when taking the ACT and SAT during their junior and senior years of high school.

through the district newsletter, flyers, ParentSquare, school posters and in school announcements.			collect fees and student information, make spreadsheets. Read exam material to prepare for test administration.	

Program Description: Standardized Test Interpretation/Implementation

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
Students, parents, and administrators need information on student test scores. **Objective-**To provide students and parents with standards to compare students' progress and achievement. **Activity-**Standardized tests are scored and are reported back to the school district. The scores are explained to parents and students as one means of determining student progress. Scores are interpreted by using percentile ranks nationally and grade equivalents.	Grade 11-12	Guidance staff, administrators **Time** -Ongoing	Testing results. **Preparation**-Interpret results of each student.	Students and parent will understand standardized test results and integrate that understanding into learning process.

Program Description: Special Needs Standardization Test Registration

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
Students who possess a physical or learning disability need an opportunity to utilize the special testing services provided through the Educational Testing Service and American College Testing Program. **Objective-**To provide our students with disabilities appropriate accommodations to complete the SAT, PSAT, ACT, or **Activity**-Counselors gather the needed materials and information to fill out registration forms for students with disabilities that are interested in testing.	Grade 9-12	Counselors, School Psychologist, and Special Education teachers. **Time**-Year round	Testing rooms, testing materials, registration forms, IEP's, most recent psychological testing results, credentials, and student health information.	Students with disabilities will participate in the special testing services provided for disabled applicants as to give them every opportunity to do their best.

Program Description: Recommendation Writing

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
Students require counselors to write recommendations to employers,	Grade 10-12	Counselors	Student activity sheets, transcripts, career plans	Student applications will include recommendations, when required which will

scholarship committees, and college admission representatives. **Objective-**To provide comprehensive letters of recommendation for students. Complete questions supporting documents for scholarship or college applications. **Activity**-Counselors will provide recommendations and evaluations to students upon student request. Gather academic, personal information from teachers, parents and student activity forms.			**Preparation-**Read over transcripts, parent recommendations, activity sheets and personal notes to determine focus of recommendation.	enhance the overall presentation of the student's college applications, job application or scholarship applications.

Program Description: CTE Counselor Meeting/Visitation

Activities	**Target Group or Subgroup**	**Staff Assigned & Time**	**Other Resources Assigned**	**Outcome**
Counselors need information and updates regarding career and technical training to better prepare students for post high school careers or exploration for college. **Objective-** Counselors will meet with CTE staff and area professionals to obtain information,	Grade 8 and 10	Guidance Counselors, Career Professionals, Teachers, and Administration. **Time**-On going, BOCES visits in late fall for Sophomores, Spring	CTE program guides and program applications.	Students will gather information regarding programs at the CTE campus that are available to them in their junior/senior years.

which will facilitate technical education experiences for students in grades 11 and 12. **Activity**- Counselors will tour new programs with other counselors. Guest speakers from CTE or area affiliates will provide high school to post-secondary college opportunity. Counselors set up visitations with CTE. Counselors follow up with students, parents and incomplete or missing forms as needed. CTE also requests counselors as chaperones for visitation.		for 8th grade (Future Focus).		

Program Description: Student Visitations

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
Students need exposure to vocational opportunities to make informed decisions regarding their future participation in CTE programs. **Objective-** Counselors will facilitate exposure to technical education opportunities for students in grades 8, 10 and 11.	Grade 8, 10, 11	Guidance counselors, Guidance secretary, CTE personnel, bus **Time**-Year round	Information sheets.	Students interested in BOCES options will select appropriate CTE programs to attend for their junior and senior years of high school.

Activity- Counselors will plan to facilitate half day visitation to BOCES for students to tour programs available to them for the following school year. Students will be informed via announcements and information sheets. Students and a counselor will take a bus to BOCES for the tour.				

SCHOOL SUCCESS/PARENT INVOLVEMENT

The goal of every educator and counselor is to help achieve mastery of the curriculum and graduate from high school well prepared to meet the rigors of post-secondary education and/or the workforce. Improving communication between home and school enhances student success in school. Parents will be informed of opportunities and events through ParentSquare, Newsletters and phone calls.

Aiding in school success also means providing additional support. Additional support may take the form of students tutoring peers or pairing students with teachers or volunteer mentors from the community. Not every student learns in the same way, so a variety of supports are needed to help and encourage every student to find school success.

Family Engagement Counselor and Multi-Tiered Systems Support Counselor

New positions were created in the 2022-2023 school year for the purpose of offering indirect support to students and families. Their anticipated roles include the following supports to K-12 students and families:

- Create supplemental opportunities for Olean students and families to participate in educational workshops, classes, or activities.
- Prepare content to foster family engagement in student success.
- Build relationships with community stakeholders.
- Coordinate and implement family events/workshops to promote family engagement.
- Identify training opportunities for staff to improve family engagement.
- Serve as a resource for families needing community service support.
- Develop Functional Behavior Assessments and Behavior Intervention Plans.
- Collaborate with families, staff, and community members toward student success.
- Develop multi-tiered systems of support, analyzing data involving attendance, discipline, and academic interventions.
- Make referrals to help students and their families receive assistance from other programs and services within or outside the schools.

Program Description: Student Progress Reports/Updates

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
During the school year, parents may request additional updates on their child's academic progress. **Objective-** To provide parents with adequate information on the academic progress of their child. . **Activity**- 1) Parent contacts counselor requesting an academic update. 2) Counselor makes personal contact with student's teachers or sends written form requesting feedback from all teachers involved. 3) Counselor collects information from teachers and calls parent to discuss collected information. .	Grade 8-12	Guidance counselors. Guidance secretary. **Time**-Year round	Telephone, email	Parents will receive timely and informative feedback from teachers on the academic progress of their child. Students' academic performance will improve.

Program Description: New Student Registration

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
Need – To obtain documentation regarding residency as well as health and academic information.	Grade 8-12	Counselors, attendance office – Registration	File folder, registration sheet, immunization sheet, bell schedule,	Students will be scheduled for courses that will allow them to pursue career goals as well

Objective- To ensure that new students do reside within the school district. To accurately place students in classes that correspond to previous academic placements. To make sure students and parents are aware of current programs of Olean City School District. **Activity**- Meet with student parent/guardian to discuss career goals, courses offered and school procedures, proof of residency are reviewed, validated, and copied for the student file.		Time – Year-round office.	district addresses and phone numbers, residency information sheet, list of clubs and activities, bus schedule, school calendar and Code of Conduct.	as meet graduation requirements. Through face-to-face meetings, phone contacts, email, or Parent Square.

Program Description: Parent/Counselor Conferences

Activities	**Target Group or Subgroup**	**Staff Assigned & Time**	**Other Resources Assigned**	**Outcome**
Parents/guardians and counselors need to work collaboratively to enhance student performance. **Objective** – To provide Olean parents/guardians with ongoing academic and social consultation regarding their child. **Activity –** Counselors will meet with parents as needed to discuss student progress or parental concerns regarding academic and social development. Counselors gather	Grade 8-12	High School and middle school counselor Year-round	Student grades, student Standardized test scores, Student progress information	Parent communication will be enhanced to assure student success.

information from teachers via written correspondence to identify student achievement. Counselors may use the phone or personally communicate information to parents. If teachers cannot be present, counselor will communicate conference outcomes with student's teachers.				

Program Description: Intermediate Middle High School Counselor Meeting

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
Objective – To obtain academic and development information for incoming eighth grade students from their middle school counselor. **Activity**- High School counselors meet with the middle school counselors. This meeting will provide an opportunity for the 8th grade counselor to become aware of the special academic and social needs of entering students	Incoming 8th grade – Transition 7-8	High School and middle school counselor Time – May/June	Student records, meeting room	High School counselors will be knowledgeable of the needs of incoming students.

Program Description: Open House

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
Objective – To provide parents/guardians with information regarding current academic programming, thus enhancing communication and promoting support for students' academic success. **Activity**- Parents follow an abbreviated class schedule of their child's typical school day. Teachers disseminate information regarding expectations for each course. Parents are invited to visit counselors and other related services personnel.	Grades 8 - 12	Olean administrators, teachers, counselors, and support staff Time - September	High School classrooms, handouts, student schedules. Preparation - * Provide student schedules *Assist in the development of the program	Communication between school and home is enhanced, Promoting academic success for student

Program Description: Financial Aid Night

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
Parents and students need information regarding financial planning for college and how to complete financial aid forms.	Grades 11, 12	All counselors and guest financial aid speakers. Time – 2 hours	Room, flyers to advertise, other literature, and email. P**reparation –** Contact College/Financial	Parents and students will better understand and successfully complete the college financial aid application process.

Objective – To provide financial planning information and support for parents and students for the complex process of applying for financial aid. **Activity –** Parents and students will be invited to attend financial aid evening programs.			Planning Service Representative. Send information to parents. Prepare handouts	

Program Description: Senior information

Activities	**Target Group or Subgroup**	**Staff Assigned & Time**	**Other Resources Assigned**	**Outcome**
12th graders and their parents need a review of the college application process **Objective –** To dispense college application process information to parents and students as a review of that process. **Activity –** Counselors present information on the application process, financial aid, and graduation requirements. Newsletter or senior checklist will be shared.	Seniors	Counselors – **Time –** September	Mailings, P**reparation –** Update flyer ParentSquare posts TEAMS group	Seniors and their parents understand the college application process. Applications are handed in on time and students apply to appropriate colleges.

Program Description: Junior information

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
11th graders and their parents require additional information and assistance as they continue to plan post high school activities at this time. **Objective –** To inform parents and students of available college and career resources in the high school and to help facilitate their post-secondary school career and education search. **Activity –** Newsletter sent to parents and students to reinforce an organized approach to actualizing their college and career plan.	Juniors	Counselors – **Time –** September - June	Mailings, Preparation – Review other materials to be ordered from various resources.	Parents and students will become more informed on how to proceed with their college and career plans.

Program Description: 7th grade Student Orientation

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
Need-Transitioning students require information about the high school. **Objective –** To provide students with an overview of the high	7th grade	Guidance Counselors, administration – **Time –** May	Set up tour with 7th grade PE teachers and prepare a "Keys to OHS Success" document.	Students will become familiar with school procedures and policies. Parental involvement and support will be fostered, resulting in

school, academic and social expectations, and career pathways. Activity – The 7th grade students will tour the high school and attend any information sessions. Family Engagement Counselor prepares an Orientation Night for upcoming 7th grade students and families		Family Engagement Counselor, HS Counselors, Teachers		increased student academic, social and career/college success. Students and families can become familiar with Olean High School, tour the building, receive preliminary copies of their schedules, open lockers, receive laptops and participate in a welcome dinner. This will ease in the transition to Olean High School.

Program Description: Academic At-Risk/Failure Mailings

Activities	**Target Group or Subgroup**	**Staff Assigned & Time**	**Other Resources Assigned**	**Outcome**
Parents/guardians of students with failing grades need information regarding their child's academic standing. **Objective –** Parent/guardians of students with failing grades will receive clear understanding of their child's academic standing	Grades 8 -12	Teachers, guidance, counseling staff, secretaries **Time –** Student contact after 5-week progress notes and quarterly report cards.	Student grades failure letters. Preparation – Review all student's report cards quarterly *Develop letter and photocopy * Complete letters for each student and mail	Parents will be fully aware of their child's academic standing.

Activity – In addition to ongoing updates of their child's academic progress through typical means, counselors prepare letters for the parents of students who are in danger of failing at the end of the 2nd and 3rd quarters. Additionally, counselors meet with students who are failing courses at the end of every 5 weeks. Students who fail the class are sent a different letter with information regarding eligibility/ineligibility for summer school. Those who are not eligible and fail the grade are also informed.				

Program Description: Guidance, Principals, Communication

Activities	**Target Group or Subgroup**	**Staff Assigned & Time**	**Other Resources Assigned**	**Outcome**
Counselors and administration need to communicate concerns, update upcoming events to each other and work together. **Objective –** To provide counselors and administrative team with a forum to communicate upcoming events, concerns, projects, and trouble shoot potential problems.	Grades 8 -12	Guidance and Principal. **Time –** once a week	Documents, computer printouts.	Effective and consistent communication between administration and the counselors. Principal will have improved understanding of guidance functions and awareness of all ongoing projects. Counselors will obtain administrative support for all efforts to improve

Activity – A counselor designee and the principal will meet weekly to update information, address counselor departmental concerns and strategic solutions and improvements to current systems. At strategic times of the year the principal will meet with the counseling department to update and address procedures that have a school-wide impact, such as end of year graduation procedures.				communication within school and between home and school.

Program Description: Parent/Teacher/Counselor Conferences

Activities	**Target Group or Subgroup**	**Staff Assigned & Time**	**Other Resources Assigned**	**Outcome**
Parent/guardians of students, teachers, and counselors need to periodically exchange information on students, as needed. **Objective –** To provide Olean City School District parents/guardians an opportunity to discuss student achievement with classroom teacher (s) to assure student success. **Activity –**Conferences are conducted in different ways depending on the grade level and	Grades 8 -12	Olean City School District teaching and guidance staff. Year-round	Student grades, student Standardized test scores, student progress information.	Parent communication is enhanced to assure student success. Student achievement and behavior will improve.

student concern. High School conferences are conducted by inviting all teachers to meet with parents to share information on the student.				

Program Description: Grade Reporting

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
To ensure accurate grades, transcripts, GPA, and rank for our students. **Objective –** to successfully maintain student records. **Activity –** Verifying current student grades from previous years.	Grades 9 -12	Counselors, secretaries Time- Year-round	Computer, report cards, calculator	Information sent to colleges and other high schools will accurately reflect student achievement.

Program Description: Regents Diploma Reminder

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
Students and parents need to be aware of what exams are still	Grades 10 - 12	All Counselors and secretaries	Computers and scheduling software, current and accurate	All students and parents will be aware of exams needed to

needed to graduate and/or receive a Regents Diploma. **Objective –** To ensure graduation for all students and increase the number of Regents and advanced diplomas awarded. **Activity –** Counselors compile a list of students who still need to pass state exams to graduate. They also compile a list of students who passed Regents courses but failed the Regents Exams required for a Regents and advanced Regents diploma.		Time – December - May	information on state requirements mailings	graduate and/or obtain a Regents Diploma.

Program Description: Liberty Partnership

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
At risk students need to improve their grades. **Objective –** To provide Olean City School District students with the opportunity to work with a tutor to improve their academic and social success. Activity – Students are referred to counselor to gain assistance with academic/social difficulties. Counselor meets with the child to determine areas of weakness and days of the week	Grades 8 -12	Guidance counselors, students Time – Year-round	Classrooms, guidance office, library	Improved academic performance.

child may stay for extra help. Tutors are identified to help a student having difficulties. Tutoring occurs in the Liberty Partnership area, or in the classroom under the direct supervision of the classroom teachers.				

Program Description: Academic Intervention/Remediation Support

Activities	**Target Group or Subgroup**	**Staff Assigned & Time**	**Other Resources Assigned**	**Outcome**
Students are identified as needing support to help them be successful in school and meet the NYS Learning Standards. Students are identified through standardized tests (NYS Assessments), grades and teacher recommendations. Assisting in the selection, scheduling, and monitoring of students. **Objective** – To help students work towards meeting the NYS Learning Standards and graduation requirements. To assist with selection and monitoring of students. Responsible for scheduling students into Eschool.	Grades 8 -12	Guidance counselors, Teachers Time – Year-round	Student records, test scores, grades, ESchool, Letters Preparation - *Thoroughly review all student records and teacher recommendations *Monitor grades of each student quarterly and make appropriate changes *Maintain accurate records in Eschool *Contact parents	Students receive improved grades in school and meet the NYS requirements for graduation.

Activity – Assisting in the selection and the monitoring of students receiving the following services: after school help, remedial labs, and peer mentoring. Counselors will monitor student progress.				

Program Description: Summer School Mailing/Registration

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
Students and parents need to be notified of course failures, summer school eligibility and summer school registration. **Objective –** To notify parents and students of course failures and summer school eligibility. **Activity** – Counselors gather accurate information from teachers regarding students who have failed courses and/or failed state exams. Counselors fill out appropriate course/state exam, failure and summer school eligibility forms, fold, stuff, level and mail this information to parents and students. Counselors assist in the registration of students for summer school classes.	Grades 8 -12	Guidance counselors, Guidance secretaries, Time – June	Course failure/state exam failure lists, summer school forms, envelopes, postage labels, transcripts. **Preparation** – Update Forms	Parents and students will receive timely and accurate information regarding failed courses, summer school eligibility and registration. Counselors recommend summer school when appropriate to help students stay current with their academic progress toward graduation. Students and parents need to be notified of course failures, summer school eligibility and summer school registration.

Program Description: College Connections Coordination-Jamestown CC, Saint Bonaventure University, Erie CC

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
Objective – To offer courses to students that will expand their coursework and provide a variety of academic experiences at the college level. **Activity** – Designated counselors will work with administration and faculty to expand College Connections/dual enrollment course offerings.	Grades 10 - 12	Counselors, High School Principal, Dual Enrollment Teachers	Course failure/state exam failure lists, summer school forms, envelopes, postage labels, transcripts. **Preparation** – Update Forms	Parents and students will receive timely and accurate information regarding failed courses, summer school eligibility and registration.
Placement Testing – Any students needing to test will test with their assigned counselor.	Grades 10-12	Counselors 20 periods over 1 week – Retests 10 periods over 1 week	Computer Lab	All students will successfully score to meet college criteria for dual enrollment credit.
Course Registration Students complete registration sheets for class	Grades 10 - 12	Counselors 60 periods over 2 weeks	Classrooms, class lists, file folders	Students will complete registration forms correctly –
Assist students with DualEnroll program completion by established JCC deadlines	Grades 10 - 12	Counselors, parents,	Student digital formats	All students who qualify will have the opportunity to complete registrations to receive dual enrollment credit.

Program Description: Guidance Web Page

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
Students and parents need to be kept aware of ongoing events, standardized testing, and available scholarships as related to guidance office. Curriculum guide and graduation requirements are also available on the site. **Objective –** To provide parents and students with information regarding upcoming events, important dates, and resources available to receive. **Activity** – High school counselors will provide the webmaster with information outlining scholarship opportunities, testing dates and links to college research websites to maintain a comprehensive web page.	Grades 8 -12	Counselors, secretaries, web master	CEEB code, various scholarship links, College based websites, handouts for annual review, Newsletters.	Web page used as another communication tool. Parents and students will access the websites to become more aware of various functions of the counseling office and where to find needed information.

Program Description: Counseling Newsletters/Timelines

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
Students and parents need to be kept aware of various activities and testing as related to the guidance function. **Objective –** To inform parents and students of important dates and events, such as standardized testing, scholarship deadlines and financial aid nights. **Activity** – Guidance counselors will develop a guidance newsletter outlining scholarship opportunities, important dates and deadlines.	Grades 8 -12	Guidance Counselors, guidance secretary. Time-Year-round.	College Board, scholarship resources, military resources any timely information	Parents and students will become aware of all information regarding standardized testing, scholarship opportunities, upcoming events, and college and career planning.

Program Description: Guidance and Counseling Website

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
As school personnel it is essential to communicate with students,	Grades 8 -12	Guidance Counselors,	Access to download links, handouts,	Greater communication with students, parents, and the

parents and the community using as many means as possible. **Objective –** To enhance communication between the school, home, and greater Olean community. To take advantage of the emerging technology that is available in our district. To offer more immediate information to the community on Guidance office initiatives and programs Activity – Update the guidance portion of the website from the main home page for parents, students, and the community to access. Important dates, tips for parents, career resources, graduation requirements, and all program information will be made available online.		Computer technology, Administrators, Time – Year round	informative websites, career information, etc.	community. The ability to offer information to the school community using multiple media options and correspondence.

Program Description: Scholarship Bulletin

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
Students need to be aware of the scholarship opportunities available from Olean High School and community agencies. **Objective –** To help students research potential scholarship opportunities. **Activity** Students are made aware of scholarships through the scholarship	Grades 12	Guidance Counselors, Time – Year round	Mailings, community resources, websites, school news broadcast, guidance office scholarship rack. ParentSquare announcements and updates	Students will become aware of and apply for various scholarships and recognition.

bulletin. The bulletin is continuously updated with the most recent scholarship available to the students. Bulletin is broadcasted daily. All scholarships also displayed continuously in the guidance office invitations or announced through email, TEAMS and/or ParentSquare. Students and Parents are made aware of the scholarship opportunities through the Cattaraugus Region Community Foundation and strongly encouraged and frequently reminded to apply.	Grade 12	Grade 12 counselor-February-April	ParentSquare, letters, school announcements, TEAMS messaging to seniors	Students will have access to many scholarships offered through the CRCF and reminded frequently to apply for them.

Program Description: IEP/504 Review

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
Students and parents need information regarding the student's academic program and progress made for that year. A student's IEP/504 is reviewed each year. **Objective** –To assist students in meeting their full academic potential. **Activity** Counselors attend their counselor's IEP/504 meetings, as needed. They provide	Grades 8-12	Director of Special Education, school psychologist, parent advocate, special education teacher, guidance counselor, student, parent, and regular education teacher. **Time** – Annually	Copy of report card/interim, student's file, copy of transcript, course selections for following year, sheet for annual review notes. IEP or 504 Plan. Preparation - *Attend meetings for each student.	Students will be placed in, or remain in, an appropriate program with appropriate accommodations.

academic and career information and updates as known about their counselor to assist in assessing the appropriateness of the student's IEP or 504 Plan. May also provide information about the student's study habits or difficulties. Counselor will also provide information on student's course selection for the following year.				

STUDENT INTERVENTIONS

Optimally, students would always come to school ready to learn. However, there are several reasons that this may not be the case. Examples are problems at home, conflicts with peers or teachers and learning difficulties. When these issues arise, students are offered interventions within the school and/or a referral to outside agencies. Interventions are used when students have attendance, behavioral, home, or academic problems.

In-school interventions may consist of crisis counseling, individual counseling, or referral to the committee on special education.

Often issues that students and families deal with are beyond the realm of what the school can offer. When this arises, referrals are made to community agencies. This could involve outside counseling or intervention services. These interventions are all focused on putting the student and/or family in a better position to be successful.

Program Description: Social Emotional Learning

Activities	Target Group	Staff Assigned & Time	Other Resources Assigned	Outcome
Emotional Regulation and Mental Health Awareness	8th grade students	Counselors, 8th grade English teachers	Cattaraugus County Department of Health	To build 8th grade students social – emotional skills and empower them to recognize healthy lifestyle choices and when/how to ask for help from adults.

Program Description: Academic Intervention

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
Students referred by faculty of parents who are experiencing academic or behavioral difficulties. **Objective –** To provide an appropriate recommendation to improve student's school performance. **Activity** – Monthly meetings of the building team consisting of appropriate school personnel may include building	Grades 8 -12	Counselors, school special education teachers, general education teachers.	Meeting room. Preparation – determine timeline of meetings. Updates and any other requirements they may need planning/discussing.	Recommendations include behavioral interventions, referral to CSE, counseling, outside agencies, and other school programs. Suggestions are made for classroom adaptations to increase the likelihood of student success. Parents are contacted when their student

principal, counselors, school nurse, teacher, support teacher, director of special education.				is referred and contacted as a follow up in the meeting.

Program Description: Individual Counseling

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
Students may be referred by parents, teachers and outside sources that are experiencing difficulties which impede their academic progress. **Objective –** To provide a positive affective response to students and faculty with the previously mentioned need to work towards resolving problems/issues that are preventing academic success. **Activity** – Individual counseling with students who are experiencing difficulties such as acting out behavior, anxiety, depression, issues concerning school, etc. Short term counseling and referral for outside treatment may also be identified at this time.	Grades 8 -12 Year round	Guidance Counselors	Brief counseling	Students will develop strategies to assist them in becoming more successful both academically and socially. Identification of appropriate referral source and/or counseling treatment plan to develop stability for the student.

Program Description: Crisis Intervention/Evaluations

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
Students experiencing or demonstrating extreme emotional distress within the school environment require immediate intervention. **Objective –** To diffuse dangerous or hazardous situations to stabilize the student to integrate them into their normal classroom routine. **Activity** – Provide assessment for students who are expressing suicidal or self-injurious thoughts. Provide appropriate interventions including notification to student's parents	Grades 8 -12 Year Long	Guidance Counselor, Time-Year rounded Adminstration	Office space	Crisis situation will be diffused. Students will be able to return to classroom. Appropriate referral to outside agencies for follow up, as necessary.

Program Description: Referrals to Community Resources

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome
Some students will require services that are beyond the scope of school services and resources. **Objective –** To provide appropriate and timely referral sources/agencies for students and families based upon their individual needs. **Activity** – Outside treatment provided is contingent upon individual problems.	Grades 8 -12	School psychologists and guidance counselors. Time - Year round	Outside agency pamphlets and written materials.	Students will be connected with the appropriate community service and will be successfully integrated into the school environment.

Program Description: Attendance/Behavioral Issues

Activities	Target Group or Subgroup	Staff Assigned & Time	Other Resources Assigned	Outcome

Parents/guardians need information on their child's attendance and behavior in school. **Objective –** Students will increase their academic performance, attendance, and behavior in school. **Activity** – Counselor meets with student to discuss attendance and/or behavioral issues.	Grades 8 -12	Counselors	Student grades, attendance, and teacher referrals. **Preparation-** *Review student records * Contact parents *Meet with each student to address needs for improvement.	Students will improve attendance, behavior, and academic performance.

Program Description: Liaison with Outside Agencies

Activities	**Target Group or Subgroup**	**Staff Assigned & Time**	**Other Resources Assigned**	**Outcome**
Coordination of services between the school and agencies and/or therapists working privately with a student are necessary to assure that providers are informed and working towards the same goal. **Objective –** To coordinate with caseworkers	Grades 8 -12	Guidance Counselors, school psychologist **Time** – Year-round	Signed parental release giving permission to share information, student records	Improved student success through informed coordination of services

and therapists' interventions to improve a student's academic success and emotional stability in school. **Activity** – Telephone consultation, arranged meetings between students, agency workers or therapist and guidance counselor to discuss current student issues and progress.				

Program Description: Annual Update of Guidance Plan

Activities	**Target Group or Subgroup**	**Staff Assigned & Time**	**Other Resources Assigned**	**Outcome**
To clarify the role and responsibilities of the school counselors. To educate the community regarding counselor roles, responsibilities and time spent on activities. **Objective –** Counselors develop timeline of updating the plan and will provide updated copy to building principal and Superintendent. Counselors review current plans and note any changes to be made, as well as write up needed information on activities to be added. As the need	Grades 8 -12	Counselors, and administrators - June	Updates and any other requirements they may need explaining/discussing.	A document that describes guidance responsibilities as comprehensively as possible.

to stay current and innovative is addressed year to year, changes are made to activities and timelines to meet this need.				

AMERICAN SCHOOL COUNSELOR ASSOCIATION
THE NATIONAL STANDARDS FOR SCHOOL COUNSELING PROGRAMS

The National Standards for School Counseling Programs help School Counselors, school and district Administrators, faculty and staff, parents, counselor educators, state associations, businesses, communities, and policy makers to provide effective school counseling programs for all students.

Academic Development

The academic standards serve as a guide for the school counseling program to implement strategies and activities that support and maximize student learning**.**

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

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

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

Career Development

Program standards for career development serve as a guide for the school counseling program to provide the foundation for acquiring the skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work.

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 success and satisfaction**.**

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

Personal/Social Development

Program standards for personal/social development serve as a guide for the school counseling program to provide the foundation for personal and social growth, which contributes to academic and career success.

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

Standard B – Students will make decisions, set goals, and take necessary action to achieve goals.

Standard C – Students will understand safety and survival skills.

Role in relationship to the School Counseling Program

The Role of the School Counselor:

- To counsel with students individually and in small groups
- To present developmental lessons in the classroom and in small groups
- To serve as a student advocate
- To consult with teachers, administrators, school support personnel, parents, and business/community agencies.
- To participate in school meetings
- To collaborate with parents in creating a positive environment, and encouraging parent participation (newsletters, parenting resource library, parent classes)
- To provide staff development in identified areas of need and an orientation to the school-counseling program.
- To provide leadership in career development of all students

- To facilitate the evaluation of the school counseling program

Program Components: School Counseling Curriculum: Provide all students at all grade levels with knowledge and assistance in acquiring and using the life skills as identified in National Standards for School Counseling Programs (see attached)

Structured Developmental Experiences: The school counselor and other qualified personnel provide structured groups and classroom guidance presentations in accordance with the scope and sequence of the program.

Domains – The content of the school counseling curriculum focuses on three interrelated areas, in accordance with National School Counseling Standards: educational, career, and personal/social development.

Individual Planning: Consists of school counselor directed activities that help all students plan, monitor, and manage their own learning as well as their personal/social development.

Individual Assessment: School Counselors assist students in analyzing and evaluating abilities, interests, skills, and achievement.

Individual Advisement: School Counselors assist students in establishing educational, career, personal, and social goals by involving parents, students, school, business, and community.

Transition/Placement and Follow Up: School counselors assist students in making the transition from home-to-school, school-to home, school-to-school, and school-to-career.

Responsive Services: Consists of activities to meet the immediate needs and concerns of students.

Individual and Small Group Counseling: Counseling is provided on a small group or individual basis for students.

Consultation: School counselors consult with parents, teachers, other educations, and community agencies regarding strategies to assist students (Examples: CSE meetings and Annual Reviews, parent/teacher conferences, teacher consult).

Referral: School Counselors use referral sources to manage related issues such as mental health problems, suicide, death, violence, abuse, and illness.

Program Support: Consists of management activities that establish, maintain, and enhance the total program.

Professional Development: School counselors are actively involved in updating their professional knowledge and skills.

Program Management: School counselors coordinate planning and management tasks that support the activities of a comprehensive, developmental, school-counseling program.

Community Outreach: School counselors participate in activities designed to help them become knowledgeable about business and industry, community resources and referral agencies.

Public Relations: School Counselors orient staff and the community to the comprehensive, developmental school counseling program.

Student Standards and Competencies: The school counseling framework provides a developmentally bases sequence of standards and competencies. Students work toward competencies through planned counseling and learning activities facilitated by the school counselor.

Student competencies define the specific knowledge, attitudes and skills students should obtain. These competencies have been carefully identified and are grounded in developmental theory. Students pass through sequential developmental stages vital to their educational career and personal maturation. At each stage, learning and development must occur to ensure the optimal achievement of each student.

Developmental knowledge and skills can be broadly divided into three domains: Educational, Career and Personal/Social.