

New Paltz Central School District School Counseling Plan 2026-27

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INTRODUCTION

New Paltz Central School District

K-12 Comprehensive Student Support Services Counseling Program 2026-2027

Regulations Effective July 1, 2019

“Amendments to subdivision (j) of section 100.2 of the Regulations of the Commissioner of Education were adopted by the Board of Regents effective July 1, 2017. The amended regulations govern comprehensive developmental school counseling programs beginning with the 2019-2020 school year. The full text of the regulation is available here:

<http://www.regents.nysed.gov/common/regents/files/517brca14.pdf>

Every school district will need to make personnel decisions based on student needs and current staffing configurations. It is important to emphasize the positive effects that school social workers, school psychologists, school counselors, school nurses, health educators, teachers, and parents have on student success when they collaborate and work as a team, offering their respective professional expertise to support the “whole child.”

The Department’s Every Student Succeeds Act (ESSA) State Plan aligns with these amended school counseling regulations by including provisions that encourage schools and districts to adopt a “Whole School, Whole Community, Whole Child” multi-tiered model to promote positive school climates that, in turn, improve student outcomes.

School climate is the way school culture affects a child’s sense of safety and acceptance, and consequently, is a critical determinant of their ability to focus on the task of learning.

For all grades kindergarten through twelve, district and building level comprehensive developmental school counseling/guidance programs shall prepare students to participate effectively in their current and future educational programs as age appropriate.

Additionally, the program shall be designed to address multiple student competencies including career/college readiness standards, and academic and social/emotional development standards.”

** <http://nyssca.org/wp-content/uploads/2018/06/Guidance-document-100.2j-6-15-18>.*

1. Brief description of school district

New Paltz Central School District (NPCSD), located in Ulster County, New York, is a comprehensive public school district, serving students grades Pre-K to 12th and ages 3 to 21 years old. NPCSD is comprised of four schools: New Paltz High School, serving grades 9-12; New Paltz Middle School, serving grades 6-8; Lenape Elementary School, serving grades 3-5; and Duzine Elementary School, serving grades PK-2.

New Paltz, New York is located about 80 miles north of New York City and is part of the Catskill Mountains known as the “Shawangunks.” Bordered to the east by the Hudson River, we have abundant natural resources within our community from Minnewaska State Park, the Mohonk Preserve, the Millbrook Preserve, and the Nyquist-Harcourt Wildlife Sanctuary. Additionally, the Historic Huguenot Street National Park is located in the Village of New Paltz. The town contains a number of farms and Community Supported Agricultural endeavors. The State University of New York at New Paltz campus is in the Village, a university campus of about 8,000 undergraduate and graduate students.

New Paltz High School - 613 students in Grades 9-12;
New Paltz Middle School - 381 students in Grades 6-8;
Lenape Elementary School - 334 students in Grades 3-5; and
Duzine Elementary School - 358 students in Grades PK-2. (289 k-2)

Within the Mid-Hudson Region of New York State, NPCSD is respected as a high-performing district, known for its reputation of offering rigorous courses that prepare students for college and career. During the 2024-25 school year, New Paltz High School offered 33 college-level courses, 17 Advanced Placement Courses and dual-credit programming with SUNY New Paltz, SUNY Ulster, SUNY Albany, and the Rochester Institute of Technology (RIT). New Paltz High School also partners with the Ulster County BOCES to offer students a career exploration program called “New Visions,” as well as a wide variety of Career and Technical Education (CTE) programs and a six-year P-Tech program.

Within Ulster County, the district has had the highest graduation rate, the highest Advanced Regents percentage, and the lowest drop-out rate. Nationally, New Paltz High School has been distinguished by the Washington Post for eleven consecutive years as one of “America’s Most Challenging High Schools.”

NPCSD has a very active parent community that is deeply committed to the school district, as well as the pursuit of higher education. As a college town, the ties to higher education are visible and significant. New Paltz families frequently attend open meetings, public events, and school board meetings.

2. Board of Education Vision & Mission statements

Mission

The New Paltz Central School District exists for the children of the community. The focus of its programs and activities is the commitment to measured excellence and continuous growth and development for all.

The Comprehensive School Counseling Program aims to empower students to thrive across the three school counseling domains: academics, career, and social-emotional development.

Vision

Our school community - students, staff, families and community members - are citizens of the world, passionate about learning and empowered to achieve their dreams.

Citizens of the world: responsible, ethical, contributing, participating members of local, national and global communities who value all peoples and care about each other; we respect the environment, work to improve the society in which we live, and understand our role in it.

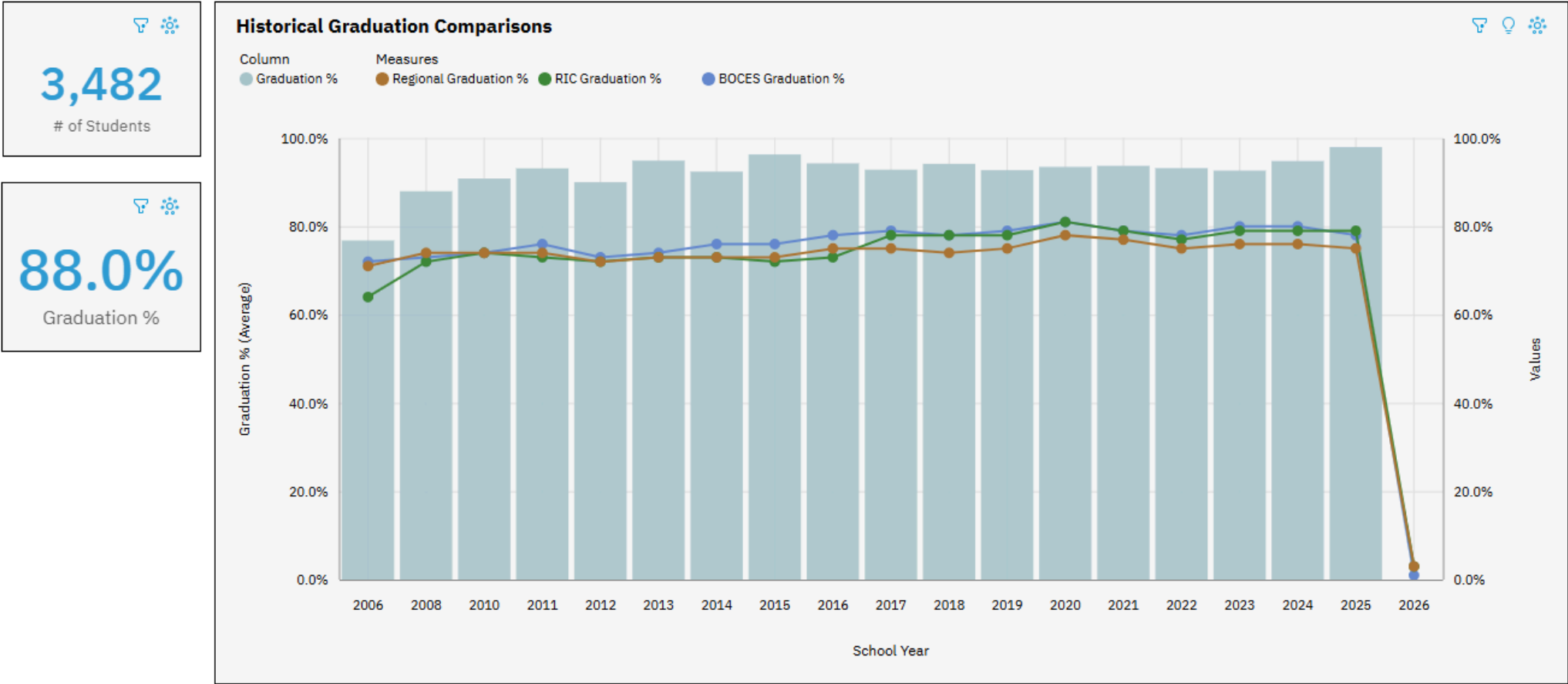
Passionate about learning: confident and reflective, curious, nimble thinkers whose knowledge of the past makes them capable of questioning, analyzing and assimilating new information. They are technologically creative and able to imagine alternatives to what is and what is yet to be. They also dare to be risk takers in crafting their futures.

Empowered: they are well prepared to be self-directed and expressive, to develop and use their personal skills and abilities, to be comfortable with change, achieve deep understanding, make informed and wise decisions, and to cooperate, collaborate and compete. They live a healthy lifestyle, are creative, and are empowered to achieve their dreams.

3. Current Status of School District: Graduation Data and Attendance
2025 Graduation Rate

Student Subgroup (accountability subgroups are marked by an asterisk(*))	Total Graduates a = (c+d+e+f+g)	Total Completers b = (c+d+e+f+g+i)	Local Diplomas c	Regents Diplomas d	Regents Diplomas with Honors e	Regents with Advanced Designation f	Regents with Advanced Designation with Honors g	Regents with CTE Endorsement h	Commencement Credentials i	Seal of Biliteracy j	Seal of Civic Readiness k
*All Students	147	147	4	62	0	59	22	26	0	36	35
Female	74	74	3	32	0	31	8	15	0	24	24
Male	73	73	1	30	0	28	14	11	0	12	11
*Black	8	8	0	7	0	1	0	2	0	1	2
*Hispanic	26	26	3	14	0	7	2	5	0	9	5
*Asian/Pacific Islander	3	3	0	0	0	1	2	0	0	3	1
Asian	3	3	0	0	0	1	2	0	0	3	1
*White	97	97	1	39	0	43	14	18	0	19	24
*Multiracial	13	13	0	2	0	7	4	1	0	4	3
General Education Students	131	131	1	49	0	59	22	22	0	36	34
*Students with Disabilities	16	16	3	13	0	0	0	4	0	0	1
Former Students with Disabilities	3	3	0	2	0	1	0	0	0	1	0
Not English Language Learner	147	147	4	62	0	59	22	26	0	36	35
Formerly English Language Learner	4	4	1	2	0	1	0	1	0	1	0
*Economically Disadvantaged	47	47	3	23	0	16	5	9	0	12	15
Not Economically Disadvantaged	100	100	1	39	0	43	17	17	0	24	20
Not Migrant	147	147	4	62	0	59	22	26	0	36	35
Homeless	2	2	0	1	0	1	0	0	0	0	1
Not Homeless	145	145	4	61	0	58	22	26	0	36	34
Not in Foster Care	147	147	4	62	0	59	22	26	0	36	35
Parent in Armed Forces	2	2	0	0	0	2	0	0	0	1	1
Parent Not in Armed Forces	145	145	4	62	0	57	22	26	0	35	34

Historical Grad Data 2006-2024



Attendance/Chronic Absenteeism remains an issue within the district. It is a challenging problem to solve, as the entire system

of a school needs to be focused on re-engaging chronically absent students and transitioning them successfully back to school. Five-year average attendance trends by building shows some mixed results in our efforts. For each building, attendance is shown as average by year, exclusionary discipline (ISS/OSS), attendance by poverty, gender, ethnicity, education type, ELL eligibility, and chronically absence rate. Absenteeism is reported from September 3, 2025 - May 2, 2026

High School

Subgroup Name a	Attendance Days to Date b	Students Enrolled for at Least One Day During the School Year c	Number and Percentage of Students Who Were Absent						Average Number of Days Absent to Date	
			0 - 4% of Enrolled School Days Number d	0-4% of Enrolled School Days Percent e = (d/c) * 100	5-9% of Enrolled School Days (At-Risk of becoming Chronically Absent) Number f	5-9% of Enrolled School Days (At-Risk of becoming Chronically Absent) Percent g = (f/c) * 100	10% or More of Enrolled School Days (Chronically Absent) Number h	10% or More of Enrolled School Days (Chronically Absent) Percent i = (h/c) * 100	All Students j	Chronically Absent Students Only k
All Students	141	628	8	1.3 %	317	50.5 %	303	48.2 %	16.04	21.30
Female	0	310	1	.3 %	158	51 %	151	48.7 %	15.81	20.32
Male	0	312	6	1.9 %	158	50.6 %	148	47.4 %	16.27	22.30
Nonbinary	0	6	1	16.7 %	1	16.7 %	4	66.7 %	16.17	21.25
Black	0	26	1	3.8 %	14	53.8 %	11	42.3 %	16.35	25.36
Hispanic	0	86	1	1.2 %	34	39.5 %	51	59.3 %	17.93	22.47
Asian/Pacific Islander	0	20	0	0 %	15	75 %	5	25 %	18.35	39.80
Asian	0	20	0	0 %	15	75 %	5	25 %	18.35	39.80
White	0	449	6	1.3 %	237	52.8 %	206	45.9 %	15.47	20.49
Multiracial	0	47	0	0 %	17	36.2 %	30	63.8 %	16.94	20.37
General Education Students	0	524	6	1.1 %	279	53.2 %	239	45.6 %	15.70	21.10
Students with Disabilities	0	104	2	1.9 %	38	36.5 %	64	61.5 %	17.79	22.05
Former Students with Disabilities	0	20	0	0 %	6	30 %	14	70 %	18.50	22
Not English Language Learner	0	622	8	1.3 %	311	50 %	303	48.7 %	16.08	21.30
English Language Learner	0	6	0	0 %	6	100 %	0	0 %	11.83	0
Formerly English Language Learner	0	12	0	0 %	7	58.3 %	5	41.7 %	16.25	22.60
Economically Disadvantaged	0	170	5	2.9 %	68	40 %	97	57.1 %	18.81	24.93
Not Economically Disadvantaged	0	458	3	.7 %	249	54.4 %	206	45 %	15.02	19.60
Migrant	0	1	0	0 %	0	0 %	1	100 %	24	24
Not Migrant	0	627	8	1.3 %	317	50.6 %	302	48.2 %	16.03	21.29
Homeless	0	4	0	0 %	0	0 %	4	100 %	20.50	20.50
Not Homeless	0	624	8	1.3 %	317	50.8 %	299	47.9 %	16.01	21.31
Not in Foster Care	0	628	8	1.3 %	317	50.5 %	303	48.2 %	16.04	21.30
Parent in Armed Forces	0	7	0	0 %	5	71.4 %	2	28.6 %	13.14	18.50
Parent Not in Armed Forces	0	621	8	1.3 %	312	50.2 %	301	48.5 %	16.08	21.32
Grade 09	0	142	1	.7 %	77	54.2 %	64	45.1 %	15.09	19.72
Grade 10	0	157	4	2.5 %	91	58 %	62	39.5 %	15.12	21.81
Grade 11	0	167	2	1.2 %	92	55.1 %	73	43.7 %	15.59	21.42
Grade 12	0	159	1	.6 %	55	34.6 %	103	64.8 %	18.30	21.93
Grade 14	0	3	0	0 %	2	66.7 %	1	33.3 %	14.67	18

column b includes the cumulative number of instructional school days to date for this school year (the total number of school days that students were expected to attend school).

column c is the cumulative number of students who were enrolled in this school to date for at least one day during the school year.

columns d to i include the count and percentage of students absent less than 5%, 5-9%, and 10% or more of enrolled school days based on: the number of instructional days that have occurred to date for this school year, the number of days that each student has been enrolled, and the number of days that student has been absent.

Middle School

			Number and Percentage of Students Who Were Absent						Average Number of Days Absent to Date	
Subgroup Name a	Attendance Days to Date b	Students Enrolled for at Least One Day During the School Year c	0 - 4% of Enrolled School Days Number d	0-4% of Enrolled School Days Percent e= (d/c) * 100	5-9% of Enrolled School Days (At-Risk of becoming Chronically Absent) Number f	5-9% of Enrolled School Days (At-Risk of becoming Chronically Absent) Percent g = (f/c) * 100	10% or More of Enrolled School Days (Chronically Absent) Number h	10% or More of Enrolled School Days (Chronically Absent) Percent i = (h/c) * 100	All Students j	Chronically Absent Students Only k
All Students	142	382	0	0 %	231	60.5 %	151	39.5 %	14.76	20.67
Female	0	203	0	0 %	122	60.1 %	81	39.9 %	14.93	21.06
Male	0	176	0	0 %	108	61.4 %	68	38.6 %	14.55	20.28
Nonbinary	0	3	0	0 %	1	33.3 %	2	66.7 %	15.67	18
Black	0	14	0	0 %	11	78.6 %	3	21.4 %	11.36	18.33
Hispanic	0	53	0	0 %	29	54.7 %	24	45.3 %	16.75	24.08
Asian/Pacific Islander	0	17	0	0 %	13	76.5 %	4	23.5 %	12.35	17.25
Asian	0	16	0	0 %	12	75 %	4	25 %	12.63	17.25
Native Hawaiian/Other Pacific Islander	0	1	0	0 %	1	100 %	0	0 %	8	0
White	0	281	0	0 %	170	60.5 %	111	39.5 %	14.56	19.91
Multiracial	0	17	0	0 %	8	47.1 %	9	52.9 %	17.12	23.22
General Education Students	0	311	0	0 %	184	59.2 %	127	40.8 %	14.79	20.32
Students with Disabilities	0	71	0	0 %	47	66.2 %	24	33.8 %	14.61	22.50
Former Students with Disabilities	0	10	0	0 %	5	50 %	5	50 %	21.30	31.20
Not English Language Learner	0	366	0	0 %	221	60.4 %	145	39.6 %	14.80	20.77
English Language Learner	0	16	0	0 %	10	62.5 %	6	37.5 %	13.75	18.17
Formerly English Language Learner	0	10	0	0 %	9	90 %	1	10 %	11	16
Economically Disadvantaged	0	108	0	0 %	62	57.4 %	46	42.6 %	16.48	24.04
Not Economically Disadvantaged	0	274	0	0 %	169	61.7 %	105	38.3 %	14.08	19.19
Not Migrant	0	382	0	0 %	231	60.5 %	151	39.5 %	14.76	20.67
Homeless	0	3	0	0 %	1	33.3 %	2	66.7 %	18	20.50
Not Homeless	0	379	0	0 %	230	60.7 %	149	39.3 %	14.73	20.67
In Foster Care	0	1	0	0 %	0	0 %	1	100 %	17	17
Not in Foster Care	0	381	0	0 %	231	60.6 %	150	39.4 %	14.75	20.69
Parent in Armed Forces	0	4	0	0 %	3	75 %	1	25 %	12.50	18
Parent Not in Armed Forces	0	378	0	0 %	228	60.3 %	150	39.7 %	14.78	20.69
Grade 06	0	134	0	0 %	85	63.4 %	49	36.6 %	14.90	21.80
Grade 07	0	116	0	0 %	77	66.4 %	39	33.6 %	13.66	19.10
Grade 08	0	132	0	0 %	69	52.3 %	63	47.7 %	15.58	20.76

Lenape Elementary School

			Number and Percentage of Students Who Were Absent						Average Number of Days Absent to Date	
Subgroup Name a	Attendance Days to Date b	Students Enrolled for at Least One Day During the School Year c	0 - 4% of Enrolled School Days Number d	0-4% of Enrolled School Days Percent e= (d/c) * 100	5-9% of Enrolled School Days (At-Risk of becoming Chronically Absent) Number f	5-9% of Enrolled School Days (At-Risk of becoming Chronically Absent) Percent g = (f/c) * 100	10% or More of Enrolled School Days (Chronically Absent) Number h	10% or More of Enrolled School Days (Chronically Absent) Percent i = (h/c) * 100	All Students j	Chronically Absent Students Only k
All Students	142	338	2	.6 %	185	54.7 %	151	44.7 %	14.91	19.90
Female	0	162	2	1.2 %	81	50 %	79	48.8 %	14.60	18.76
Male	0	176	0	0 %	104	59.1 %	72	40.9 %	15.20	21.15
Black	0	12	0	0 %	7	58.3 %	5	41.7 %	14.58	19
Hispanic	0	58	1	1.7 %	25	43.1 %	32	55.2 %	17	22.38
Asian/Pacific Islander	0	11	0	0 %	8	72.7 %	3	27.3 %	13.18	20.67
Asian	0	11	0	0 %	8	72.7 %	3	27.3 %	13.18	20.67
White	0	234	1	.4 %	132	56.4 %	101	43.2 %	14.51	19.19
Multiracial	0	23	0	0 %	13	56.5 %	10	43.5 %	14.70	19.40
General Education Students	0	264	2	.8 %	146	55.3 %	116	43.9 %	14.58	19.31
Students with Disabilities	0	74	0	0 %	39	52.7 %	35	47.3 %	16.11	21.86
Former Students with Disabilities	0	10	0	0 %	7	70 %	3	30 %	13.80	19.67
Not English Language Learner	0	322	1	.3 %	177	55 %	144	44.7 %	14.92	19.83
English Language Learner	0	16	1	6.3 %	8	50 %	7	43.8 %	14.81	21.43
Formerly English Language Learner	0	3	0	0 %	2	66.7 %	1	33.3 %	12	17
Economically Disadvantaged	0	106	0	0 %	52	49.1 %	54	50.9 %	15.96	20.80
Not Economically Disadvantaged	0	232	2	.9 %	133	57.3 %	97	41.8 %	14.43	19.40
Migrant	0	1	0	0 %	0	0 %	1	100 %	22	22
Not Migrant	0	337	2	.6 %	185	54.9 %	150	44.5 %	14.89	19.89
Homeless	0	6	1	16.7 %	1	16.7 %	4	66.7 %	20	26.50
Not Homeless	0	332	1	.3 %	184	55.4 %	147	44.3 %	14.82	19.72
In Foster Care	0	1	0	0 %	0	0 %	1	100 %	17	17
Not in Foster Care	0	337	2	.6 %	185	54.9 %	150	44.5 %	14.91	19.92
Parent in Armed Forces	0	4	0	0 %	2	50 %	2	50 %	13.25	16
Parent Not in Armed Forces	0	334	2	.6 %	183	54.8 %	149	44.6 %	14.93	19.95
Grade 03	0	98	1	1 %	50	51 %	47	48 %	14.83	19.38
Grade 04	0	110	0	0 %	64	58.2 %	46	41.8 %	15.64	22.20
Grade 05	0	125	1	.8 %	69	55.2 %	55	44 %	14.22	18.27
Grade 13	0	5	0	0 %	2	40 %	3	60 %	17.80	22.67

*Column b includes the cumulative number of instructional school days to date for this school year (the total number of school days that students were expected to attend school)

Duzine Elementary

			Number and Percentage of Students Who Were Absent						Average Number of Days Absent to Date	
Subgroup Name a	Attendance Days to Date b	Students Enrolled for at Least One Day During the School Year c	0 - 4% of Enrolled School Days Number d	0-4% of Enrolled School Days Percent e= (d/c) * 100	5-9% of Enrolled School Days (At-Risk of becoming Chronically Absent) Number f	5-9% of Enrolled School Days (At-Risk of becoming Chronically Absent) Percent g = (f/c) * 100	10% or More of Enrolled School Days (Chronically Absent) Number h	10% or More of Enrolled School Days (Chronically Absent) Percent i = (h/c) * 100	All Students j	Chronically Absent Students Only k
All Students	142	290	1	.3 %	161	55.5 %	128	44.1 %	15.06	19.68
Female	0	138	0	0 %	72	52.2 %	66	47.8 %	15.41	19.35
Male	0	151	1	.7 %	89	58.9 %	61	40.4 %	14.64	19.89
Nonbinary	0	1	0	0 %	0	0 %	1	100 %	29	29
Black	0	8	0	0 %	5	62.5 %	3	37.5 %	13.88	17.33
Hispanic	0	53	0	0 %	23	43.4 %	30	56.6 %	17.70	22.37
Asian/Pacific Islander	0	12	0	0 %	9	75 %	3	25 %	13.17	18.67
Asian	0	12	0	0 %	9	75 %	3	25 %	13.17	18.67
White	0	196	1	.5 %	115	58.7 %	80	40.8 %	14.19	18.43
Multiracial	0	21	0	0 %	9	42.9 %	12	57.1 %	18	22.17
General Education Students	0	231	1	.4 %	134	58 %	96	41.6 %	14.52	18.86
Students with Disabilities	0	59	0	0 %	27	45.8 %	32	54.2 %	17.15	22.13
Former Students with Disabilities	0	16	0	0 %	15	93.8 %	1	6.3 %	11.50	16
Not English Language Learner	0	274	1	.4 %	154	56.2 %	119	43.4 %	14.70	19.02
English Language Learner	0	16	0	0 %	7	43.8 %	9	56.3 %	21.19	28.44
Formerly English Language Learner	0	2	0	0 %	2	100 %	0	0 %	10.50	0
Economically Disadvantaged	0	90	0	0 %	43	47.8 %	47	52.2 %	16.53	21.43
Not Economically Disadvantaged	0	200	1	.5 %	118	59 %	81	40.5 %	14.39	18.67
Migrant	0	1	0	0 %	0	0 %	1	100 %	73	73
Not Migrant	0	289	1	.3 %	161	55.7 %	127	43.9 %	14.85	19.26
Homeless	0	3	0	0 %	0	0 %	3	100 %	29.67	29.67
Not Homeless	0	287	1	.3 %	161	56.1 %	125	43.6 %	14.90	19.44
Not in Foster Care	0	290	1	.3 %	161	55.5 %	128	44.1 %	15.06	19.68
Parent in Armed Forces	0	1	0	0 %	1	100 %	0	0 %	14	0
Parent Not in Armed Forces	0	289	1	.3 %	160	55.4 %	128	44.3 %	15.06	19.68
Grade KF	0	80	0	0 %	41	51.3 %	39	48.8 %	14.86	18.51
Grade 01	0	102	1	1 %	57	55.9 %	44	43.1 %	15.55	20.68
Grade 02	0	108	0	0 %	63	58.3 %	45	41.7 %	14.73	19.71

Column b includes the cumulative number of instructional school days to date for this school year. (the total number of school days that students were expected to attend school)

4. K-12 Counseling Program Overview

In support of New Paltz Central School District's mission and goals, the Student Support Services counseling program's mission is to assist students to be happy and healthy and in the recognition and development of their unique abilities centered on a respect for diversity and equity. Counselors and student support faculty and staff will provide an engaging curriculum that encourages the highest level of student achievement through their growth in academic, career, and social emotional domains. In partnership with teachers, administrators, parents and the caring community, the counselors will help all students to be successful, life-long learners and problem solvers. In an ongoing effort to make sure the needs of all students are addressed and considered, counselors and student support staff will provide access to support for LGBTQ+ students available via the district gender support plan.

The New Paltz Central School District Student Support Services Counseling Program developed by administrators, K-12 counselors, psychologists and social workers is an integral part of the educational process and addresses the academic, career, and personal/social needs of all students. The primary goal of the program is to promote and enhance student health, wellness, and achievement, using the [American School Counseling Association's Student Standards: Mindsets & Behaviors for Student](#) as our framework.

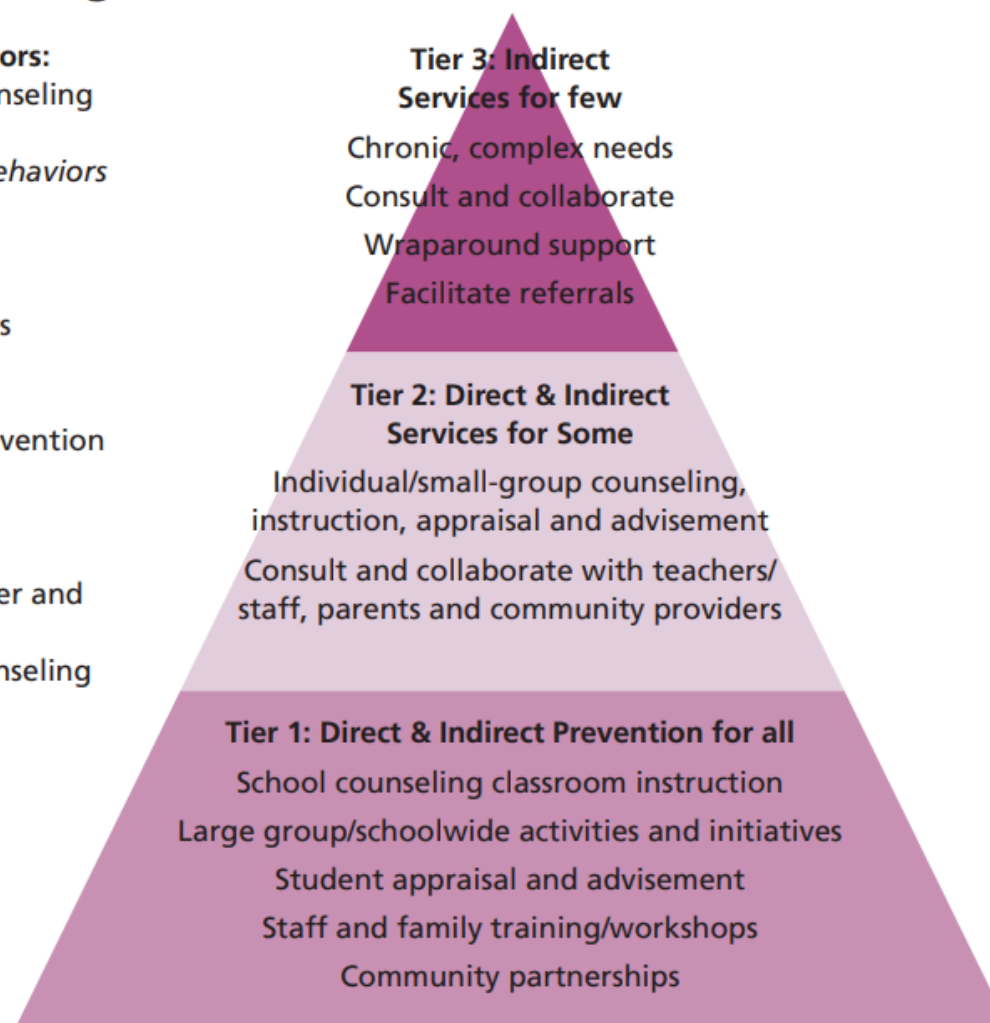
The counselors (school counselors, social workers, school psychologists) of the New Paltz Central School district provide services to students, parents, school staff and the community through a Multitiered System of Supports (MTSS). According to ASCA, *School counselors are stakeholders in the development and implementation of multitiered system of supports (MTSS), including, but not limited to, response to intervention and responsive positive behavioral interventions and supports. School counselors align their work with MTSS through the implementation of a school counseling program designed to affect student development in the academic (achievement), career (career exploration and development), and social/emotional (behavior) domains.*

We must be culturally sustaining and evidence based in our framework and within practices. Data informed school counseling programs collaborate across student services with teachers, administrators and families to identify students who are at risk for not meeting academic and behavioral expectations. We continue to collect progress monitoring data in order to determine the effectiveness of our learning supports.

ASCA National Model Aligned with MTSS

Across all Tiers, School Counselors:

- **Define:** MTSS and school counseling program
 - Grounded in *Mindsets & Behaviors* and professional standards
- **Manage:** MTSS and school counseling program
 - Belief, vision, mission, goals
 - Program planning tools
 - Data and action plans
- **Deliver:** prevention and intervention activities that are:
 - Culturally sustaining
 - Evidence-based
 - Focused on academic, career and social/emotional domains
- **Assess:** MTSS and school counseling program
 - Program/school counselor assessment and appraisal
- **Incorporate ASCA Themes:**
 - Collaboration
 - Leadership
 - Advocacy
 - Systemic Change



Goodman-Scott, Betters-Bubon & Donohue (2019), from Goodman-Scott, E., Betters-Bubon, J., Olsen, J., & Donohue, P. (2020). *Making MTSS work* (p. 16). American School Counselor Association.

School counseling in NPCD must use data-based problem-solving to integrate academic and behavioral instruction and intervention at tiered intensities to improve student outcomes. Through a School Counseling Plan based on the ASCA National Model, [The NYS SEL Benchmarks](#), the [The NYS Culturally Responsive-Sustaining Education Framework](#), and the [The NYS Mental Health Education Literacy in Schools Guide](#) as well as NY Inspires, school counselors align with the school's MTSS by: providing each and every student with standards-based school counseling instruction to address universal academic, career and social/emotional development and analyzing academic, career, and social/emotional development data to identify students who need support

An annual evaluation of the plan will be conducted to determine effectiveness and inform any changes that need to be incorporated to address the needs of the K-12 student body informed by data. The annual evaluation contains a program assessment by the School Counseling Advisory Council, evaluation data from program activities, student outcome data including graduation rate, attendance, disciplinary action, and student performance. It may also include student participation in athletics and extracurricular activities.

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

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

Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

- M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 2.** Sense of acceptance, respect, support and inclusion for self and others in the school environment
- M 3.** Positive attitude toward work and learning
- M 4.** Self-confidence in ability to succeed
- M 5.** Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6.** Understanding that postsecondary education and lifelong learning are necessary for long-term success

Category 2: Behavior Standards

School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Critical thinking skills to make informed decisions	B-SMS 1. Responsibility for self and actions	B-SS 1. Effective oral and written communication skills and listening skills
B-LS 2. Creative approach to learning, tasks and problem solving	B-SMS 2. Self-discipline and self-control	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3. Time-management, organizational and study skills	B-SMS 3. Independent work	B-SS 3. Positive relationships with adults to support success
B-LS 4. Self-motivation and self-direction for learning	B-SMS 4. Delayed gratification for long-term rewards	B-SS 4. Empathy
B-LS 5. Media and technology skills to enhance learning	B-SMS 5. Perseverance to achieve long- and short-term goals	B-SS 5. Ethical decision-making and social responsibility
B-LS 6. High-quality standards for tasks and activities	B-SMS 6. Ability to identify and overcome barriers	B-SS 6. Effective collaboration and cooperation skills
B-LS 7. Long- and short-term academic, career and social/emotional goals	B-SMS 7. Effective coping skills	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups
B-LS 8. Engagement in challenging coursework	B-SMS 8. Balance of school, home and community activities	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	B-SMS 9. Personal safety skills	B-SS 9. Social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participation in enrichment and extracurricular activities	B-SMS 10. Ability to manage transitions and adapt to change	B-SS 10. Cultural awareness, sensitivity and responsiveness

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Parents

Molly Rausch Carrera

Program Foundation

1. Policies and Procedures

The New Paltz CSD counseling program requires that regulations and procedures are in place, clearly defined, and communicated to stakeholders to ensure compliance with Board of Education policies and administrative guidelines. They include the following:

- Academic Course Placement/Requests
- Add/Drop Procedures
- Annual Individual Progress Reviews
- Child Abuse, Suicide Ideation and Self-Injurious Behavior
- Confidentiality
- Course/Schedule Changes
- Credit Recovery
- Crisis Response Team
- Early College Experience
- Grading Expectations
- New Student Registration
- Pathways and Career Development and Occupational Studies (CDOS) Learning Standards

Program Delivery

1. **Curriculum** The student support services counseling curriculum is based on a needs assessment of the student population served by the counseling program. The curriculum is delivered to all students and supports the goals of the district's strategic plan for student academic improvement. There is a written curriculum of the counseling instructional program delivered and/or coordinated by counselors, which is integrated across the content areas – academic, career, and personal social development. The curriculum component:
 - is planned;
 - ongoing and systematic in delivery;
 - includes a clear explanation of the scope and sequence of its units of instruction;
 - clearly outlines the goals and competencies students will achieve at each grade level; and
 - indicates the methods and time lines for delivery of units of instruction to each grade.
2. **Individual Planning** The counseling program provides ongoing systematic activities and services to help all students in developing, monitoring, and evaluating their own academic, personal, and career goals. There is a systematic delivery of individual student planning sessions on an annual basis beginning in grade 6 and continuing through the high school years. These sessions, which begin in middle school, result in an **Annual Progress Review Plan** (*Appendix A*) for each student through the collaborative efforts of counselors, parents, teachers, and administrators.
3. **Responsive Services** The procedures, activities and services of the New Paltz counseling program ensure appropriate and timely response to immediate needs of students.
 - Intervention services are delivered through individual and/or group counseling.
 - Prevention and intervention services are delivered in collaboration with teachers, administrators, and student services staff and consistent with each building's Response to Intervention (RtI) guidelines.
 - The consultation process is used by counselors to share and exchange information to help students succeed in their academic, career, and personal/social development.
 - Participation on school based teams with other specialists and/or community professionals used by counselors to identify services for students in need.
4. **Collaboration Within and Outside the School Community**

The counselor conducts informational and skill building workshops for parents/guardians that complement the counseling curriculum. Counselors contribute to the school community through the following activities:

 - Delivery of a counseling program that supports the school's mission and goals of improvement;

- Collaboration with community leaders to identify resources for student development and interventions;
- Consultation with teachers, administrators, and parents regarding student needs;
- Providing professional development and information to faculty and staff on student related issues;
- Providing workshops and information sessions for parents;
- Maintenance, review, and revision of a plan to communicate program goals, outcomes, activities, and services to all constituents served by the counseling program.

K-5 Elementary Program Overview

Developmental Needs of Elementary School Students

Social, emotional, and cognitive development are interdependent, research shows that children need social and emotional competence to succeed in school. The developmental needs of elementary school students vary from student to student and school to school, with classroom teachers working to provide the most valuable learning experience and meeting each of those needs in every child. The development of a child's social emotional skills will impact their learning and growth throughout school and life, and teaching children how to self-regulate their emotions will lead to positive learning and life experiences. Students who are socially and emotionally skilled score higher on standardized tests, and social and emotional competence leads to greater academic competence over time.

Social Emotional Learning Curriculum at Duzine and Lenape Elementary Schools

Classroom teachers help all students improve academic achievement, support personal and social emotional development, and assist with all levels of student achievement. Classroom teachers, social workers and school psychologists will focus on developmental issues and skills which are addressed.

Topics to be Covered

- Self-Management
- Personal Safety/ Social Media
- Relationships and Communication Skills
- Feelings
- Resiliency
- Empathy, Compassion and Acceptance
- Gratitude and Forgiveness
- Resource Management

One important goal is to introduce students to tools and strategies to identify and regulate emotions and responses. Self-regulation can go by many names such as self-control, self-management, anger-control and impulse-control. These terms describe people's ability to adjust their level of alertness and how they display their emotions through their behavior in socially adaptive ways.

Duzine/Lenape Elementary School Program Delivery Map

Timeline	Grade Levels	Program Activity	Target Students	Mindsets/Behaviors/SEL	Tier	Program Objectives (students will be able to....)	Assessment/ Evaluation Method
Ongoing	K-5	Consultation and Collaboration	All	SEL B SS 6 M1, B SS 8	1-2	Consultation and collaboration between staff, families, and community partners in order to facilitate access to resources within the community.	<p>Social workers' referral list</p> <p>Community Resources shared with families in need of support. Determine and evaluate feedback from participating ongoing community partnerships and clubs.</p>
Ongoing	K-5	Identity - Classroom lessons/community circles	All	SEL 1B.1a, 1B.1b, 1B.2a, 1B.2b	1	<p>K-2: Students will be able to identify likes, dislikes, personal strengths and identify environmental factors that contribute to their identity. Examples include: Skin color, gender identity, religion, culture, neurodiversity, socio-economic status, etc.</p> <p>3-5: Students will be able to describe aspects of their identity.</p>	<p>'Who Am I?'</p> <p>Students will identify strengths and characteristics about one's self.</p>

						<p>Examples include: skin color, gender identity, religion, culture, neurodiversity, socio-economic status, etc.</p> <p>Students will be able to identify which people in their environment support their identity development especially in regards to these aspects.</p>	
Ongoing	K-5	Mandated counseling individual and group	IEP/504	B-LS2; B-SMS 1; B-SMS 2; B-SMS 7; B-SS 2; B-SS 8 M, 1, M 2, M 4 NYSED MH 3A EEa, 1B EEa, 1B EEb,	3	<p>Students will begin to develop self awareness. They will learn to identify and express feelings appropriately. Students will learn and practice coping skills. Learn to manage transitions and adapt to changes. They will learn how to engage in cooperative play and foster positive friendships.</p>	<p>Monthly progress monitoring</p> <p>Achievement of IEP/504 goals</p>
Ongoing	K-5	College & Career Exploration -Fire safety assemblies -"Career Week" in library classes -SUNY partnership (i.e. planetarium trips)	All	BSL7	1	<p>Students will learn about and explore different college and career options.</p>	<p>Pre and post assessment from student and teacher</p>
Ongoing	3-5	Small group counseling that focuses on coping and social skills.	Students identified as having social or behavioral concerns	M1, M2, M3, M6, BSMS1 BSMS6, BSMS 7 BSMS10, BSS3, 1A 1a,	2	<p>Students learn specific skills to help regulate their feelings and form positive relationships with peers and adults throughout their day</p>	<p>Parent and Teacher shared resources</p> <p>6 to 8 week revisit through MTSS</p>

			through MTSS	1A 1b, 1B 1a, 2D 1a NYSED MH 3A EEa, 3C EEa, 3D EEa, 3D EEb			
October-January	K-2	Peer support groups/ adjustment group/family changes groups	Students identified as dealing with an adjustment/ family change	M1, M2, BSMS7, BSMS 8, BSMS 10, BSS3, 1A 1a, 1A 1b, 1B, 1a, 2D 1a, 3C 1b NYSED MH 1C EEb	2	Students will develop an understanding of the change, identify feelings and develop coping strategies	Parent and Teacher shared resources/communication
February-May	K-2	Worry Management Groups	Students identified as having worried feelings	M1, M2, M3, M6, BSMS1 BSMS6, BSMS 7 BSMS10, BSS3, 1A 1a, 1A 1b, 1B 1a, 2D 1a NYSED MH 3A EEa, 3C EEa, 3D EEa, 3D EEb	2	Students will be able to identify and develop coping strategies to work through anxious feelings	Parent and Teacher shared resources and communication
Ongoing	K-5	Wellness Activities (for example Mindful Moments or Messages during Morning Announcements)	All	M1, M2, M3, B5, B6, BSMS 2, BSMS 7, BSS6, NYSED MH 1A EEa, NYSED MH 1C EEb	1	Students will develop self-care and mindfulness strategies.	Student engagement & teacher feedback

Monthly	K-5	Core Values- based on building feedback	All	2A.1a. 2B.1a. 2B.2a. 2C.1a. 3A.1a.	1	Students will learn how to implement social skills based on building wide core values. Students can be recognized for the core values they do throughout the building.	Student engagement & responsive classroom reflection
October	K-2	Personal Safety - <i>Push-in lessons</i>	All	Erin's law, NYSED MH-3C EEa, 3D EEa, 3D EEb, 3B EEb M1,M2,M4, M5,B-SMS 1, B-SMS 9, BSS 8	Deb Foley Crime Victims	Students will learn about safe and unsafe touches. They will learn about safe and unsafe secrets. Students will practice using their important voice to say "NO." They will learn No, GO, Tell. Students will identify who to go to for help at home and at school.	Formative assessments during lessons
October	3-5	Social Media/ Personal Safety - <i>Push-in lessons</i>	All	Erin's law, M1,M2, M4, B-Sms 9, B-SMS 1, B-SMS 2, SEL 1a, 3C. LEa, 3D. LEa, 3D LEb, 3B LEz,	Deb Foley Crime Victims	Students will learn who they can ask for help from, and when to ask for help.	Formative assessments during lessons
November	K-2	Identifying Feelings Restorative Circle	All	M1, SEL 1A.1a & 1A.1b, BSMS 2, BSMS 7, NYSED-1C, B-SS10	1	Students will learn to identify the many different emotions. They will increase their vocabulary. They will begin to think about coping strategies. They will identify who to talk to about their feelings.	Real-time checks for understanding during lessons End-of year assessment
November	3-5	Identifying Feelings Restorative Circle	All	SEL 1A.2a & 1A.2b, NYSED 1c	1	Students will learn to identify the many different emotions. They will increase their vocabulary. They will begin to think about coping	Real-time checks for understanding during lessons

						strategies. They will identify who to talk to about their feelings.	End-of year assessment
December	K-2	Communication/relationship skills Restorative Circle	All	M2, B- SMS 1, BSS 1, BSS 6, BSS 8, NYSED-2A	1	Students will develop an understanding of verbal and non-verbal communication They will learn about body language, TOV, facial expressions. They will learn and practice "I Statements." Students will be introduced to the term empathy.	Real-time checks for understanding during lessons End-of year assessment
December	3-5	Communication/relationship skills Restorative Circle	All	M2, B-SMS 1, SEL 2Ab, SEL 2da, NYSED-2	1	Students will develop an understanding of verbal and non-verbal communication They will learn about body language, TOV, facial expressions. They will learn and practice "I messages." to communicate effectively with peers when they are upset or having a conflict.	Real-time checks for understanding during lessons End-of year assessment
January	K-2	Self-Regulation Restorative Circle	All	M1, M4, M5, B SMS 10, B-SMS 1, B SMS 2, B-SMS 7 NYSED MH 3A EEa SEL 1A 1a, 1A 1b,	1	Students will develop self awareness. They will be able to identify how they are feeling and what they need to be calm and regulated. They will learn to manage their emotions.	Real-time checks for understanding during lessons End-of year assessment
January	3-5	Self-Regulation Restorative Circle	All	M1, M4, M5, B SMS 10, B-SMS 1, B SMS 2, B-SMS 7	1	Students will develop self awareness. They will be able to identify how they are feeling and what they need to be calm and regulated. They will learn to manage their emotions.	Real-time checks for understanding during lessons End-of year assessment

February	K-2	Gratitude/Empathy Restorative Circle	All	M2, B-SS 4,, SEL 2A.1a & 2A.1b NYSED MH 2C EEa,	1	Students will understand the meaning of gratitude. Students will understand the meaning of empathy. Students will show gratitude.	Real-time checks for understanding during lessons End-of-year assessment
February	3-5	Gratitude/Empathy Restorative Circle	All	M2, B-SMS 4, SEL 2A.2a, 2A.2b	1	Students will understand the meaning of gratitude. Students will understand the meaning of empathy. Students will recognize people in their lives that they show gratitude towards.	Real-time checks for understanding during lessons. End-of year assessment
March/ April	K-2	Perseverance / Positive Self Talk Restorative Circle	All	M3, M1, NYSED-1B	1	Students will develop an understanding about how our thoughts affect our feelings and actions. Students learn about perseverance and making mistakes.	Real-time checks for understanding during lessons End-of-year assessment
March/ April	3-5	Perseverance / Positive Self Talk Restorative Circle	All	M5, M6, B- SMS 5, 6	1	Students will develop an understanding about how our thoughts affect our feelings and actions. Students learn about perseverance and making mistakes. They will learn skills to help them keep trying, even when it is hard.	Real-time checks for understanding during lessons End-of year assessment
May/June	K-2	Goals and Aspirations - Restorative Circle	All	M5, M6, SEL 1C.1a & 1C.1b	1	Students will be able to demonstrate skills related to setting personal and academic goals	Real-time checks for understanding during lessons End-of-year assessment

May/June	3-5	Goals and Aspirations - Restorative Circle	All	M6, SEL 1C.2a & 1C.2b NYSED MH 1B EEb, 1B EEc	1	Students will be able to demonstrate skills related to setting personal and academic goals. They will reflect on their accomplishments they have made this year, and how they were able to accomplish those goals.	Real-time checks for understanding during lessons End-of year assessment
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Duzine/ Lenape Elementary Schools Immigration Student Resources

If you or your family is in need of support to cope with immigration concerns please contact your building's social worker and ENL teachers.

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Middle School Program Overview

Developmental Needs of Middle School Students

Middle school can be a challenging time for students, their parents and teachers. There are increased academic demands and social pressures for middle school students, which influence their identity. They are heavily influenced by their peer group and searching for a place to belong. During these pre-adolescent years, students are beginning to develop an understanding of who they are and how their thoughts and actions affect others in a positive or negative way.

Students are building their communication and critical thinking skills to foster healthy relationships with others and become responsible citizens. Middle school is a time for students to take ownership of their learning and to acquire the appropriate study habits and social skills necessary for success in high school.

Counseling Curriculum at the Middle School

Counselors help all students improve academic achievement, support personal and social development, and assist with college and career planning. School counselors meet with every student through individual meetings, groups and classroom lessons. These developmental issues are addressed through the academic, career, and personal/social goals of the counseling curriculum, which

cover the broad areas of transition issues, peer relationships, academic competencies (e.g., study skills, homework, time management), and future education/career planning. Individual planning sessions that are initiated in grade 6 assist the students to analyze their abilities and interests, and determine short and long-term goals.

Topics to be covered

- Transition from grade 5 to grade 6 for students and parents
- Transition for grade 8 to grade 9 for students and parents
- Academic expectations, school activities and support system
- Study skills, homework and time management
- Respect for others and stereotypes
- Developing academic and social-emotional goals and the skill of goal setting
- Individual planning/course planning
- Parent meetings and presentations
- Conflict resolution
- Self-advocacy, self-directed learning and assertive communication
- Healthy friendships and respecting personal boundaries
- Coping strategies and managing stress
- Introduction to post-secondary education options and careers
- Growth mindset and building self-awareness

Middle School Program Delivery Map

Timeline	Grade Level/s	Program Activity	Target Students	ASCA Mindsets/Behaviors/SEL	Tier	Program Objectives (students will be able to....)	Assessment/Evaluation Method
Aug	6th 8th	6th Grade Orientation 8th Grade Guides	6/8th	B-SMS 10; A1; A8	1	<p>Students will develop the ability to adapt to change.</p> <p>Students will be able to feel supported and advocate to navigate a new environment.</p> <p>Students will have the opportunity to be in a leadership role and receive community service.</p>	Questionnaire to parents of 6th grade students in mid-Fall regarding efficacy of the orientation

Au- June	6-8	Restorative Circles and Conversations	6-8	A1; A6; A10	3	Students will be able to access Tier 2 and Tier 3 circles and groups that use restorative practices.	Review of DASA reports, suspensions, detentions, and disciplinary referrals, attendance
Aug- June	6-8	Restorative Justice	6-8	A.10 a,b,e	2	<p>Students will be able to access restorative practices that honors and respects student identity, equity and inclusion and to be free from discrimination based on but not limited to race, gender identity, gender expression, sexual orientation, language and ability status.</p> <p>Students will be able to advocate on behalf of others and themselves to ensure they remain safe in school, community, and home environments.</p> <p>Students will be able to address harm and social conflicts in the school environment as it arises.</p> <p>Students will be able to establish equitable affirming school environment in which all members of the school community demonstrate respect, inclusion, and acceptance</p>	Tracking the quantity of conversations provided, student climate survey data, surveys of students and staff who participate in the circles.
Sept	6	Transition and Self Management	6th	B-LS 3; B-SMS 10	1	Students will be able to adapt to change, and develop coping skills to work through stress. Fill out progress review	Review of DASA reports, suspensions,

						initial paperwork.	detentions, and disciplinary referrals, attendance
Sept	6-8	Start with Hello Week	6-8th	B-SS 2, B-SS 4	1	Students will be able to encourage students to be kind to other students that they have not previously had a relationship with.	Observations of student interactions. Review of DASA reports, suspensions, detentions, and disciplinary referrals
Sept-Oct		Stress Management	6-8th	B-SMS 6; B-SMS 7	1	Students will be able to discuss and work through stress and coping mechanisms.	Teachers provide lessons through the Middle School Essentials class.
		Organizational Skills/Grading	6th	B-LS 3; B-LS 8	1	Students will be able to understand a report card, grades and ways to be successful in school and classroom through different techniques.	Review of the student drop-in meetings in the student support office due to stressors, being able to work through stress independently.
		Chromebooks				Students will have proactive learning in MSE for proper use of chromebook and technology in a responsible way both personally and within the school community.	
Oct	7-8	Self Care Lesson	7-8th	B-LS 3; B-SMS 10	1	Students will be able to adapt to change, and develop coping skills to work through stress. Fill out progress review initial paperwork.	End of lesson assessment data
Oct	6-8	New Student Lunch Group	New Students	B-SS 2; B-SS 3	2	Students will be able to develop new relationships to help new students feel	Student and staff feedback.

						accepted and included.	Improved attendance, participation in school activities
Oct	6-8	Red Ribbon Week Mlx it Up Day	6-8th	B-SS 10	1 1	Students will be able to learn and apply knowledge related to substance abuse awareness. Students will be able to learn tools for positive relationship building and make connections with peers and high school PIGLETS.	Informal interviews with students. Collect teacher & staff feedback.
Nov	6-8	Wellness Day	6-8th	B-SMS 7; B-LS 10	1	Students will be exposed to different activities that encourage self-care, communication skills, and participation in new activities.	Feedback from both students and teachers
Dec	Prek-12	Holiday Fund Drive	Pre.K-12	A.1.k, A.6. a, b, C.a	2	Staff will be able to provide financial support for families in the district in coordination with the Rotary Club. Staff will advocate both within and outside of the school district for adequate resources within the community to meet the needs of the student.	Checklist of families needing support identified through staff, previous years, or through requests.
Jan	6	Self-Regulation	6th	B-SMS 2; B-SS 9	1	Students will be able to identify feelings, triggers and coping skills. Impulse control and making the correct decision after.	Review of DASA reports, suspensions, detentions, and disciplinary

							referrals
January -March	8	8th Grade Transition Meetings	8th	B-LS 7; B-SMS 1; B-SMS 2; B-SMS 7; B-SS 2; B-SS 8	2	Students will be able to focus on transition from Middle School to High School; review scheduling, course credits, electives.	The students' ability to choose courses for the following year and share with the high school Student Support staff by the designated deadline.
Feb	Parents for 8th grade students	Transition information for scheduling	8th	B-LS 7; B-SMS 1; B-SMS 2; B-SMS 7; B-SS 2; B-SS 8	2	Students support center staff will be able to help families understand high school credits, scheduling, resources and options.	Parent survey post meeting
Feb	Parents for 6/7th grade students	Acceleration Informational Parent Meeting	7/8th	B-LS 7; B-SMS 1; B-SMS 2; B-SMS 7; B-SS 2; B-SS 8	2	Student support staff will help families understand accelerated math and science pathways.	Parent survey post meeting
March	8	Career Exploration Day	8th	B-SMS 7; B-LS 10	1	Students will be exposed to different careers and pathways from community members.	Pre/post survey for both students and teachers
March-May	8	Healthy Relationships/Coping Skills	8th	B-SMS 6; B-SMS 7	2	Students will be able to learn and develop coping skills to work through unexpected changes/stressors. They will learn about healthy relationships and choices.	The students fill out pre and post assessments on skills learned to process and work through anxiety.
April	8	Mental Health	8th	B-SS 10; B-SS 8	1	Students will be exposed to Health class lessons on understanding mental illness and practicing empathy and advocacy.	Teacher lesson in Health.

May	8	President's Challenge Scholarship SUNY Ulster	8th	M1	1	Student support staff will organize and plan the President's Challenge Scholarship to provide a scholarship and mentor services to students that are chosen through an application and interview process.	Committee of school counselors, administrators and SUNY Ulster representatives decide on scholarship recipients.
June	5-6 8-9	Transitional Services Fifth grade middle school visit and presentation Eighth graders that are identified go to high school for an orientation		B-SMS 10	1	Students will be able to transition to the next level with greater confidence, and ability to self-advocate.	Participation in school activities, and improved attendance.
June	6-8	Individual Meetings: Summer School	6th - 8th graders	B-LS 7 B-SMS 5	3	Students will be able to understand their options due to course failure(s).	Summer School registrations, grade level promotion rates.
Ongoing	6	Diversity Training	6	M2	1	Students will be exposed to cultural awareness, sensitivity and responsiveness.	Pre/post test during presentation Review of DASA reports, suspensions, detentions, and disciplinary referrals

Ongoing	6-8	Immigration Support	6-8	M2	2	Student Support staff and ENL teachers will provide emotional support for students and families with immigration concerns.	
Ongoing	6-8	Schedule planning for students and faculty	6-8	A.13, A.14	1	School counselors will manage records, evaluation, assessment and interpretation.	Create and implement a schedule for the middle school
Ongoing	6-8	Tutoring Program	6-8	BLS-3	2	Student support staff will work with outside tutoring within the school from the Youth Center program.	Class grade increases and assignment completion rates
Ongoing	6-8	Student Check-ins	6-8	A1; A4; A5	2	Students will be able to access social/emotional support from student support services.	Amount of building level supports provided per school year.
Ongoing	6-8	PINS Diversion Services	6-8	B-SMS 2	3	Student support staff will provide resources and supportive services to families that will positively impact student social/emotional functioning and attendance	Review of reports, suspensions, detentions, attendance and disciplinary referrals
Ongoing	6-8	Backpack Program	6-8	M1	3	School social worker will work with the Rotary to provide students and families in need with non-perishable food each Friday to bring home for the weekend.	Having more access to snacks for breakfast and lunch both at home and during school hours, so that they are able to focus in class.

Ongoing	6-8	Mandated Counseling- Individual & Group	IEP & 504	B-LS2; B-SMS 1; B-SMS 2; B-SMS 7; B-SS 2; B-SS 8 M, 1, M 2, M 4	3	<p>1.Students will be able to manage emotions effectively in classroom without interfering with learning/functioning</p> <p>2.Students will be able to advocate when under duress or emotionally challenged</p> <p>3.Students will be able to resolve interpersonal peer conflicts without adult intervention</p>	<p>IEP/504 annual reviews</p> <p>Completed Medicaid notes and services completed.</p> <p>Quarterly Progress Monitoring</p>
Ongoing	6-8	Building Level Counseling Services; Conflict Resolution; Mediation	General Education as needed	B-LS2; B-SMS 1; B-SMS 2; B-SMS 7; B-SS 2; B-SS 8 M, 1, M 2, M 4	1	<p>1.Students will be able to manage emotions effectively in classroom without interfering with learning/functioning</p> <p>2.Students will be able to advocate when under duress or emotionally challenged</p> <p>3.Students will be able to resolve interpersonal peer conflicts without adult intervention</p>	Review of DASA reports, suspensions, detentions, and disciplinary referrals, attendance
Ongoing	6-8	Individual Student Meetings	All	B-LS 7; B-SMS 1; B-SMS 2; B-SMS 7; B-SS 2; B-SS 8	1	Students will be able to identify long and short term academic, career and social emotional goals.	Annual meetings to review performance and set new goals.
Ongoing	7/8	Home & Career Lessons for career development/post high school options & use of Naviance	7/8th	B-LS 7	1	Students will have exposure to different career paths, and post high school information and the accompanied technology.	<p>1-Class Project</p> <p>2- Ability to navigate through naviance independently</p>
Ongoing	6-8	LaSalle Services	6-8	B-SMS 2, B-SMS 7, B-SMS 8, B-SS	3	Student support center staff will work alongside an outside agency (LaSalle) to	Review of DASA reports,

				1, B-SS 2, B-SS 3, B-SS 5, B-SS 9		provide both individual and family support and case management.	suspensions, detentions, and disciplinary referrals, attendance
Ongoing	6-8	Eligibility Monitoring for extracurriculars	6-8	A1; A4	2	Counseling staff will monitor eligibility for extracurricular activities and assist students with completing eligibility contracts, as needed.	Comparison of ineligibility reports from each quarter.
Ongoing	6-8	Gender Support Plan	6-8	A1; A6; A10	3	Students will be able to access and complete a Gender Support Plan, as needed.	Quantity and communication of plans completed.
Ongoing	6-8	Suicide and threat assessments	All students	B-SMS 7 B-SMS 9	3	Student support services are providing safety/suicide assessments for students who express at risk symptoms. Staff will respond to threat assessments provided from the IT filters as well as staff, teacher, family, peer and self reporting concerns.	Students are able to attend school and improve academic achievement
Ongoing	6-8	School Social Worker Practicum Internship Site Supervisors	6-8	D.a,b,c,d,f,g,k,l,m ,n	2	School social worker will act as a certified clinical school social worker who provides ethical, culturally competent, ongoing supervision; evaluate fairly; support professional growth; use appropriate technology; communicate expectations; and collaborate with universities to guide and support interns	Weekly supervision intern placement tracking (IPT) learning contact to assess work being completed within practicum setting

High School Program and Overview

Developmental Needs of High School Students

High school is the final transition into adulthood and the world of work. This is the age when teens begin separating from parents and exploring and defining their independence. Students are deciding who they are, what they do well, and what they will do when they graduate. During these adolescent years, students are evaluating their strengths, skills and abilities. The biggest influence is their peer group. They are searching for a place to belong and rely on peer acceptance and feedback. They face increased pressures regarding risk behaviors involving sex, alcohol and drugs while exploring the boundaries of more acceptable behavior and mature, meaningful relationships. Many students are experiencing apprehension and fear about immigration and familial deportation. They need guidance in making concrete, and often complex, decisions. They must deal with academic pressures as they face high-stakes testing, the challenges of college admissions, scholarship and financial aid application processes, and entrance into a competitive job market.

Counseling Curriculum at New Paltz High School

The comprehensive counseling curriculum at the high school continues to support student development in the academic, career and personal/social areas. The focus of the curriculum at this level is on transitioning middle school students to the high school environment, assisting all students with planning for postsecondary planning (e.g., higher education, career plans, employment skills and goals), involving parents in the postsecondary planning process, and providing identified students with counseling support to remove barriers to academic and personal success. Counselors deliver curriculum through a variety of instructional strategies that primarily include classroom lessons and individual/small group counseling sessions. Counselor efforts are reinforced by teachers, support staff and administrators through their systemic involvement in the Instructional Study Team.

Topics to be Covered

- Commitment to fostering a respectful and inclusive environment that honors the dignity, identity, and diverse backgrounds of all students
- Transition from middle to high school
- Academic expectations, school activities, support system
- Individualized academic planning (Pathways, CDOS)
- Personal/social development
- Conflict resolution/peer mediation
- Academic expectations, school extra-curricular activities and support system
- Study skills, homework and time management
- Developing academic plans and transition planning 9th-College
- Post-Secondary supports

- Career exploration (CDOS)
- College readiness, exploration
- Parent consultation, meetings and presentations
- Conflict resolution
- Social connections, independence, self-advocacy, resilience
- Self-directed learning and assertive communication
- Healthy friendships and respecting personal boundaries
- Coping strategies and managing stress in general, including support of the District's policy regarding the new Distraction-Free schools law
- Introduction to post-secondary education options and careers
- Growth mindset and building self-awareness
- Collaboration with outside agencies to address/advocate for student needs
- Social History, psycho-educational evaluations
- Home visits
- Relationship building

Venues

Student Support Services professionals work in a variety of settings and are flexible to meet the needs of students including the following venues:

- Health, English and Social Studies, Life Preparation, Life Skills classrooms
- 504 meetings, IEP meetings, and parent teacher conferences
- Individual/small group counseling
- Field trips, after school programs
- Student Support Center
- Auditorium, Audion, Large Gym, Small Gym
- Meetings, workshops, presentations, and events via Google Meet and Zoom

Framework for Assessment

Benchmark indicators of progress are listed below. This is not an inclusive list as additional evaluative tools and data will likely develop over the course of the 2026-2027 school year.

- Improvement in attendance rates
- Increase in participation in extracurricular activities
- Reduce rate of academically ineligible students
- Maintain low referral rate to intensive outpatient treatment programs
- Increase activities that support transition to college and career for first generation students who may have limited access and

resources

- Decrease in 504 and CSE referrals

High School Program Delivery Map

Timeline	Grade Level/s	Program Activity	Target Students	ASCA Mindsets/Behaviors/SEL	Tier	Program Objectives (students will be able to....)	Assessment/ Evaluation Method
August	Incoming 9th graders and all new students	New Student Orientation.	All new students	M 2 B-SMS 10	1	Students will be able to acclimate to the high school environment to have a better understanding of schedule, school layout, and expectations.	Review 9th grade: completion rates, extracurricular activity participation rates, quarter grades.
Sept	9	Classroom Guidance Lesson 9 grade class Transition Workshop: Getting to Know You.	9th graders	M 2 B-SS 3	1	Students will get to know their school counselors and other resources in the school.	Pre and post assessment.
Sept	10-11	Classroom Guidance Lesson: The PSAT.	10th - 11th graders	M 5 B-LS 7	1	Students will have a better understanding of the college planning process.	Student registrations for the PSAT.
Sept	12	Classroom Guidance Lesson #1: The College Essay - Where To Start?	12th graders	M 5 B-LS 2, 6, S-SS 1	1	Students will have the know-how to create a college essay introduction.	Brainstorm Essay ideas

Sept	12	Classroom Guidance Lesson #2: The College Essay - Brainstorming Exercise.	12th graders	M 5 B-LS 2 B-SS 1	1	Students will have an array of ideas and stories that they can use in their college essay.	Completed Essay
Sept - Oct	12	Individual Annual Reviews and Senior College/ Career Planning Meetings: Discussions include progress toward graduation, CDOS, career and academic interests, college application process, financial aid/ scholarships, NCAA, Access VR, Naviance.	12th graders	M 3, 4, 5, 6 B-LS 4, 7 B- SMS 1, 5 B-SS 3	2	Students will: 1) know remaining courses and Regents Exams required for graduation, 2) continue to finalize their college list, 3) understand the post high school planning process (college application financial aid process, military, employment, gap year) and 3) pursue process for NCAA and ACCESS VR if appropriate.	Senior survey (May), graduation rates.
Sept - Oct	12	Small Group Guidance: Naviance and the Common Application.	12th graders	M 5 B-LS 3, 7 B-SMS 8 B-SS 3	2	Students will be able to complete tasks in Naviance and the Common Application.	Completion of task.
Oct	11-12	Group Lesson: Financial Aid Night.	11 - 12th graders	M2 B-LS 1	2	Students planning to attend college will understand the financial aid process.	Completion of FASFA
Oct	9	Classroom Guidance Lesson: Leadership.	10th graders	M 5 B-LS 10	1	Students will learn about ways to	Application completion and

				B-SMS 4		develop and opportunities for leadership.	selection of candidate
Oct	12	Classroom Guidance Lesson #3: The College Essay - Tying It All Together.	12th graders	M 5 B-LS 2, 6 B-SS 1	1	Students will have the knowledge to complete their college essay.	Pre and post assessment.
Sept - Nov	9-12	College Visitation Program: Students have the opportunity to meet with over 90 colleges.	9-12 graders	M 6 B-LS 7	2	Students will research colleges to identify potential colleges to apply to.	Attendance record
Quarterly	9	Classroom Guidance Lesson 9th grade classes Transition Workshop: Information and Expectations.	9th graders	M 6 B-LS 7 B-SMS 1	1	Students will be able to take responsibility for their high school experience by gaining information on graduation requirements, extra curricular activities, NHS, community service, working papers, and making socioemotional connections.	Pre and post assessment.
Quarterly	9	Classroom Guidance Lesson 9th grade classes SEL #1: Engaging Students in the School Community and Making Connections.	9th graders	M 2 B-LS 10	1	Students will transition to and engage with the school community by joining extracurricular activities.	9th grade participation in extracurricular clubs, sports, and activities.

Quarterly	9	Consultation and push-in with 9th grade classes: Exploring - Career Clusters and Pathways, Career Interests Profiler, and Career Key; Self-Discovery - Intelligences, Learning and Productivity, Personality, Skills, and Strengths Explorer; and Resume Builder.	9th graders	M 6 B-LS 7 B-SMS5	1	Students will be able to understand career areas and the skills and education necessary to pursue their areas of interests as they develop. Students will also have a better understanding of self. Students will be able to document their achievements in their resume.	Completed assessments in Naviance.
Year long	9	Classroom Guidance Lesson Life Prep SEL #2: Engaging Students in the School Community and Making Connections.	9th graders	M 1, 2 B-LS 10 B-SMS 8 B-SS 2	1	Students will learn about activities from club representatives and feel more connected to the wider school community.	9th grader involvement in clubs and activities.
Oct - Dec	12	Individual Meetings: College Application Support: Follow Up Meetings.	12th graders	M 5 B-LS 3 B-SMS 3 B-SS 3	2	Students will have additional support to assist them with completing applications for post-secondary plans.	Completion of college applications, senior survey.
Dec	10 - 12	Students Attend Art and Design College Fair and Portfolio Day.	10th - 12th graders	M 6 B-LS 2 B-SS 9	2	Students will learn about post secondary art opportunities and the knowledge and skill set necessary to	Pre and post assessment.

						apply and submit portfolios.	
Dec	10-11	Students Attend BOCES and New Vision Information Session.	10-11	M 3, 6 B-LS 7	1	Students will learn about programs offered through BOCES to make informed decisions on their future course program.	Pre and post assessment.
Jan	8-11	Group Guidance: Students attend Elective Fair.	8th - 11th graders	M 3 B-LS 9	1	Students will learn from teachers and current students about the array of electives offered at NPHS.	Student course requests.
Jan-Mar	9-11	Individual Meetings: Annual Individual Progress Reviews.	9-11	M 1, 3, 4, 5, 6 B-LS 1, 3, 4, 5, 6, 7, 9 B-SMS 1, 4, 5, 6, 10 B-SS 1, 3, 9	2	Students will: 1) complete Annual Progress Review Plan, 2) know remaining courses and Regents Exams required for graduation, 3) discuss diploma types and CDOS, 4) have a plan passing classes if necessary, 5) choose course work that aligns with their career and personal interests.	Grade level promotion rates, course passing rates, attendance at college visits.

March, April, May	10, 11	Field Trip: Opportunities at the BOCES Career and Technical Center.	10, 11	M 3 B-LS 4, 7 B-SMS 10 B-SS 3	1	Students with strong interest in the Career and Technical Center programs at BOCES will be able to make a confident decision to attend BOCES by gaining additional first-hand exposure to the program.	Pre and post assessment.
April	11	Group Guidance: Field Trip SUNY College Fair.	11	M 6 B-SS 1, 3, 9	1	Students will research and explore college options at SUNY colleges and universities.	Pre and post assessment.
May	8	Group Orientation/Tour for Incoming Students and Parents From Private Schools.	8th graders	M 2 B-SMS 10 B-SS 2, 3	1	Students will become familiar with the high school building, meet school counselors and teachers, and learn about transition experiences of current high school students who transferred to NPHS from private schools or home school.	District enrollment rates, participation in extracurricular activities.
May	11	Classroom Guidance Lesson: Teacher Recommendation Letters.	11th graders	M 5 B-SS 1	1	Students will understand the importance of teacher recommendation letters, the process for requesting and	Pre and post Assessment, college application completion rates.

						submitting letters, and strategies for helping their teachers write compelling letters of recommendation.	
April - May	12	Classroom Guidance Lesson: The Senior Survey and End-of-Year Decisions.	12th graders	B-LS 7	1	Students will update their post-secondary plans/final decision in the survey and Naviance and provide information for the Scholarship Committee.	Data in Senior Survey/Naviance.
June	9 - 12	Individual Meetings: Summer School and Academic Planning	9th - 12th graders	B-LS 7 B-SMS 5	2	Students will understand their options due to course failure(s).	Summer School registrations, grade level promotion rates.
Open House and Parent/Teacher Conference Nights	9-12	Screenagers Presentation and Hidden in Plain Sight Presentation by UCPC to Parents at Open House and spring parent/teacher conferences	9th -12th graders	B-SMS 1 B-SMS 6 B-SMS 9 B-SMS 9	1	This documentary discusses issues surrounding cell phones, social media and substance use.	Parent attendance
Ongoing	9 - 12	Individual Meetings: Scheduling Adjustments and Academic Planning.	9th - 12th graders	M 5 B-LS 4, 7, 8	2	Students will revisit and navigate academic and career goals and align their courses/schedule accordingly.	Course success rates.

Ongoing	11	Life Ready Seminar class: Classroom lessons pertaining to college and career planning	11th graders		1	Students will discuss college and career options with counselors	
On-going	9-12	Transition planning activities (OPWDD, UCC placement exams, college visits, ACCES-VR, workshops)	Students with IEPs and 504s	B-LS7 B-LS9	2	Students will become familiar with resources available to support post-secondary transition	Completion of applications to transition resources
On-going	9-12	Coordination of support for homeless students	McKinney Vento Eligible	B-SMS 6 B-SMS 10	3	Students will have less interruption in their education and feel supported.	Students will be able to attend school and referrals for securing basic needs will be made.
Ongoing	9-12	Individual and Group counseling	Mandated counseling, as per IEP and 504	B-SMS1 B-SMS7	2	Students will learn to use strategies to successfully navigate individual academic objectives	Evaluated using goals and objectives on the IEP
Ongoing	9 - 12	Individual Meetings: Student/Parent Teacher Conferences.	9th - 12th graders	M 1 B-LS 3 B-SMS 6 B-SS 3	2	Students will overcome barriers to their academic success.	Course passing, attendance rates, and grade level promotion/graduation rates.
Ongoing	9-12	Collaboration, referrals and coordination of treatment with outside agencies	All students	B-SMS 1 B-SMS 7	3	Students will learn to use strategies to successfully navigate individual academic objectives	Progress monitoring, based on verbal reports

Ongoing	9-12	Astor Clinical Services	All students	B-SMS 2 B-SMS 9	3	Students will learn to use strategies to successfully navigate individual academic objectives	Review of treatment plan and clinical assessments each session
Ongoing	9 - 12	Individual Counseling: Including crisis, strategies for dealing with attendance, coping skills, conflicts with students/teachers/family, career/college goals, etc.	9th - 12th graders	M 1 B-SMS 7 B-SMS 9 Behavior Standards depend upon the situation.	3	Students will have better awareness of issues and develop strategies to achieve their personal, academic, and/or career goals.	Attendance, retention, grade promotion rates.
Ongoing	9-12	Organized social activities such as field trips and coffee cart to foster interactions and self esteem for fragile students groups	9th -12th graders	B-SMS 3, 6 B-SS 2,6,9	3	Students will be able to have increased exposure to other students and increase social confidence.	Observations of improved social interactions, skills and confidence.
On-going	9-12	Psychologicals, Social Histories and FBA/BIPS	All eligible students	B - SS9 B-LS4	3	Students will develop self-awareness around strengths and needs.	Individual meetings with students and parents. Increase in academic performance and less referrals.
Ongoing	9-12	Implementation of the Gender Support plan	9-12	B-SMS 9	3	Ongoing support of LGBTQIA+ students	implementation and use of plan
On-going	9-12	Home Visits	All students	B-LS 9	3	Students will recognize that the school is a resource	Students are able to attend school and improve

						to help with safety and care.	academic achievement
On-going	9-12	Collaboration and coordination with parents and parent counseling and training	All students	B-SS3	3	Students will recognize that the school is a resource to help with safety and care	Students are able to attend school and improve academic achievement
On-going	9-12	Peer Mediation/Peer counseling	All students	B-SS2 B-SMS 1	2	Students develop skills to navigate conflicts and improve communication skills with others	Students (seniors) will be trained as conflict managers and peer counselors
On-going	9-12	Suicide and threat assessments	All students	B-SMS 7 B-SMS 9	3	Students will be able to identify triggers that can lead to potential harm. Students will seek out assistance from others.	Students are able to attend school and improve academic achievement

Appendix A: Sample Annual Individual Progress Review

NPCSD Annual Individual Progress Review (Student to complete prior to meeting)

School Year: _____

Student Name: _____

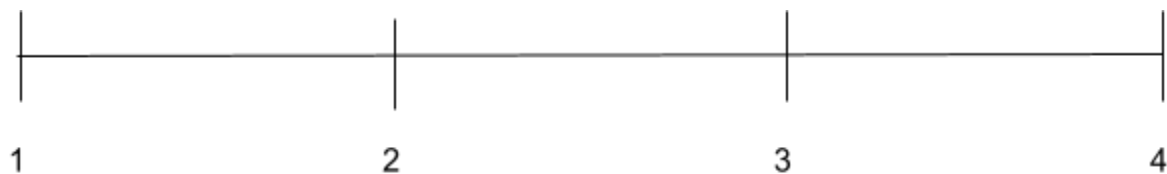
Building: _____

School Counselor: _____

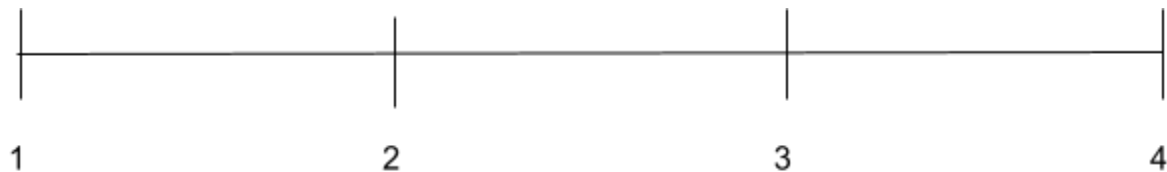
Review of Student Record:

How well do you think you are doing overall as a student in school? Rate your performance in the below categories, with 1 being very poor and 4 being excellent.

Attendance



Behavior/Discipline



Grades



State Assessments/Regents Exams



What will it take to graduate from high school?

How can we help you?

Social/Emotional Development Review

How do you feel your relationships are with others? Peers/teachers/etc.?

What activities do you enjoy doing outside of school?

Who are your supports?

Inside of school:

Outside of school:

What's one way that you keep yourself calm, balanced and have proper responses to stressful situations? OR What are your coping strategies in stressful situations?

How do you take care of yourself (self-care)? How do you seek help when you need it?

Academic Skills Review

What is one thing that is going well for you this school year?

What are your future goals? Based on your current academic performance, are you on track to achieve those goals?

Is your family in support of your academic goals?

Are you getting your work done and, if not, what is getting in the way?

What do you need to be successful?

College/Career Readiness Review

What are your interests? What areas do you excel in?

What extracurricular or enrichment activities are you involved in?

What do you want to do after you graduate?