



K-12 COMPREHENSIVE SCHOOL COUNSELING PLAN

NEW YORK STATE PART 100 REGULATIONS-SCHOOL COUNSELING PROGRAMS

As per the New York State Education Department, listed in Part 100 of the Commissioner's Regulations, school counseling/guidance programs are defined as follows:

- I. Public Schools: Each school district shall have a guidance program for all students.
- II. In grades K-5, 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.
- III. In grades 6-12, the school counseling program shall include the following activities and services:
 - A. An annual review of each student's educational progress and career plans, with such reviews conducted with each student individually or with small groups by personnel certified or licensed as school counselors.
 - B. Instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with the school counselor.
 - C. Other advisory and individual or group counseling assistance to enable students to benefit from the curriculum and to help students develop and implement postsecondary educational and career plans; to help students who exhibit any attendance, academic, behavioral or adjustment problems; to encourage parental involvement, provided that advisory assistance shall be provided by teachers, counselors or by certified teaching assistants under the supervision of counselors or teachers; such individual or group counseling shall be provided by certified or licensed school psychologists or certified or licensed school social workers in cooperation with certified and licensed school counselors.
 - D. The services of personnel certified or licensed as school counselors.
- IV. Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. Such a plan should be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specifications of the staff members and other resources assigned to accomplish the objectives; provisions for the annual assessment of the program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

BOARD OF EDUCATION POLICY AUTHORIZATION

In accordance with Policy 8230, Marcellus has developed a comprehensive, standards-based counseling program. Over the past several years, the Marcellus School Counseling Department has worked to transform our school counseling program into one that values results-based best practices in order to better serve our students. The counseling support systems that we provide are goal-oriented and developmental in nature, based on various types of student data (attendance, grades and behaviors). More importantly, data is collected from students and parents via surveys, focus groups and individual meetings to assist in informing annual goals set by the counseling department. These services aim to help all students, no matter their individual circumstances, to maximize their potential and to develop the skills necessary to become contributing members of a global society.

MARCELLUS CENTRAL SCHOOL DISTRICT SCHOOL COUNSELING PLAN

This is a plan that has been designed to meet the educational demands in order to better serve the Marcellus school community. A counseling program is one that is results-based, comprehensive, developmentally appropriate, proactive in nature, and designed to reach every student. When developing and implementing such a program, it is necessary that school counselors hold a wide range of skills that go beyond the essential counseling skills. In order to provide a comprehensive student-driven program that aims to improve student achievement, school counselors must demonstrate the skills of leadership, advocacy, collaboration and data analysis. With this in mind, the Marcellus school counselors have utilized a variety of professional development opportunities to further develop their skills.

The Marcellus school counselors and social workers are divided among three buildings, ranging from elementary school to high school. Our counselors are seen as leaders, advocates and vital educators in not only their assigned building, but within the entire Marcellus school community as well. This is due to the fact that the counselors are held to high standards of collaboration when it comes to the planning and implementation of our comprehensive school counseling program. This collaboration is guided by the belief that students should always be put first; a belief that has been woven into every aspect of the school counseling plan. In order to promote student success and close existing achievement gaps, the comprehensive plan incorporates a variety of direct and indirect support services.

Our comprehensive school counseling model values content, process and accountability. School counselors are integral participants in collaborative programs that guide student achievement. Collaborating with teachers, administrators, community members, and families provides school counselors with information that can be used to direct their programs. New York State school counselors, with the support of superintendents, principals, and local boards of education, analyze and assess school counseling programs, implement programs through a variety of delivery systems, and maintain an accountability system that demonstrates effectiveness.

The National Standards for School Counseling Programs and the National Model for School Counseling Programs, both developed by the American School Counseling Association, have shifted the focus of school counseling from a student-by-student system to a comprehensive and developmental program that focuses on academic, career, and personal/social development for every K - 12 student. The student-to-counselor ratio recommended by the American School Counselor Association is 250:1.

THE COMPREHENSIVE MODEL

The comprehensive school counseling program is a framework for the systematic development, implementation, and evaluation of school counseling programs. The comprehensive school counseling plan was designed in a way that:

- Acknowledges the work of school counselors as advocates for students
- Creates results-based counseling programs that support diverse student populations.
- Helps to close learning gaps.
- Aims to reach all students through the use of exemplary strategies that assess academic, career, and social/emotional progress.
- Is guided by developmentally appropriate and goal-oriented student competencies.

The four main components of the model are:

1. **The definition** of the program which addresses the belief and mission that every student will benefit from the school counseling program.
2. **The management system** that presents the organizational process and tools needed to deliver a comprehensive school counseling program. These processes and tools include: agreements or responsibilities, use of data, action plans, time and task analysis, and monthly calendars.
3. **The delivery system** which defines the implementation process and the components of the comprehensive model (guidance curriculum, individual planning with students, responsive services and system support).
4. **The accountability system** which helps school counselors demonstrate the effectiveness of their work in measurable terms, such as impacts over time, performance evaluation, and a program audit.

The ASCA National Model for School Counseling Programs speaks to the importance of accountability and having an organizational framework that documents and demonstrates "**how students are different as a result of the school counseling programs.**" A commitment to accountability shifts public perception from questions such as "what do school counselors really do?" to showing how school counselors are key players in the academic success for all students. Though we use the model as a guide, we are progressive in our thinking and always evaluate and update what we are doing based on what is in the best interest of the students.

COUNSELING MISSION STATEMENT

The mission of the Marcellus Central School District Comprehensive School Counseling Program is to provide support for maximum student achievement in the areas of academics, career, and personal/social/emotional growth. School counselors work with parents, educators and the community to provide developmentally appropriate and comprehensive services that meet the needs of all students in order for them to become productive members of the ever-changing global society.

COUNSELING VISION STATEMENT

It is the vision that students graduating from Marcellus Central School District will be career ready and will have the skills necessary to maximize their academic success and social/emotional development.

MARCELLUS SCHOOL COUNSELOR BELIEF STATEMENT

Counselors at Marcellus Central School District believe that every student can succeed through the collaborative efforts of school, home, and community, which leads to responsible and productive citizenship in the 21st century. We promote an environment to encourage personal inquiry and growth, social responsibility, and academic excellence.

As counselors of the Marcellus Central School District, we believe:

- All students are capable of learning, achieving and acquiring knowledge in different ways and at different rates.
- All students are valued as individuals.
- All students have a right to, and will benefit from, a comprehensive counseling program that is culturally and developmentally appropriate.
- Students, with their parents, are responsible for monitoring their educational progress, assisted by the professional school counselor.

In addition, counselors:

- Help students recognize their learning strengths, weaknesses and potential.
- Coordinate activities and programs that support the academic mission of the school.
- Utilize the strengths of parents and the community and serve as liaisons between parents, the community and the school.
- Participate in ongoing programs and professional development that enhance their skills and knowledge.

COUNSELOR ROLE

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

Skill	Description
Counseling	School counselors spend time on individual and group counseling, crisis intervention, prevention and responsive services.
Consultation	School counselors acting as consultants can help parents, teachers, and students work together effectively. They seek solutions to improve the educational/social/emotional experience for all students.
Coordination of Services	School counselors coordinate resources and services for students and families through community outreach. School counselors collaborate with agencies to provide a variety of services and opportunities to students and their families.
Leadership	School counselors seek to make schools a welcoming learning community where all students can achieve academic, career, and personal/social success.
Advocacy	School counselors are advocates for all students.
Teaming and Collaboration	Counselors collaborate with all school community members. Counselors collaborate most closely with teachers to deliver the counseling program. In addition, they use professional development opportunities to promote the counseling programs to members of the educational community and develop collaborative projects.
Use of Data	Data provides a method to determine the impact of a school counseling program on student success and school climate.
Use of Technology	School counselors are technologically literate and proficient in using the internet, communicating electronically, and processing data electronically to better assess student progress and program quality.

MINDSETS
School Counselors encourage the following mindsets for all students:
M1. Belief in development of the whole self, including a healthy balance of mental, social/emotional and physical well-being. M2. Sense of acceptance, respect, support, and inclusion for self and others in the school environment. M3. Positive attitude toward work and learning. M4. Self-confidence in ability to succeed. M5. Belief in using abilities to their fullest to achieve high-quality results and outcomes. M6. Understanding that postsecondary education and lifelong learning are necessary for long-term success.

BEHAVIORS		
School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:		
Learning Strategies	Direct and Indirect Student Services	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

BENEFITS OF A COMPREHENSIVE SCHOOL COUNSELING PROGRAM

Comprehensive developmental school counseling programs provide a system that encourages and promotes academic, career, and personal/ social development in preparation for the challenges of the 21st century. School counseling programs have a positive impact on students, parents/guardians, teachers, administrators, boards of education, school counselors, and the community.

Benefits for Students:

- Prepares students for the challenges of the 21st century by acquiring knowledge and skills in academic, career, and personal/social development
- Connects the educational program to future success
- Ensures student access to the school counseling program
- Promotes commitment to learning
- Supports development of skills to increase student success
- Ensures equitable access to educational opportunities
- Monitors data to facilitate student improvement
- Fosters advocacy for students
- Facilitates career exploration and development

Benefits for Parents:

- Prepares their children for the challenges of the 21st century through academic, career, and personal/social development
- Provides support for parents in advocating for their child's academic, career, and personal/social development
- Develops a systematic approach for their child's long-range planning and learning
- Increases opportunities for parent/school interaction
- Provides training and informational workshops

Benefits for Teachers:

- Promotes an interdisciplinary team approach to address student needs and educational goals
- Positively impacts school climate and the learning community
- Supports classroom instruction
- Increases teacher accessibility to the counselor as a classroom presenter and resource person
- Provides a system for co-facilitation of classroom guidance lessons
- Encourages positive, calendared activities and supportive working relationships
- Analyzes data to improve school climate and student achievement

Benefits for School Counselors:

- Provides a clearly defined role and function in the educational system
- Eliminates non-counseling functions
- Provides direct service to every student
- Provides a tool for program management and accountability
- Recognizes the school counselors as leaders, advocates, and change agents
- Ensures the school counseling program's contribution to the school's mission

Benefits for Administrators:

- Aligns the school counseling program with the school's academic mission
- Assists administration to use school counselors effectively to enhance learning and development for all students
- Provides a proactive school counseling curriculum addressing the students' needs and enhancing school climate
- Uses data to jointly develop school counseling goals and school counselor responsibilities
- Provides a means of evaluating the effectiveness of the school counseling program
- Demonstrates school counseling accountability

Benefits for Boards of Education:

- Provides rationale for implementing a comprehensive developmental counseling program in the school system
- Provides assurance that a quality school counseling program is available to every student
- Informs the community about the school counseling program
- Provides data about improved student achievement
- Demonstrates the necessity of appropriate levels of funding for implementation

Benefits for Student Services Personnel:

- Provides school psychologists and other professional student services personnel with a clearly defined role of the school counselor
- Fosters a positive team approach which enhances cooperative working relationships
- Maximizes collaborative teaming to ensure individual student success
- Uses school counseling program data to maximize benefit to individual student growth

Benefits for the Community:

- Provides an increased opportunity for collaboration and participation of community members with the school program
- Creates community awareness and visibility of the school counseling program
- Connects the community to the needs of the school and the school to the needs of the community
- Enhances economic development through quality preparation of students for the world of work

Benefits for Business and Industry:

- Increases opportunities for business and industry to participate actively in the total school program
- Provides increased opportunity for collaboration among counselors, business, and industry
- Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity

DELIVER SYSTEMS

School counselors provide services to students, parents, school staff and the community in the following areas:

A. Direct Student Services

Direct services are in-person interactions between school counselors and students

B. School counseling core curriculum: This curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level. The school counseling core curriculum is delivered throughout the school's overall curriculum and is systematically presented by school counselors in collaboration with other professional educators in K-12 classroom and group activities

C. Individual student planning: School counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.

- Including, but not limited to:
 - Monitoring student academic progress
 - Analyzing assessment data
 - Interpreting career survey results
 - Planning for student success

D. Responsive services: Responsive services are interventions designed to meet students' immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.

- Can also include consultation with parents, teachers, administration, and stakeholders to provide comprehensive services.
- Referral to outside resources.

E. Indirect Student Services: Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations.

- Provide professional development to staff
- Attend collaborative committees
- Continue ongoing outreach efforts with the community
- Engage in research and development of future programs
- Evaluate the effectiveness of the current program

MANAGE SYSTEMS

PROGRAM STANDARDS

The National Standards for School Counseling Programs facilitate student development in three broad areas: academic development, career development, and social and emotional development. These broad areas serve as the foundation of the Marcellus Central School District's Comprehensive School Counseling Program and represent the knowledge, attitudes, and skills that all students will acquire and demonstrate in the areas of academic, career, and social-emotional development as a result of their participation in the Marcellus Central School District's Comprehensive School Counseling Program.

Academic Development

Career Development

Social Emotional Development

School counselor competency and school counseling program assessments to self-evaluate areas of strength and improvement for individual skills and program activities.

Annual agreements are developed with and approved by administrators at the beginning of the school year, addressing how the school counseling program is organized and what goals will be accomplished. This will be designed to enhance services provided to our students.

District-wide counseling committee made up of students, parents, teachers, school counselors, administrators, and community members to review and make recommendations about school counseling program activities and results.

Use of data to measure the results of the program as well as to promote systemic change within the school system, so every student graduates career-ready.

Yearly counseling program calendar to keep students, parents, teachers, and administrators informed and to encourage active participation in the school counseling program.

DEVELOPMENTALLY APPROPRIATE STUDENT COMPETENCIES

The following charts indicate the developmentally appropriate grade levels where the competencies and indicators for each standard will be a major focus of targeted school counseling activities for all students at that grade level. School counselors address all standards and competencies every day with students, but this chart indicates grade levels where the standards and competencies are addressed with planned activities that reach every student.

Academic	K	1	2	3	4	5	6	7	8	9	10	11	12
Academic Development: Standard A -Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.													
Improve Academic Self-Concept													
Articulate feelings of competence and confidence as a learner	x	x	x	x	x	x	x						
Display a positive interest in learning	x	x	x	x	x	x	x	x	x	x	x	x	x
Take -pride in work and in achievement	x	x	x	x	x	x	x						
Accept mistakes as essential to the learning process	x	x	x	x	x	x	x						
Identify attitudes and behaviors that lead to successful learning	x	x	x	x	x	x	x	x	x	x	x	x	x
Acquire Skills for Improving Learning													
Apply time management and task management skills			x	x				x	x	x	x	x	x
Demonstrate how effort and persistence positively affect learning	x	x	x	x	x	x	x	x	x	x	x	x	x
Use communication skills to know when and how to ask for help when needed	x	x	x	x	x	x	x	x	x	x	x	x	x
Apply knowledge of learning styles to positively influence school performance	x	x	x	x				x	x	x	x	x	x
Achieve School Success													
Take responsibility for their actions	x	x	x	x	x	x	x	x	x	x	x	x	x
Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students	x	x	x	x	x	x	x						
Develop a broad range of interests and abilities			x	x				x	x	x	x	x	x
Demonstrate dependability, productivity, and initiative	x	x	x	x						x	x	x	x
Share knowledge	x	x	x	x	x	x	x	x	x	x	x	x	x

Academic	K	1	2	3	4	5	6	7	8	9	10	11	12
Academic Development: Standard B --Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.													
Improve Learning													
Demonstrate the motivation to achieve individual potential							X	X	X	X	X	X	X
Learn and apply critical thinking skills						X	X	X	X	X	X	X	X
Apply the study skills necessary for academic success at each level			X	X	X	X	X	X	X	X	X	X	X
Seek information and support from faculty, staff, family, and peers	X	X	X	X	X	X	X	X	X	X	X	X	X
Organize and apply academic information from a variety of sources								X	X	X	X	X	X
Use knowledge of learning styles to positively influence school performance				X		X	X			X	X	X	X
Become self-directed and independent learners		X	X	X	X					X	X	X	X
Plan to Achieve Goals													
Establish challenging academic goals in elementary, middle/junior high and high school				X	X	X	X	X	X	X	X	X	X
Use assessment results in educational planning							X	X	X	X	X	X	X
Develop and implement an annual plan of study to maximize academic ability and achievement								X	X	X	X	X	X
Apply knowledge of aptitudes and interests to goal setting								X	X	X	X	X	X
Use problem-solving and decision-making skills to assess progress toward educational goals										X	X	X	X
Understand the relationship between classroom performance and success in school			X	X	X	X	X	X	X	X	X	X	X
Identify post-secondary options consistent with interests, achievement, aptitude and abilities							X	X	X	X	X	X	X
Academic Development: Standard C --Students will understand the relationship of academics to the world of work, and to life at home and in the community.													
Relate School to Life Experiences													
Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life								X	X	X	X	X	X
Seek co-curricular and community experiences to enhance the school experience						X	X	X	X	X	X	X	X
Understand the relationship between learning and work								X	X	X	X	X	X
Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals							X	X	X	X	X	X	X
Understand that school success is the preparation to make the transition from student to community member	X	X	X	X	X	X	X	X	X	X	X	X	X
Understand how school success and academic achievement enhance future career and vocational opportunities	X	X	X	X	X	X	X	X	X	X	X	X	X

Career Development	K	1	2	3	4	5	6	7	8	9	10	11	12
Career Development: Standard A -Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.													
Develop Career Awareness													
Develop skills to locate, evaluate, and interpret career information								x	x	x	x	x	x
Learn about the variety of traditional and non-traditional occupations	x	x	x	x	x	x	x	x	x	x	x	x	x
Develop an awareness of personal abilities, skills, interests, and motivations	x	x	x	x	x	x	x	x	x	x	x	x	x
Learn how to interact and work cooperatively in teams				x	x	x	x	x	x				
Learn to make decisions							x	x	x	x	x	x	x
Learn how to set goals				x	x	x	x	x	x	x	x	x	x
Understand the importance of planning								x	x	x	x	x	x
Pursue and develop competency in areas of interest								x	x	x	x	x	x
Develop hobbies and vocational interests						x	x	x	x	x	x	x	x
Balance between work and leisure time								x	x	x	x	x	x
Develop Employment Readiness													
Acquire employability skills such as working on a team, problem-solving and organizational skills						x	x	x	x	x	x	x	x
Apply job readiness skills to seek employment opportunities										x	x	x	x
Demonstrate knowledge about the changing workplace								x	x				
Learn about the rights and responsibilities of employers and employees								x	x				
Learn to respect individual uniqueness in the workplace						x	x	x	x				
Learn how to write a resume										x	x	x	x
Develop a positive attitude toward work and learning						x	x	x	x				
Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace						x	x	x	x	x	x	x	x
Utilize time and task management skills								x	x				

Career Development	K	1	2	3	4	5	6	7	8	9	10	11	12
<i>Career Development: Standard B - Students will employ strategies to achieve future career goals with success and satisfaction.</i>													
Acquire Career Information													
Apply decision-making skills to career planning, course selection, and career transitions							x	x	x	x	x	x	x
Identify personal skills, interests, and abilities and relate them to current career choices	x	x	x	x	x	x	x	x	x	x	x	x	x
Demonstrate knowledge of the career planning process								x	x	x	x	x	x
Know the various ways which occupations can be classified	x	x	x	x	x	x	x	x	x	x	x	x	x
Use research and information resources to obtain career information								x	x	x	x	x	x
Learn how to use the internet to access career planning information								x	x	x	x	x	x
Describe traditional & non-traditional occupations and how these relate to career choice							x	x	x	x	x	x	x
Understand how changing economic and societal needs influence employment trends and future training								x	x	x	x	x	x
Identify Career Goals													
Demonstrate awareness of the education and training needed to achieve career goals	x	x	x	x	x	x	x	x	x	x	x	x	x
Assess and modify their educational plan to support career goals								x	x	x	x	x	x
Use employability and job readiness skills in internship, mentoring, shadowing, and/or other world of work experiences										x	x	x	x
Select course work that is related to career interests								x	x	x	x	x	x
Maintain a career planning portfolio								x	x	x	x	x	x
<i>Career Development: Standard C -Students will understand the relationship between personal qualities, education, training and the world of work.</i>													
Acquire Knowledge to Achieve Career Goals													
Understand the relationship between educational achievement and career success						x	x	x	x	x	x	x	x
Explain how work can help to achieve personal success and satisfaction								x	x	x	x	x	x
Identify personal preferences and interests that influence career choices and success	x	x	x	x	x	x	x	x	x	x	x	x	x
Understand that the changing workplace requires lifelong learning and acquiring new skills								x	x	x	x	x	x
Describe the effect of work on lifestyles								x	x	x	x	x	x
Understand the importance of equity and access in career choice								x	x				
Understand that work is an important and satisfying means of personal expression							x	x	x	x	x	x	x
Apply Skills to Achieve Career Goals													
Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals							x	x	x	x	x	x	x
Learn how to use conflict management skills with peers and adults	x	x	x	x	x	x	x	x	x	x	x	x	x
Learn how to work cooperatively with others as a team member	x	x	x	x	x	x	x						

Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences										x	x	x	x
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Personal/Social Development	K	1	2	3	4	5	6	7	8	9	10	11	12
Personal/Social Development: Standard A - Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.													
Acquire Self-Knowledge													
Develop a positive attitude toward self as a unique and worthy person	x	x	x	x	x	x	x	x	x	x	x	x	x
Identify values, attitudes, and beliefs	x	x	x	x	x	x	x	x	x	x	x	x	x
Learn the goal setting process	x	x	x	x	x	x	X	x	x	x	x	x	x
Understand change as a part of growth	x	x	x	x	x	x	x	x	x	x	x	x	x
Identify and express feelings	x	x	x	x	x	x	x	x	x	x	x	x	x
Distinguish between appropriate and inappropriate behaviors	x	x	x	x	x	x	x	x	x	x	x	x	x
Recognize personal boundaries, rights and privacy needs	x	x	x	x	x	x	x	x	x	x	x	x	x
Understand the need for self-control and how to practice it	x	x	x	x	x	x	x	x	x	x	x	x	x
Demonstrate cooperative behavior in groups	x	x	x	x	x	x	x	x	x	x	x	x	x
Identify personal strengths and assets	x	x	x	x	x	x	x	x	x	x	x	x	x
Identify and discuss changing personal and social roles	x	x	x	x	x	x	x	x	x	x	x	x	x
Identify and recognize changing family roles	x	x	x	x	x	x	x	x	x	x	x	x	x
Acquire Interpersonal Skills													
Recognize that everyone has rights and responsibilities	x	x	x	x	x	x	x	x	x	x	x	x	x
Respect alternative points of view	x	x	x	x	x	x	x	x	x	x	x	x	x
Recognize, accept, respect, and appreciate individual differences	x	x	x	x	x			x	x	x	x	x	x
Recognize, accept, and appreciate ethnic and cultural diversity	x	x	x	x				x	x	x	x	x	x
Recognize and respect differences in various family configurations	x	x	x	x				x	x	x	x	x	x
Use effective communication skills	x		x	x	x	x	x	x	x	x	x	x	x
Know that communication involves speaking, listening, and nonverbal behavior	x	x	x	x	x	x	x	x	x	x	x	x	x
Learn how to make and keep friends	x	x	x	x	x	x	x						

Personal/Social Development	K	1	2	3	4	5	6	7	8	9	10	11	12
Personal/Social Development: Standard B - Students will make decisions, set goals, and take necessary action to achieve goals.													
Self-Knowledge Applications													
Use a decision-making and problem-solving model	x	x	x	x	x	x	x	x	x				
Understand the consequences of decisions and choices	x	x	x	x	x	x	x	x	x	x	x	x	x
Identify alternative solutions to a problem	x	x	x	x	x	x	x	x	x	x	x	x	x
Develop effective coping skills for dealing with problems	x	x	x	x	x	x	x	x	x	x	x	x	x
Demonstrate when, where, and how to seek help for solving problems and making decisions	x	x	x	x	x	x	x	x	x	x	x	x	x
Know how to apply conflict resolution skills	x	x	x	x	x	x	x	x	x	x	x	x	x
Demonstrate a respect and appreciation for individual and cultural differences	x	x	x	x	x	x	x	x	x	x	x	x	x
Know when peer pressure is influencing a decision			x	x		x	x	x	x	x	x	x	x
Identify long- and short-term goals			x	x		x	x	x	x	x	x	x	x
Identify alternative ways of achieving goals			x	x		x	x	x	x	x	x	x	x
Use persistence and perseverance in acquiring knowledge and skills			x	x		x	x	x	x	x	x	x	x
Develop an action plan to set and achieve realistic goals			x	x			x	x	x	x	x	x	x
Personal/Social Development: Standard C - Students will understand safety and survival skills.													
Acquire Personal Safety Skills													
Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)	x	x	x	x	x	x	x						
Learn about the relationship between rules, laws, safety, and the protection of an individual's rights	x	x	x	x	x	x	x	x	x				
Learn the difference between appropriate and inappropriate physical contact	x	x	x	x	x	x	x	x	x	x			
Demonstrate the ability to assert boundaries, rights, and personal privacy	x	x	x	x	x	x	x	x	x	x	x	x	x
Differentiate between situations requiring peer support and situations requiring adult professional help	x	x	x	x	x	x	x	x	x	x	x	x	x
Identify resource people in the school and community, and know how to seek their help	x	x	x	x	x	x	x	x	x	x	x	x	x
Apply effective problem-solving and decision-making skills to make safe and healthy choices			x	x	x	x	x	x	x				
Learn about the emotional and physical dangers of substance use and abuse					x	x	x	x	x				
Learn how to cope with peer pressure				x		x	x	x	x	x	x	x	x
Learn techniques for managing stress and conflict	x	x	x	x	x	x	x	x	x	x	x	x	x
Learn coping skills for managing life events	x	x	x	x			x	x	x	x	x	x	x

NYSED CAREER DEVELOPMENT & OCCUPATIONAL STUDIES (CDOS) STUDENT STANDARDS

Student Standards

STANDARD 1: Career Development - Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

- 1.1 Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

STANDARD 2: Integrated Learning - Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

- 2.1 Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.

STANDARD 3a: Universal Foundation Skills - Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

- 3a.1 Basic skills include the ability to read, write, listen, and speak as well as perform arithmetic and mathematical functions
- 3a.2 Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.
- 3a.3 Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.
- 3a.4 Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.
- 3a.5 Technology is the process and product of human skill and ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants.
- 3a.6 Information management focuses on the ability to access and use information obtained from other people, community resources, and computer networks.
- 3a.7 Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.
- 3a.8 Systems skills include the understanding of and ability to work within natural and constructed systems.

STANDARD 3b: Career Majors - Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

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

HS: Health Services: Core, Specialized, and Experiential

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

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

NAS: Natural and Agricultural Sciences: Core, Specialized, and Experiential A/H: Arts/Humanities: Core, Specialized, and Experiential

BEHAVIORS

School counselors demonstrate the following standards in the design, implementation & evaluation of a comprehensive school counseling program:

Professional Foundation	Direct and Indirect Student Services	Planning and Evaluation
B-PF1. Apply developmental, learning, counseling, and education theories.	B-SS 1. Design and implement instruction aligned to ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small-group, and individual settings.	B-PE1. Create school counseling program beliefs, vision, and mission statements aligned with the school and district.
B-PF2. Demonstrate understanding of educational systems, legal issues, policies, research, and trends in education	B-SS2. Provide appraisal and advisement in large-group, classroom, small-group, and individual settings.	B-PE2. Identify gaps in achievement, attendance, discipline, opportunity, and resources.
B-PF3. Apply legal and ethical principles of the school counseling profession.	B-SS3. Provide short-term counseling in small-group and Individual settings.	B-PE3. Develop school counseling program goals based on student data.
B-PF4 Apply school counseling professional standards and competencies.	B-S84. Make referrals to appropriate school and community resources.	B-PE4. Develop and implement action plans aligned with program goals and student data.
B-PF5. Use ASCA Mindsets & Behaviors for Student Success to inform the Implementation of a comprehensive school counseling program.	B-SS5. Consult to support the student achievement and success.	B-PE5. Evaluate and report program results to the school community.
B-PF6. Demonstrate understanding of the impact of cultural, social, and environmental influences on student success and opportunities.	B-SS6. Collaborate with families, teachers, administrators, other school staff, and education stakeholders for student achievement and success.	B-PE6. Use time appropriately according to national recommendations and student/school data.
B-PF7. Demonstrate leadership through the development and implementation of a comprehensive school counseling program.		B-PE7. Establish an agreement with the principal and other administrators about the comprehensive school counseling program
B-PFB. Demonstrate advocacy in a comprehensive school counseling program.		B-PEB. Establish and convene an advisory council for the comprehensive school counseling program.
B-PF9. Create systemic change through the implementation of a comprehensive school counseling program.		B-PE9. Use the appropriate school counselor performance appraisal process.

ACCOUNTABILITY

Accountability and evaluation of the school counseling program are absolute necessities, and help to answer the question, "How are students different as a result of the school counseling program?"

COUNSELOR ACTION PLAN

As a first step in determining how students are different as a result of the counseling activities, an action plan is drawn up annually to evaluate one specific counseling activity.

Information contained in the Action Plan should include:

- Grade Level
- Lesson Content
- ASCA Domain and Standard
- Curriculum and Materials
- Start and End Dates
- Number of Students impacted
- Location
- Evaluation and Assessment
- Contact Person

ASSESSMENT TOOLS

Means of evaluating counseling activities may include, but are not limited to, pre-and post-tests, attendance rates, retention rates, grades, discipline referrals, test scores, school climate survey, school report card, student and/or staff survey.

SCHOOL COUNSELOR ASSESSMENT RUBRIC

ACCURATELY AND SPECIFICALLY REFLECTING THE WORK OF SCHOOL COUNSELORS

It is the role of School Counselors, just as with other educators, to ensure student success. Counselors not only respond to the immediate needs of students but also plan for proactive services. At the elementary level, the emphasis is on helping all students acquire skills such as being able to communicate in effective ways, developing a healthy self-image, and forming appropriate relationships with their peers. Secondary school counselors continue the same skills acquisition, but also focus on post-secondary planning and cultivating skills that will help students become college and career-ready.

School Counselors serve as a resource to individual students, teachers, parents and guardians, the school as a whole, and the communities. They counsel individual students regarding such matters as making positive choices, reducing excessive tardiness, addressing behavioral issues, and designing an appropriate academic program. School Counselors also collaborate with teachers to present curriculum-based guidance lessons or to offer advice on the development of

interpersonal or study skills. School Counselors regularly confer with parents about any number of issues that affect student learning, often including issues related to behavior and emotions. In addition, School Counselors might work at the school level, interpreting cognitive, aptitude, and achievement tests; maintaining student records; and assisting the administrators and school psychologists in identifying and resolving student needs, issues, and problems. The following rubric, as adopted from the work of Charlotte Danielson (2015), is used by the Marcellus Central School District School Counselors and Administrators to support and enhance professional conversations and work with the Marcellus students, staff, and larger school community.

Domain 1 for School Counselors: Planning and Preparation

1a: Demonstrating Knowledge of School Counseling Theory

School Counselor demonstrates deep and thorough understanding of school programming, counseling techniques and theory. School Counselor's plans and practice reflect familiarity with a wide range of effective counseling approaches.

1b: Demonstrating Knowledge of Students

School Counselor demonstrates understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns of development. A school counselor displays knowledge of the extent to which individual students follow the general patterns of development. School Counselor demonstrates extensive knowledge of students, systematically acquiring knowledge from several sources about individual students' knowledge, skills, special needs, interests, and cultural heritages.

1c: Establishing Counseling Outcomes

School Counselor's goals for the counseling program are highly appropriate to the situation in the school and the age of the students, and have been developed in consultation with students, parents, and colleagues. Counseling outcomes represent high-level learning and achievement. Outcomes are differentiated and reflect multiple career and college-ready paths based on student aspirations and input.

1d: Demonstrating Knowledge of Resources

School Counselor displays extensive knowledge of resources for students. These include school, district, community, and external resources. A school counselor makes extensive use of resources provided by professional organizations, universities, and the internet.

1e: Designing a Coherent Counseling Program

School Counselor Plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program. The plan provides an opportunity for student choice. Input from stakeholders is incorporated throughout the plan.

1f: Designing Program Assessment

School Counselor's Assessment Plan is highly sophisticated, with a variety of evidence resources and clear criteria for assessing outcomes. The plan includes student contributions to its development. The Assessment Plan includes multiple methodologies to ensure accurate assessment of program effectiveness for diverse student groups.

Domain 2 for School Counselors: The Environment

2a: Creating an Environment of Respect and Rapport

School Counselor's interactions with students, parents, and staff are highly positive, respectful, and appropriate to the ages, cultures, and developmental levels of the students, reflecting genuine warmth, caring, and sensitivity. The counselor has successfully involved students in promoting positive student-to-student interactions.

2b: Establishing a Culture for Learning

The Counseling program and environment are characterized by a high commitment of effort and investment of energy by the School Counselor and students. Students take an active role in upholding the importance of counseling work. School Counselor's interactions with students, staff, and families support the attainment of success for all students and involve these stakeholders in ensuring all students are college and career-ready.

2c: Managing Routines and Procedures

School Counselor's routines and procedures for the counseling center or classroom are seamless, and students assist in maintaining them. Procedures for scheduling time with the counselor are established with input from students and are well communicated to all stakeholders. Schedule and use-or-time data are detailed and used in a highly effective manner. Routines and procedures are well understood and may be initiated or improved by students.

2d: Managing Student Behavior

School Counselor has established clear standards of conduct for counseling and classroom sessions, and students contribute to maintaining them. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. School Counselor takes a leadership role in providing assistance with student behavior and shares ideas with staff and/or families.

2e: Organizing Physical Space

The School Counseling Center and classroom arrangements are flexible and arranged to support a range of individual and group counseling activities. Students have contributed ideas to the organization of physical space. Arrangements provide individualized accommodations for students with special needs.

Domain 3 for School Counselors: Delivery of Services

3a: Communicating with Students

School Counselor's oral and written communications with students are ongoing, clear, precise, and expressive. Misconceptions are anticipated by the School Counselor and prevented through the use of well-honed communication skills. School Counselors take the opportunity to extend students' knowledge of concepts and vocabulary. Students use correct vocabulary. A school counselor frequently uses multiple means of soliciting input from and communicating with students.

3b: Using Appropriate Counseling Techniques

School Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and for future planning.

3c: Engaging Students in the Formulations of Current and Future Plans

School Counselor supports students as they formulate personal academic, social/emotional, and career plans. The process has a clearly defined structure and provides students with the time needed to engage with and reflect on their planning.

3d: Assessing Student Needs

School Counselor consistently assesses students' progress in programs, using multiple measures, and regularly consults with students, parents, and team members to discuss students' needs. A variety of forms and methods are used to provide accurate and specific feedback. Students self-assess and monitor their progress, and use the data to identify appropriate improvement strategies. School counselors successfully assess individual students' needs and differentiate services to address them.

3e: Implementing Responsive Services

School Counselor holds individual and/or small group counseling sessions that help students identify problems, causes, alternatives, and possible consequences. Students make thoughtful decisions and take appropriate actions in response to emergent needs and concerns.

Domain 4 for School Counselors: Professional Responsibilities

4a: **Reflecting on Practice**

School Counselor's reflection on practice is thoughtful and accurate, citing specific examples of practices and the reasons for their degree of success. School Counselor draws on an extensive body of evidence-based practices to suggest alternative practice strategies according to the ASCA Model.

4b: **Maintaining Accurate Records and Using Appropriate Data to Guide Practice**

School Counselor's practices related to record keeping are highly systematic and efficient. Maintenance and safekeeping practices serve as a model for colleagues in other schools. School Counselor engages parents and students in using student data to guide decision-making. Students contribute information to their portfolios.

4c: **Communicating with Families, Staff, and Community**

School Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means. The school counselor makes certain that the community, staff, parents, and students are aware of and contribute to the vision and mission statements of the program. School Counselor engages families in using and contributing to the resources of the counseling department. School Counselor consistently maintains and models confidentiality for all while appropriately communicating student needs with family, staff, and community. School Counselor responds to concerns with social and cultural sensitivity.

4d: **Participating in the Professional Community**

School Counselor interactions are characterized by mutual support and collaboration, with the School Counselor taking initiative in assuming leadership among other counselors and colleagues. The School Counselor volunteers to participate in school/district events and projects, making substantial contributions and assuming a leadership role in at least one aspect of school/district life. The School Counselor takes a leadership role in promoting a professional learning community.

4e: **Growing and Developing Professionally**

School Counselor actively pursues individual and/or collaborative professional development opportunities based on individual or departmental assessment of need, and makes a substantial contribution to the profession. School Counselor takes a leadership role in organizing opportunities for professional conversation, including feedback about practice. School Counselor initiates important research or activities that contribute to the profession.

4f: **Showing Professionalism**

School Counselor models the highest standards of honesty, integrity, and professional behavior in interactions with other colleagues, students, families, and community members. School Counselor provides leadership to colleagues in advocating for families' or students' social, behavioral, or academic needs. School Counselor takes on a leadership role regarding the implementation of school, district, and professional regulations.



DISTRICT SCHOOL COUNSELING ACTIVITIES AND CURRICULUM

	Delivery	Foundation			Management			Accountability		
Grade	Program Activity or Service	*NYSED Regulation 100.2 (i)	Program Objective	Student Standard		Timeline	Student Focus	Staff & Resources	District/Program Goal	Assessment
Elementary										
PreK	Social Skills Group		Increase knowledge of basic social skills	B-SMS 1,2,9;B-SS2,4,10		Sept. -Dec.	PreK			
K-3	Listening	K-6 (1-i)	Identify the 5 parts of whole body listening	B-LS1,2,4,;B-SMS 1,2,3,4,7,9,10;B-S S2,2,3,4,5,6,8,9,10.	3a.1, 3a.6, 3a.8	Sept. – Dec.	K-3	Social Worker, Classroom Teacher, School Psychologist	Skills to be effective learners	Observation
K-3	Research and Presentations on Career Interests - Individual Career Plans	K-6 (1-i)	Students will identify and present current career Interests	B-LS1,2,3,4,5,6,B-SMS 4,5,8	1.1, 2.1, 3b	March	K-3	Classroom Teacher	Identify areas of career interest and current goals	Evaluation
K-3	Study Skills	K-6 (1-i)	Improve students’ knowledge of effective organization and study strategies	B-LS 1,2,3,4,7 B-SMS 5,8	2.1, 3a.1, 3a.2	Sept. – June	K-3	Classroom Teacher	Improve academic performance	Report Cards
K-3	Child Protective Services	K-3 (1-i)	CPS will be called when deemed appropriate. A School Social Worker or School Psychologist will sit in with students when CPS visits the school.	B-SMS 9 B-SS 4,8,10		Ongoing	Varies	School Social Worker Psychologist	To ensure students’ health and well-being	Database of Date/Time/Grade Levels
K-3	Coordinating with outside agencies	K-3 (1-i)	Outside agencies will be utilized when appropriate	B-SMS 6		Ongoing	Varies	School Social Worker	To improve students’ social and personal well-being	N/A

Delivery		Foundation				Management			Accountability	
Grade	Program Activity or Service	*NYSED Regulation 100.2 (i)	Program Objective	Student Standard		Timeline	Student Focus	Staff & Resources	District/Program Goal	Assessment
Elementary										
K-3	Feeling Identification and Expression	K-6 (1-i)	Ability to identify and label emotions	B-SMS 1,2,4,6,7,10 B-SS 4	3a.1-3a.8	Sept. – Dec.	K-3	Social Worker, Classroom Teacher, School Psychologist	Skills to be effective learners	Observation
PreK -3	Personal Safety	K-6 (1-i)	Identify Personal Safety rules	B-SMS 1,6,7,9	3a.5, 3a.8	Sept. – June	K-3	Social Worker, Classroom Teacher, School Psychologist	Skills to be safe in school and the community	Pre- and Post-Tests
K-3	Conflict Resolution	K-6(1-i)	Develop and utilize problem-solving strategies and skills	B-SMS 1,2,6,7,10B-SS 2,3,4,5,6,8,9,10 .	3a.1-3a.5	Sept – June	K-3	Social Worker, Classroom Teacher, School Psychologist	Develop conflict resolution skills to become effective school and community citizens	Observation
K-3	Bullying Prevention	K-6 (1-i)	Identification and reduction of bullying	B-SMS 1,2,6,7 B-SS 2,4,5,	3a.1-3a.5	Sept – June	K-3	Social Worker, Classroom Teacher, Presenter, School Psychologist, DASA Coordinators	Identify, report, and reduce incidents of bullying	Reduce number of DASA reports
K-3	Crisis Intervention	K-3	Assist students in crisis by providing them a safe, calming environment	B-SMS 2,7. B-SS 1,8,9		As needed	Varies	School Counselor, School Social Worker, School Psychologist	Student is de-escalated and returns to routine as soon as possible	N/A
K-3	Parent/Teacher Conferences	K-3	To increase communication between parents and teachers re: student’s academic and social progress			As needed Ongoing	Varies	School Counselor School Social Worker Classroom Teacher	Improve communication between parent and staff	N/A

Delivery		Foundation				Management			Accountability	
Grade	Program Activity or Service	*NYSED Regulation 100.2 (i)	Program Objective	Student Standard		Timeline	Student Focus	Staff & Resources	District/Program Goal	Assessment
Elementary										
K-3	Teacher support team meeting	K-3	To discuss students who are struggling academically and/or emotionally, and develop strategies and plans to assist them			Weekly	Varies	School Social Worker Principal Teachers School Psychologist	Support struggling students	N/A
K-3	Behavior Plans	K-3 (1-i)	Plans will be developed to assist students with their daily interactions in the classroom and building	B-SMS 1,2,7,10 B-SS 2,6,8		Ongoing	Varies	School Social Worker, School Psychologist, Classroom Teacher	To decrease behaviors in the classroom and improve student success	Database of Date/Time/Grade Levels
K-3	Individual Counseling	K-3 (1-i)	Improve student adjustment and focus to participate in academic activities	B-SMS 1-10 B-SS 1-10	3a.2, 3a.3, 3a.4	Sept – June	K-3	Social Worker, School Counselor, School Psychologist	Improve adjustment, transition, and focus	Teacher/Parent Reports
K-3	Committee on Special Education (CSE) Meetings and 504 meetings	K-3 (1-i)	Develop IEPs and 504 Accommodation Plans		3a, 3b	All Year	Varies	CSE Committee	Improve academic Performance and Transitions	Data Collection
3-4	Elementary to Middle School transition meetings with counselors, school psychologist, and social workers	K-6 (1-i)	Discuss incoming 4th grade students to provide them with the services and supports needed when entering Middle School	B-SMS 10		1 time per year	3-4	School Counselor	Improve student success both behaviorally and academically.	Report Cards

Delivery		Foundation				Management			Accountability	
Grade	Program Activity or Service	*NYSED Regulation 100.2 (i)	Program Objective	Student Standard		Timeline	Student Focus	Staff & Resources	District/Program Goal	Assessment
Middle School										
4	4th Grade Orientation	K-6 (1-i)	Allow students to tour the building, meet their advisory teacher, and interact with all students entering grade 4	B-SMS 10; B-SS 2; B-SS 2		1 time per year	4	School Counselors	Incoming students will become familiar with the building and staff upon entering 4 th grade	N/A
4	Parent Orientation	K-6 1-i)	Provide students with an overview and tour of the middle school for those students entering 4th grade	B-SS 3, 6.		1 time per year	4	School Counselor	To assist parents in becoming more familiar with the middle school	N/A
4-6	Individual Counseling	K-6 (1-i)	Improve adjustment and focus to participate in academic activities	B-LS 1, 3, 7.; B-SMS 5, 7, 8, 9, 10; B-SS 1, 2, 3, 4, 5, 6, 8, 9, 10	3a.2, 3a.3, 3a.4	Sept – June	K-4	School Counselor	Improve adjustment, transition, and focus	Teacher/Parent Reports
4-6	Career Exploration	K-6 (1-i)	Career Cluster Identification	B-LS 3, 8, 10; B-SMS 1, 4, 5, 6, 7	1.1,2. 1, 3b	Sept-June	4-6	Classroom Teacher, Parent & Business/Community Speakers	Improve knowledge about Career Clusters and the World of Work	Questionnaire
4-6	Problem-Solving, Communication, and Social Skills	K-6 (1-i)	Students will become self-directed learners	B-LS 1,2,3,9; B-SMS 6, 7; B-SS 1, 2, 4, 5, 6, 7, 8, 9, 10	3a.1-3a.8	Sept. – June	4-6	Classroom Teacher, School Counselor	Skills to be effective learners	Observation and reduction of DASA reports
4-6	Test Anxiety	K-6 (1-i)	Students will identify ways to cope with stress during a test	B- LS 1, 2, 3, 4, 8, 9; B-SMS 2, 6, 7; B-SS 1, 5.	3a.2	Sept. – June	4-6	Classroom Teacher, School Counselor	Reduce test anxiety	Pre- and Post-Tests
4-6	Feeling Identification and Expression	K-6 (1-i)	Ability to identify and label emotions	B-SMS 1, 7, 10; B-SS 1, 2, 3, 4, 6, 8, 10.	3a.1-3a.8	Sept. – Dec.	4-6	Classroom Teacher, School Counselor	Skills to be effective learners	Observation

Delivery		Foundation			Management			Accountability		
Grade	Program Activity or Service	*NYSED Regulation 100.2 (i)	Program Objective	Student Standard	Timeline	Student Focus	Staff & Resources	District/Program Goal	Assessment	
Middle School										
4-6	Personal Safety	K-6 (1-i)	Identify personal safety rules	B-SMS 1, 2, 6, 7, 9, 10; B-SS 2.	3a.5, 3a.8	Sept. – June	4-6	Classroom Teacher, School Counselor and/or McMahon Ryan	Skills to be safe in school and the community	Pre- and Post-Tests
4-6	Conflict Resolution	K-6(1-i)	Develop and utilize problem-solving strategies and skills	B- LS 1, 2, 9; B-SMS 1, 2, 6, 7, 10; B-SS 1, 2, 4, 5, 6, 8.	3a.1-3a .5	Sept – June	4-6	Classroom Teacher, School Counselor	Develop conflict resolution skills to become effective school and community citizens	Observation
4-8	Bullying Prevention	K-6 (1-i)	Identification and reduction of bullying	B-LS 1, 2, 5, 7, 9; B-SMS 1, 2, 5, 6, 7, 8, 9, 10; B-SS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	3a.1-3a .5	Sept – June	4-8	Classroom Teacher, Presenter, DASA Coordinators School Counselor	Identify, report and reduce incidents of bullying	Reduce number of DASA reports
4-6	Grade Level Meetings	K-6 (1-i)	To meet with all teachers within a grade level to discuss curriculum, programming and students	B-LS 1, 2, 5, 6, 9; B-SS 1 5, 6,		weekly	4-6	Grade level Chairs, Teachers	To share information amongst grade levels	N/A
4-6	Internet Safety	K-6 (1-i) 7-12 (ii 1, 3, 4)	Students will gain an understanding and knowledge of safe internet practices.	B-SMS 1, 2, 6, 7, 9, 10; B-SS 2.		1 time per year	4-8	School Counselor	Improve student knowledge on internet safety.	Database of Date/Time/ Grade Levels
4-8	Teacher Support Team Meetings	K-6 (1-i) 7-12 (ii 1, 3, 4)	To discuss students who are struggling academically and/or emotionally and develop strategies and plans to assist them	B-LS 2, 3, 4, 7, 8, 9; B-SMS 5, 6, 7, 10; B-SS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10		Weekly	4-8	School Counselor, Teachers, Administrators	Improved student success both academically and emotionally through the use of collaboration amongst faculty, administration, support staff and outside agencies	N/A

Delivery		Foundation			Management			Accountability	
Grade	Program Activity or Service	*NYSED Regulation 100.2 (i)	Program Objective	Student Standard	Timeline	Student Focus	Staff & Resources	District/Program Goal	Assessment
Middle School									
4-8	Crisis Intervention	K-6 (1-i) 7-12 (ii 1, 3, 4)	To assist students who are in crisis by providing them a safe, calming environment	B-LS 9; B-SMS 2, 6, 7; B-SS 5, 9, 10.	As needed	Varies	School Counselor Administrators	The student is de-escalated and returned to routine as soon as possible	Suicide Assessment Threat Assessment
4-8	New Student Placements	K-6 (1-i) 7-12 (ii 1, 3, 4)	New students will be placed in the appropriate program	B-SMS 10, B-SS 2, 3, 9	Ongoing	4-8	School Counselor Administrator	Scheduling	N/A
4-8	Academic Counseling	K-6 (1-i) 7-12 (ii 1, 3, 4)	Improvement of student success	B-LS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; B-SMS 2, 3, 5, 6, 8; B-SS 1, 3, 5, 6, 8, 9.	Ongoing	4-8	School Counselor	Improved Student Achievement	Ineligibility List
4-8	Group Counseling	K-6 (1-i) 7-12 (ii 1, 3, 4)	Depends on the topic	B-SMS 1, 2, 7, 9; B-SS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Ongoing	varies	School Counselor	Improve student success both behaviorally and academically	Database of Date/Time/ Grade Levels
4-8	Lunch Groups	K-6 (1-i) 7-12 (ii 1, 3, 4)	Depends on the topic	B-LS 1, 3, 4; B-SMS 2, 7; B-SS 1, 2, 4, 5, 6, 7, 9.	Ongoing	varies	School Counselor	To improve students social skills	Database of Date/Time/ Grade Levels
4-8	Develop temporary accommodation plans	K-6 (1-i) 7-12 (ii 1, 3, 4)	Develop temporary accommodation plans for students with temporary disabilities	B-LS 5, 9, 10; B-SMS 1, 3, 5, 6, 7, 10; B-SS 3, 4, 6, 8, 9	Ongoing	varies	School Counselor, Building Principal	Improve student academic success	N/A
4-8	SEL Classroom Lessons	K-6 (1-i) 7-12 (ii 1, 3, 4)	Aligns with NYS SEL benchmarks	B-LS 1, 2, 3, 7, 9; B-SMS 1, 2, 4, 5, 6, 7, 9; B-SS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Ongoing	4-8	School Counselor/Social Worker	Provide students with tools and skills to improve social-emotional self-awareness, communication, and problem-solving skills	Data collected through exit tickets and student referrals

Delivery		Foundation			Management			Accountability		
Grade	Program Activity or Service	*NYSED Regulation 100.2 (i)	Program Objective	Student Standard	Timeline	Student Focus	Staff & Resources	District/Program Goal	Assessment	
Middle School										
4-8	DASA Presentations	K-6 (1-i) 7-12 (ii 1, 3, 4)	Discuss the Dignity for All Student Act with all students to provide them with the knowledge of how and who to report incidences of bullying and harassment to	B- LS 9; B-SMS 1; B-SS 2, 4, 5, 7, 8, 9, 10.		1 time per year	4-8	School Counselor, DASA Coordinator	Students will gain an understanding of what DASA is and become familiar with the coordinator.	Database of Date/Time/ Grade Levels – Curriculum Outline
4-8	New Student/ Parent Orientation	K-6 (1-i) 7-12 (ii 1, 3, 4)	To assist new students in becoming familiar with the building and to introduce them to a student in their grade.	B-SMS 8, 10; B-SS 2, 3, 6, 9.		as needed	varies	School Counselor	New students will feel more comfortable when starting school	Database of Date/Time/ Grade Levels
4-8	P/T Conferences	K-6 (1-i) 7-12 (ii 1, 3, 4)	To increase communication between parents and teachers regarding a student's academic and social progress	B-LS 7, 9; B-SMS 6, 8, 10; B-SS 3,4 6, 10.		as needed	varies	School Counselor, Teacher	Improved communication between parents and staff	N/A
4-8	Classroom Management Behavior Support Plans	K-6 (1-i) 7-12 (ii 1, 3, 4)	Plans will be put in place to assist students with their day to day interactions in the classroom and the building	B-LS 1, 9; B-SMS 2, 4, 5, 6, 7, 9, 10; B-SS 3, 4, 9.		ongoing	varies	School Counselors Teachers	To decrease behaviors in the classroom and improve student success	Database of Date/Time/ Grade Levels

Delivery		Foundation			Management			Accountability		
Grade	Program Activity or Service	*NYSED Regulation 100.2 (i)	Program Objective	Student Standard	Timeline	Student Focus	Staff & Resources	District/Program Goal	Assessment	
Middle School										
4-8	Coordinating with outside agencies	K-6 (1-i) 7-12 (ii 1, 3, 4)	Outside agencies will be utilized when deemed appropriate	B-LS 2,3, 7, 10; B-SMS 1, 2, 4, 5, 6, 8, 10; B-SS 2, 3, 5, 8,		ongoing	varies	School Counselor, School Psychologist	To improve a student’s social and emotional well-being	N/A
4-8	Child Protective Services	K-6 (1-i) 7-12 (ii 1, 3, 4)	CPS will be called when deemed appropriate. School Counselors will sit in with students when CPS visits the school	B-SMS 6, 10;; B-SS 3, 8,		ongoing	varies	School Counselor, Teachers, Principals	To ensure students health and well being	Database of Date/Time/ Grade Levels
4-8	Field Trips	K-6 (1-i) 7-12 (ii 1, 3, 4)	Students will be exposed to a variety of educational field trips to explore culture and gain perspective in a variety of areas.	B-LS 2, 7, 10, B-SS 1, 5, 6, 7, 9, 10		As needed	4-8	All staff	To provide students with both cultural and educational opportunities	N/A
4-8	DASA	K-6 (1-i) 7-12 (ii 1, 3, 4)	The DASA coordinator will report and document incidences of bullying and harassment.	B- LS 9; B-SMS 1, 2, 9; B-SS 5, 8, 9, 10		ongoing	varies	School Counselor, DASA Coordinator	To decrease incidences of bullying and harassment	Database of Date/Time/ Grade Levels
4-8	Input new Student Grades	K-6 (1-i) 7-12 (ii 1, 3, 4)	New student educational records will be maintained.			ongoing	varies	School Counselor, School Secretary	Record maintenance	N/A
4-8	Individual student follow up meeting with new entrants to monitor their transition	K-6 (1-i) 7-12 (ii 1, 3, 4)	Transition student	B-SMS 10; B-SS 4, 6.	3a	Sept.	varies	School Counselor	Successful transition	Database of Date/Time/ Grade Levels

Delivery		Foundation				Management			Accountability	
Grade	Program Activity or Service	*NYSED Regulation 100.2 (i)	Program Objective	Student Standard		Timeline	Student Focus	Staff & Resources	District/Program Goal	Assessment
Middle School										
4-8	CSE Meetings	K-6 (1-i) 7-12 (ii 1,3,4)	To discuss programming and needs for special education population	B-LS 3,4,5,7; B-SMS 1, 2,5,6; B-SS 1,8		Annually	Varies	Teachers, School Counselor, School Psychologist	To provide the best possible program to special education population	N/A
6-7	Meet with students for annual review and course selection, reviewing transcripts, and planning academic program	K-6 (1-i); 7-12 (ii 1, 3, 4)	Facilitate successful academic, college and career planning	B-SMS 8, 10	1.1, 2.1, 3a, 3b	Feb-June	6-7	School Counselor	Facilitate successful academic, college and career planning	Database of Date/Time/ Grade Levels
6	Meeting for at risk students transitioning to 7 th grade	K-6 (1,i)	To help facilitate the transition of at risk students to 7 th grade	B-LS 2, 7, 9; B-SMS 10; B-SS 2, 4, 6, 7, 9, 10		Annually	6	School Counselor	Improve communication between parents and counselor	N/A
7	7 th grade orientation	7-12 (ii.4)	Transition students to middle school	B-SMS 8,10; B-SS 3, 6.	1.1, 2.1	One day in August	7	School Counselor Teachers Staff	Successful transition	Database of Date/Time/Grade Levels-booklets
7	Meet with students for annual review and course selection, reviewing transcripts, and planning academic program	7-12 (ii. 1,3,4)	Facilitate successful academic, college and career planning	B-LS 1, 4, 7, 8, 10; B-SMS 3, 4, 5, 6, 8, 10; B-SS 8	1.1, 2.1, 3a, 3b	Feb-June	7	School Counselor	Facilitate successful academic, college and career planning	Database of Date/Time/ Grade Levels
7-8	Individual Counseling	K-6 (1-i) 7-12 (ii 1, 3, 4)	To assist students with any issues that they may have, both in school and at home.	B-LS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; B-SMS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; B-SS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10		Ongoing	varies	School Counselor	Improved student success academically, socially, and behaviorally	Database of Date/Time/ Grade Levels
7-8	Input course selection	7-12 (ii 1,3,4)	Master Schedule			Ongoing	7-8	School Counselor	Scheduling	N/A

7-8	Scheduling	7-12 (ii 1,3,4)	Master Schedule			Ongoing	7-8	School Counselor	Scheduling	N/A
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	Delivery	Foundation				Management			Accountability	
Grade	Program Activity or Service	*NYSED Regulation 100.2 (i)	Program Objective	Student Standard		Timeline	Student Focus	Staff & Resources	District/Program Goal	Assessment
Middle School										
7-8	Promotion/retention meetings	7-12 (ii 1,3,4)	Students in danger of being retained or who qualify for promotion will be discussed.	B-LS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; B-SMS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; B-SS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10		End of Year	Varies	School Counselor Principal	Improve student success both behaviorally and academically	N/A
7-8	Organize RTI Course Enrollment	7-12 (ii.1,3,4)	Select RTI Placement for student support			Jan-March	Varies	School Counselor	Scheduling	RTI Placement stability
7-8	Organize accelerated course enrollment	7-12 (ii. 1,3,4)	Select accelerated courses and placement for student achievement			Jan-March	7-8 Varies	School Counselor, Teachers, Principal	Scheduling	Accelerated placement stability
7-8	Academic counseling mid quarter grades and report card grades/ struggling learners throughout the year. Students at risk of failing grades	7-12 (ii 1, 3, 4)	Meet with students to gain a better understanding of why they are struggling and together develop a plan for success	B-LS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; B-SMS 2, 3, 5, 6, 8; B-SS 1, 3, 5, 6, 8, 9.	1.1,2.1,3a	Per quarter	Varies	School Counselor	Improved Academic Achievement	Ineligibility List
7-8	Monitor 504 plans for students	7-12 (ii 1,3,4)	504 students understand their accommodations and teachers follow through with the accommodations	B-LS 2, 3, 4, 5, 7, 8; B-SMS 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; B-SS 1, 3, 6, 8, 9		Ongoing	Varies	School Counselor	Improve student academic success	N/A
7-8	Course Selection	7-12 (ii 1, 3, 4)	Providing students with their course selection for the following school year	B-LS 6, 7, 8; B-SMS 5, 8; B-SS 8, 9		Annually	7-8	School Counselor	Scheduling	N/A

Delivery		Foundation				Management			Accountability	
Grade	Program Activity or Service	*NYSED Regulation 100.2 (i)	Program Objective	Student Standard		Timeline	Student Focus	Staff & Resources	District/Program Goal	Assessment
Middle School										
7-8	Resolve all building scheduling conflicts and balance class size for the upcoming school year	K-6 (1,i) 7-12 (ii 1,3,4)	Master Schedule			Ongoing	7-8	School Counselor	Scheduling	N/A
7-8	Attendance at CSE	7-12 (ii 1,3,4)	Individual student planning	B-LS 4; B-SMS 1; B-SS 1, 6, 8,	3x, 3b	All year	7-8	School Counselor, Social Worker Nurse	Provide support to SPED and students at risk	N/A
7-8	Peer Conflict Resolution	7-12 (ii 1,3,4)	Peers working together to help reduce conflict amongst each other	B-LS 9; B-SMS 1, 2, 7, 9; B-SS 2, 3, 4, 6, 8, 9		Varies	9-12	School Counselor, Social Worker	Improve relationships between students and resolve conflicts	N/A
7-8	Behavior Management Plans	7-12 (ii 1,3,4)	Develop plans to help students and teachers to work successfully together	B-LS 1, 4, 9; B-SMS 1, 2, 5; B-SS 2, 4, 5, 9		Ongoing	7-8	School Counselor, Social Worker, Teachers	To decrease behaviors in the classroom and improve student success	N/A
7-8	Summer School Registration	7-12 (ii 1, 3, 4)	Students who qualify for summer school will be registered	B-LS 2, 7, 9; B-SMS 10; B-SS 9		June	Varies	School Counselor	Improve student knowledge of courses before entering the next school year	N/A
7-8	Alternative Education Placement	7-12 (ii 1, 3, 4)	To enroll students in special programs when needed	B-LS 2, 7, 9; B-SMS 10; B-SS 9		As Needed	Varies	School Counselor, Principal	Students will be placed in appropriate programs based on their individual needs.	N/A
8	8th Grade Transition Meetings	7-12 (ii.1,3,4)	To discuss course selection, graduation requirements, and opportunities available at the high school	B-LS 2, 3, 4, 6, 7, 8, 9, 10; B-SMS 3, 4, 5, 8, 10; B-SS 3, 5, 6, 7, 8, 9		January -April	8	School Counselor	Students and parents will be made aware of graduation requirements and will know the courses that they will take upon entering 9 th grade	N/A
8	8th Grade parent/student Information Night	7-12 (ii 1,3,4)	To discuss course selection, graduation requirements, and opportunities available at the high school	B- SMS 8; B-SS 3, 6.		1 time per year	8	School Counselor, High School Principal	Parents/students will have a knowledge and understanding of course offerings and graduation requirements.	N/A
8	Middle School to High School transition meetings with counselors, school psychologist and social worker	7-12 (ii. 1,3,4)	Discuss incoming 9th grade students to provide them with the services and supports needed when entering High School	B-LS 3, 4; B-SS 2, 3, 9,		End of Year	8	School Counselor, School Psychologist, Principal	Improve student success both behaviorally and academically	N/A

	Delivery	Foundation			Management			Accountability		
Grade	Program Activity or Service	*NYSED Regulation 100.2 (i)	Program Objective	Student Standard	Timeline	Student Focus	Staff & Resources	District/Program Goal	Assessment	
High School										
ASCA NYSED CDOS										
9	9 th grade orientation	7-12 (ii.4)	Transition Students from Middle School	B-SS 3; B-SMS10; B-LS 3	1.1, 2.1	One day in June and last week in August	9	School Counselor, Principal, Teachers, and staff	Familiarize students with their schedule and location	Copies of schedules
9	9 th grade meetings	7-12 (ii 1,3,4)	Understand NYS Graduation requirements and key terms associated with a transcript and grading	B-LS 1, 5, 7, 8, 9, 10; B-SMS 5, 6, 8, 10; B-SS 3, 8, 9	1.1	Sept.-Nov, and March	9	School Counselor	To become familiar with NYS Graduation requirements and the importance of a HS transcript	Transcript, SchoolLinks Resume
9	Clubs & Activities Fair	7-12 (ii 1, 3, 4)	Awareness of extracurricular activities at MHS	B-LS 10		August	9	Various Advisors	Expose students to extracurricular activities to improve involvement	sign-ups
9-10	SchoolLinks Presentation and Career assessments	7-12 (ii 1,3,4)	Become familiar with online career and college readiness programs	B-LS 5, 7; B-SMS 5, 8; B-SS 1	1.1, 2.1, 3a, 3b	March	9	School Counselor	Increase knowledge of career opportunities	Resume builder and assessment results
9-12	DASA Assemblies	7-12 (ii 1, 3, 4)	Discuss the Dignity for All Students Act with all students to provide them with knowledge of who and how to report incidents of bullying and harassment, as well as hold ongoing assemblies on specific DASA topics.	B-LS 9; B-SMS 1; B-SS 2, 4, 5, 7, 8, 10		Sept	9-12	DASA Coordinator	Students will gain an understanding of what DASA is and become familiar with the coordinator.	Database of Date/Time/Grade Levels
9-12	End-of-the-Year failure letters	7-12 (ii 1,3,4)	To notify parents/guardians of summer school registration			1x per year	Varies	School Counselor	Students and parents will be notified of failed course(s) and the possible need to attend summer school.	Report Cards
9-12	New student orientation tours	7-12 (ii.4)	Transition student	B-SMS 10; B-SS 3	3a	Ongoing	9-12	School Counselor	Successful transition	N/A

	Delivery	Foundation			Management			Accountability		
Grade	Program Activity or Service	*NYSED Regulation 100.2 (i)	Program Objective	Student Standard	Timeline	Student Focus	Staff & Resources	District/Program Goal	Assessment	
HIGH SCHOOL										
				ASCA	NYSED CDOS					
9-12	Academic counseling, mid-quarter grades, and report card grades/struggling learners throughout the year. Students at risk of failing grades.	7-12 (ii.1,3,4)	Meet students to gain a better understanding of why they are struggling and together develop a plan for success.	B-LS 2, 3, 4; B-SMS 1, 3 5, 6, 7, 8, 10; B-SS 3, 5, 8	1.1,2.1, 3a	5 Week report	9-12	School Counselor, Social Worker, Principal	Develop a plan for success	Progress Reports
9-12	Individual student follow up meeting with new entrants to monitor their transition	7-12 (ii.4)	Transition student	B-SMS 6, 7, 10; B-SS 2, 3	3a	Ongoing	9-12	School Counselor, Social Worker	Successful transition	N/A
9-12	Behavior Management Plans	7-12 (ii 1, 3, 4)	Plans will be put in place to assist students with their day to day interactions in the classroom and the building	B-LS 2, 7; B-SMS 1, 2, 4, 7, 10; B-SS 1-9		Ongoing	Varies	School Social Worker, School Psychologist	To decrease behaviors in the classroom and improve student success	
9-12	Consult with external/health facilities	7-12 (ii 1,4)	Assist students in connection with outside services	B-SMS 6, 10	3a,3b	All year	9-12	School Counselor, Social Worker	Develop appropriate school resources	N/A
9-12	Regents testing	7-12 (ii 1,3,4)	Ensure all students are scheduled for the appropriate Regents exam testing and are reviewed properly			Annually	9-12	School Counselor	Student improvement in the areas tested	To increase Regents scores
9-12	Registration of new entrants: reviewing transcripts, planning academic program, communicating with previous school, and disseminating pertinent info to teachers, administrators, and support staff	7-12 (ii 1,3,4)	Create an attainable academic plan and program		1.1, 2.1 3a, 3b	All year	9-12	School Counselor	Facilitate successful academic, college and career planning	N/A
9-12	Peer Conflict Resolution	7-12 (ii 1, 3, 4)	Peers working together to help reduce conflict amongst each other	B-LS 1, 9; B-SMS 1, 2, 7; B-SS 1, 2, 4-10		Varies	9-12	Social Worker	Improve relationships between students and resolve conflicts	N/A

Delivery		Foundation				Management			Accountability	
Grade	Program Activity or Service	*NYSED Regulation 100.2 (i)	Program Objective	Student Standard		Timeline	Student Focus	Staff & Resources	District/Program Goal	Assessment
HIGH SCHOOL										
ASCA NYSED CDOS										
9-12	Special Programs-BOCES	7-12 (ii 1,3,4)	To enroll students in special programs/trades programs			As needed	Varies	School Counselor	Students will be placed in appropriate programs based on their individual needs.	Report cards
9-12	Summer School Registration	7-12(ii 1,3,4)	Students who qualify for summer school will be registered			1 time per year	Varies	School Counselor	Improve student knowledge of courses before entering the next school year	
9-12	Master Schedule	7-12(ii 1,3,4)	Master Schedule			Ongoing	9-12	Principal, School Counselor	Scheduling	N/A
9-12	DASA	7-12 (ii 1,3,4)	The DASA coordinator will report and document incidences of bullying and harassment.			Ongoing	Varies	DASA Coordinator	To decrease incidences of bullying and harassment	Data analysis on DASA reporting.
9-12	Attendance at CSE and SET meetings	7-12 (ii 1,3,4)	Individual student planning		3x, 3b	All year	9-12	School Counselor, Social Worker	Provide support to SPED ed students at risk	N/A
9-12	NCAA Adherence	7-12 (ii.1,3,4)	Ensure students follow NCAA eligibility guidelines		3a.3	Ongoing	9-12	School Counselor, Coaches	Ensure students adhere to the NCAA	N/A
9-12	Job Shadowing and Internships	7-12 (ii,1,3,4)	Gain hands-on, real-life experiences pertaining to the World of Work	B-LS 1, 4, 7, 9, 10; B-SMS 1-5, 10; B-SS 1, 3, 6-10	1.1,2.1, 3a,3b	Ongoing	9-12	Career Coordinator, BOCES School to Careers	Improve knowledge and gain experience in the World of Work	School-to-Careers Presentations
9-12	Counsel students with emotional issues, consult with various supports both inside and outside school (psychologists, social workers, professional therapists, hospitals, etc.), and collaborate with parents, teachers and administration	7-12 (ii 1,3,4)	Support academic success of students	B-SMS 1, 5-10, B-SS 1-10	2.1	All year	9-12	School Counselor, Social Worker	Support academic success of students	N/A
9-12	Meet with students for annual review and course selection, reviewing transcripts, and planning academic program	7-12 (ii 1, 3, 4)	Facilitate successful academic, college and career planning	B-LS 1-10, B-SMS 4, 5, 8, 10; B-SS 1, 3, 8, 9	1.1,2.1, 3a, 3b	Feb-June	9-12	School Counselor	Facilitate successful academic, college and career planning	N/A

Delivery		Foundation			Management			Accountability		
Grade	Program Activity or Service	*NYSED Regulation 100.2 (i)	Program Objective	Student Standard	Timeline	Student Focus	Staff & Resources	District/Program Goal	Assessment	
HIGH SCHOOL										
ASCA					NYSED CDOS					
9-12	Academic counseling, based on interim reports, report cards, and ongoing academic progress	7-12 (ii 1,3,4)	Develop and support academic strategies and resources for students who are academically struggling.	B-LS 2-5, 7; B-SMS 1-8; B-SS 3, 8	1.1,2.1, 3a, 3b	All year	9-12	School Counselor, Social Worker	Support Student Growth	Report Cards 9-12
9-12	BOCES leadership meetings	7-12 (ii. 1,3,4)	Participate in collaborative meetings county-wide	B-SS 10		Ongoing	9-12	School Counselor, School Social Worker	Gaining insight to current counseling theory	N/A
9-12	Safety Plans, Behavior Intervention Plans, and Behavior Support Plans	7-12 (ii.1,3,4)	Create an individualized approach to address challenging behaviors, promoting a positive and supportive environment for learning and development.	B-LS 1, 7; B-SMS 1, 2, 5, 7, 9, 10; B-SS 1, 3, 4, 5, 6, 7, 8, 9.		Ongoing	9-12	School Counselor, School Social Worker	Provide support to students at risk.	N/A
9-12	Crisis Intervention	7-12 (ii.1,3,4)	Provide safe, calming environment and appropriate coping skills	B-LS 1, 2; B-SMS 1, 7, 10; BSS-9	3a.3	As needed	9-12	School Counselors, School Social Worker	The student is de-escalated and returned to routine as soon as possible.	N/A
9-12	Bullying Prevention	7-12 (ii 1,3,4)	Fewer incidents of reported bullying	B-LS 7, 9; B-SMS 1; B-SS 2, 4, 5, 6, 7, 8, 10	2.1	All year	9-12	School Counselors, Social Worker, DASA Coordinator	Bully prevention	DASA Reports
10-12	College Fair- Fall (Seniors/Juniors) and Spring	7-12 (ii, 1, 3, 4)	Opportunity for students to meet admissions counselors and gain information about colleges and universities		1.1, 2.1, 3a	March	10-12	School Counselor	Explore information about colleges and universities	N/A

Delivery		Foundation				Management			Accountability	
Grade	Program Activity or Service	*NYSED Regulation 100.2 (i)	Program Objective	Student Standard	Timeline	Student Focus	Staff & Resources	District/Program Goal	Assessment	
HIGH SCHOOL										
ASCA					NYSED CDOS					
10	CTE Visitation	7-12 (ii 1,3,4)	Become knowledgeable about CTE course offerings	B-LS 7, 9	1.1,2.1, 3a,3b	Jan-March	10	School Counselor	Exposure to CTE course offerings	N/A
11	PSAT	7-12 (ii, 1,3,4)	Provide insight into college admission testing and interpret scores	B-LS 3, 6, 7, 9; B-SMS 3, 7	2.1,3a.1, 3a.2,3b	Oct-Dec	11	School Counselor	To ensure students have ample practice for the SAT and an understanding of score interpretation	PSAT results and SchoolLinks scattergrams
11	College admissions visits	7-12 (ii, 1,3, 4)	Increase knowledge on college admissions	B-LS 1, 4, 7, 9; B-SS 1, 3, 8, 9	1.1, 2.1, 3a	Ongoing	11	School Counselor	Assist students in preparing for their future.	Survey
11-12	SchoolLinks Presentation on College Search and Admissions Process	7-12 (ii, 1,3, 4)	Increase knowledge on college search, admissions process, and post-secondary plans	B-LS 5, 7, 9; B-SMS 4, 5	1.1, 2.1, 3a, 3b	Sept. and Dec.	11-12	School Counselor	Assist students in preparing for their future.	N/A
11-12	Scholarship Applications, committees, and Junior Awards	7-12 (ii.1,3,4)	Provide necessary financial support to our students through donors and local colleges.		3a.7	March - June	11-12	School Counselor, Administrator	Support students in acquiring appropriate financial aid	Awards
11-12	Mock Interviews & Resume Development	7-12 (ii 1, 3,4)	Educate students on proper interviewing skills and resume development	B-LS 10; B-SMS 8; B-SS 1, 8 -10		Varies	11-12	School Counselor	Students will have experience with interviews and resume development	N/A
11-12	1) Senior College Application Process SchoolLinks Training For Students 2) Evening Parent Program for Application Process in SchoolLinks	7-12 (ii, 1,3, 4)	Provide information related to the college application process. To gain a better understanding of the application process as it relates to SchoolLinks	B-LS 1, 3, 7, 9; B-SMS 3, 5, 8, 10; B-SS 1, 3, 6, 8	1.1, 2.1, 3a, 3b	All Year	11-12	School Counselor	View program options	N/A
12	Processing of College Applications, forms, and writing of letters of recommendation based on the Senior Resume	7-12 (ii, 1,3, 4)	Support of students' post high school plans		1.1, 2.1, 3a, 3b	All Year	12	School Counselor, Teacher	Support of students' post high school plans	SchoolLinks

Delivery		Foundation				Management			Accountability	
Grade	Program Activity or Service	*NYSED Regulation 100.2 (i)	Program Objective	Student Standard		Timeline	Student Focus	Staff & Resources	District/Program Goal	Assessment
HIGH SCHOOL										
ASCA				NYSED CDOS						
12	College Visits/Tours	7-12 (ii,1,3,4)	Gain knowledge about colleges			Nov.	12	School Counselor	Improve knowledge of post-secondary opportunities	Questions about college: i.e., majors
12	FAFSA (Financial Aid Overview)	7-12 (ii, 1,3, 4)	Provide information and individual assistance related to college planning		1.1,2.1, 3a,3b	Sept.	12	Presenter	To become knowledgeable about the financial aid process	File FAFSA
12	FAFSA Completion Night	7-12 (ii, 1, 3, 4)	Provide information and individual assistance related to college financial aid		1.1, 2.1, 3a, 3b	Fall	12	Presenters	To complete financial aid applications	File FAFSA & TAP