PORT CHESTER PUBLIC SCHOOLS



PORT CHESTER
PUBLIC SCHOOLS

K-12 Comprehensive Developmental School Counseling Plan


EXIT

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INTRODUCTION

New York State legislated the most comprehensive and cutting edge expectations that impact both K-12 school settings as institutions of higher education which were passed by the Board of Regents in 2017 and went into effect in July, 2019. These amendments to Commissioner's Regulations related to school counseling were adopted by the Board of Regents effective July 1, 2017. The amended regulations impact the comprehensive developmental school counseling program beginning with the 2019-2020 school year and are available at: http://www.regents.nysed.gov/common/regents/files/517brca14.pdf.

OUR VISION

The Port Chester Rye Union Free School District Counseling Department school counselors will empower all students to reach their maximum potential by using a comprehensive program that addresses academic, social/emotional, and career goals. We will promote an environment to encourage personal reflection and growth, social responsibility, and academic excellence. School counselors believe that every student can succeed through the collaborative efforts of school, home, and community leading to responsible and productive citizens.

School counseling programs are collaborative efforts benefiting students, parents/families, teachers, administrators and the overall community. School counseling programs should be an integral part of students' daily educational environment, and school counselors should be partners in student achievement.

— American School Counselor Association

OUR MISSION

The Port Chester Rye Union Free School District school counselors are committed to the social, emotional, academic, and career and postsecondary development of all students grades K-12. They confer with parents/families/guardians and students concerning academic programming, career and tech opportunities and educational plans, academic achievement and personal counseling. In collaboration with administration, teachers, family, and community, counselors strive to encourage all students' individual and cultural uniqueness and create an environment which encourages lifelong learning.

THE SCHOOL COUNSELOR'S ROLE

School counselors focus their skills, time, and energy on direct and indirect services to all students as well as program planning and school support. To achieve maximum program effectiveness, ASCA recommends a student-to-school-counselor ratio of 250:1. Although ratios vary across states, school districts and even grade levels, the growing body of research supports that implementation of school counseling programs positively affects outcome data (e.g., student achievement and discipline referrals) at all grade levels (Lancaster et al, 2021).

The ASCA National Model recommends that school counselors spend 80% or more of their time in direct and indirect services to students. These direct and indirect activities should come from the duties appropriate to the role of the school counselor rather than inappropriate duties assigned to school counselors as listed in the ASCA National Model Executive Summary (2019). Twenty percent or less of the school counselor's time should be focused on program planning and school support including:

- Reviewing school data
- Developing annual student outcome goals
- Creating classroom, group and closing-the-gap action plans
- Reporting results of action plans to the school community
- Discussing the priorities of the school counseling program in the annual administrative conference

Duties that fall outside of the school counselor's role as described in the ASCA National Model should be limited and performed by other school staff to support a school's smooth operation and allow school counselors to continue to focus on students' academic, career, and social/emotional needs. Fair-share responsibilities should not preclude implementing, managing and accessing a school counseling program.



School counselors participate as members of the educational team and use the skills of leadership, advocacy, and collaboration to promote systemic change. The framework of a school counseling program consists of the following four components: define, manage, deliver and assess. See "The ASCA National Model: A Framework for School Counseling Programs" for more detailed information.

INTRODUCTION TO COMPREHENSIVE SCHOOL COUNSELING

School counselors in both in-person and virtual/online environments develop and deliver school counseling programs that support and promote student achievement and standardize the assessment of program effectiveness. As outlined in the NYSED Amended Regulations (part 100.2 (j), 2017) and the ASCA National Model (2019), comprehensive school counseling programs include a systematic and planned program delivery involving all students and enhancing the learning process. The school counseling program is supported by appropriate resources and implemented by a credentialed school counselor. The ASCA National Model brings school counselors together with one vision and one voice, creating unity and focus toward improving student achievement and supporting student development.



DEFINE COMPONENT

School counselors create comprehensive school counseling programs that focus on student learner outcomes, based on national standards and data driven decisions. The Define component serves as the foundation on which the rest of the program is built. Define addresses student knowledge, attitudes, and skills that students acquire as a result of the school counseling program

School counselors create comprehensive school counseling programs that focus on student learner outcomes, based on national standards, and data driven decisions. School counseling standards define the school counseling profession. These standards help new and experienced school counselors develop, implement and assess their school counseling program to improve student outcomes.

Student Standards focus on student learner outcomes, which are based on the ASCA Mindsets and Behaviors Standards for Student Success. These guide and support student development in the academic, college and career, and social/emotional domains. PCR school counselors have identified 16 ASCA Mindsets and Behaviors to align program activities with (see below). This section serves as the foundation on which the rest of the program is built, and defines student knowledge, attitudes, and skills that are acquired as a result of the school counseling program.

Professional Standards section includes the ASCA Ethical Standards for School Counselors (2022) and the ASCA School Counselor Professional Standards & Competencies (2019) which outline the mindsets and behaviors school counselors need to meet the rigorous demands of the school counseling profession and the needs of pre-K–12 students. These standards are available in the Appendix to this document.

STUDENT STANDARDS

ASCA Mindsets & Behaviors for Student Success: K–12 College- and Career-Readiness for Every Student Professional Standards
https://schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/Mindsets-Behaviors.pdf

PROFESSIONAL STANDARDS

- ASCA Ethical Standards for School Counselors
  https://schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf
- ASCA School Counselor Professional Standards & Competencies
  https://schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf

COMPREHENSIVE SCHOOL COUNSELING PROGRAM OVERVIEW

GRADE LEVEL DESCRIPTIONS AND GOALS 2026-27

Elementary School Program Description

The Elementary counseling program sets the foundation for developing the knowledge, attitude, and skills in academic, career and college readiness, and social-emotional development necessary for children to become healthy, competent, and confident learners. The beginning years of a child's elementary school experience are full of wonder, growth, change, and excitement. In these transitions, it is important to promote not only academic learning and an introduction to future goals for career and college planning but also the importance of social/emotional skills that will help students cope with such changes and carry on in the future. School counselors work with students to support them as they integrate into the school community while promoting social skills and social awareness development



ELEMENTARY SCHOOL GOALS

KINDERGARTEN

Students will:

- develop appropriate self-awareness skills to enhance their positive peer interactions
- begin to explore different jobs in the world and develop self-discovery of interest
- attend school regularly to support learning and positive peer relationships

1ST GRADE

Students will:

- be introduced to different jobs in the community to broaden their awareness and engagement
- continue to practice self-awareness through developing social-management to foster interest and a sense of purpose
- be introduced to different coping skill strategies to help with big feelings when faced with academic challenges.

2ND GRADE

Students will:

- learn the importance of self advocacy and self awareness to help with problem solving.
- explore awareness around connecting their interests to real life jobs and careers.
- be introduced to learn how to manage small conflicts and develop empathy.

3RD GRADE

Students will:

- explore how personal strengths can relate to different careers.
- be introduced to setting academic goals and using strategies to meet them.
- explore/reinforce various coping skill strategies for everyday challenges.

4TH GRADE

Students will:

- begin to explore study skills, and responsibility for learning.
- explore the education and skills needed for various careers.
- learn about relationship skills and communicating effectively in order to articulate their thoughts clearly.

5TH GRADE

Students will:

- prepare for the transition to middle school by developing independence and self-advocacy skills.
- explore future goals and how school experiences can shape future opportunities.
- continue to develop conflict resolution and emotional regulation skills in a more complex setting.

Middle School Program Description

The Port Chester Middle School Counseling Department provides our students a comprehensive counseling program that aligns itself with New York State Education Department and American School Counselor Association national regulations and standards.

Port Chester Middle School counselors work with students and collaborate with school staff, families/guardians, and community members to help prepare students with their academic, social/emotional, and college and career readiness goals and skills that they will need to become successful lifelong learners and good citizens.

All students in grades 6 through 8 will complete the required Individual Progress Review with their school counselor annually. Level 1 Transition Plans begin at age 13.

MIDDLE SCHOOL GOALS

6TH GRADE

Students will transition and adapt to the new school environment by:

- Introducing students to effective study habits, time management skills, and strategies for academic success
- Continuing to develop age appropriate interpersonal skills
- Exploring their individual learning styles and post-secondary interests

7TH GRADE

Students will develop self-awareness and responsibility for their choices by:

- Developing an action plan to achieve short term and long term academic goals
- Developing responsible decision making skills
- Exploring post-secondary college and career options based on their interests

8TH GRADE



Students will become more proactive and self-directed learners by:

- Establishing effective study habits to prepare them for the academic rigors of High School
- Improving conflict resolution skills and coping strategies
- Expanding their knowledge and exposure to possible college and career pathways

High School Program Description

Port Chester High School provides our students with a comprehensive counseling program that is aligned with the New York State Education Department and the American School Counselor Association national model and standards. It is a comprehensive school counseling program to support students through this important developmental transition. The program provides education, prevention and intervention activities, which are integrated into the academic, career and social/emotional development for all students. The program teaches knowledge, mindset, behaviors and skills students need which lay the foundation for future success.

HIGH SCHOOL GOALS

9TH GRADE

Students will make a positive adjustment to high school by:

- Ensure that all 9th grade students have a clear and accurate understanding of NYS Graduation Requirements and what is required of them to move from one grade to the next
- Have them establish realistic academic SMART goals, i.e. specific, measurable, achievable, relevant and time bound
  - Individual lessons
  - Group lessons
  - Individual counseling
- Develop self management skills
  - Communication skills
    - with teachers, counselors, etc.
  - Regulating one's emotions
  - Planning organization skills
  - Taking initiative

- Develop an academic plan.*
  - good study habits
  - time management
  - seek help when necessary
  - play an active role in course planning
- Introduction to Post Secondary Options (Naviance)
  - Self-Discovery
    - Intelligences
    - Learning and Productivity
    - Personality
    - Skills
    - Strengths Explorer

10TH GRADE

Students will explore academic, career, and social emotional skills by:

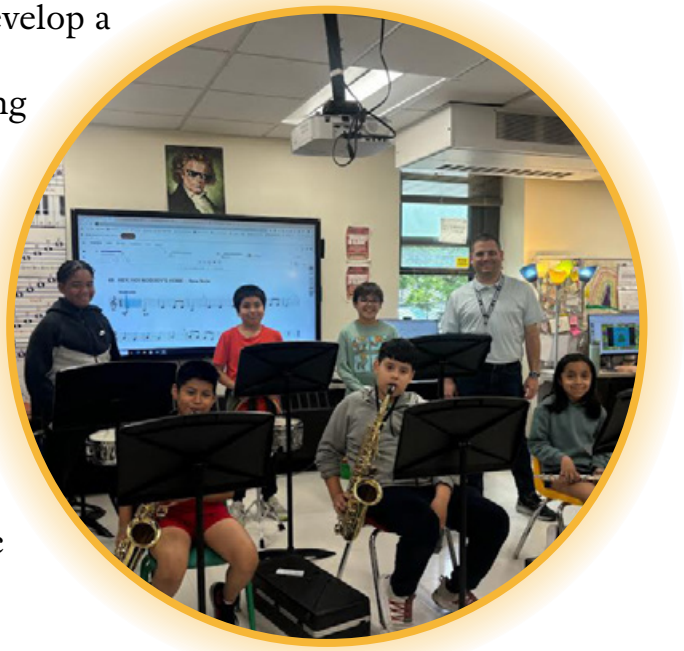
- Continuing to build self advocacy skills
- About Me (Naviance)
  - Resume
  - Goals
  - Journal
- Using Self-Discovery tools to identify college and career focused interests.
  - Career Cluster Finder
  - Career Interest Inventory
  - Career Key
- Develop self awareness and mindfulness skills
  - Identifying personal, linguistic, and cultural assets (self exploration)
  - Growth mindset
  - Developing interests and a sense of purpose (participating in various fairs, trips, panel discussions/workshops)
- Increase the access to the PSAT to all 10th graders as it related to Post-Secondary Planning



11TH GRADE

Students will identify strengths and needs to develop a plan for the future by:

- Establish appropriate standardized testing plan with students
- Mapping college and career exploration
- Establishing realistic and appropriate post secondary goals
- Maintaining their academic plan of study towards graduation



12TH GRADE

Students will successfully utilize their academic and social emotional skills to implement their postsecondary plans by:

- Completing graduation requirements
- Taking ownership of post secondary plans and follow through with post secondary request from school, job, armed forces, apprenticeships
- Managing feelings and expectations of future plans

UTILIZING THE ASCA STANDARDS

Mindsets and Behaviors for Student Success (2021) in the PCR School Counseling Program

The ASCA Mindsets & Behaviors for Student Success: K-12 College and Career-Readiness Standards for Every Student (2014, 2021) describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and in social/emotional development. These standards were developed as a result of a survey of research and best practices in student achievement from a wide array of educational standards and efforts educational standards and efforts and are the next generation of the ASCA National Standards for School Counseling Programs which were first published in 1997.

The ASCA Mindsets & Behaviors for Student Success:

K-12 COLLEGE-AND CAREER-READINESS STANDARDS FOR EVERY STUDENT (2021)

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 life-long 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 3. Time-management, organizational and study skills	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 4. Self-motivation and self- direction for learning	B-SMS 5. Perseverance to achieve long and short-term goals	B-SS 3. Positive relationships with adults to support success
B-LS 5. Media and technology skills to enhance learning	B-SMS 3. Independent work	B-SS 4. Empathy
B-LS 6. High-quality standards for tasks and activities	B-SMS 6. Ability to identify and overcome barriers	B-SS 5. Ethical decision-making and social responsibility
B-LS 7. Long- and short-term academic, career and social/emotional goals	B-SMS 7. Effective coping skills	B-SS 6. Effective collaboration and cooperation skills
B-LS 8. Engagement in challenging coursework	B-SMS 8. Balance of school, home and community activities	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	B-SMS 9. Personal safety skills	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary
B-LS 10. Participation in enrichment and extracurricular activities	B-SMS 10. Ability to manage transitions and adapt to change	B-SS 9. Social maturity and behaviors appropriate to the situation and environment B-SS 10. Cultural awareness, sensitivity and responsiveness

MANAGE COMPONENT

Effective programs require strong organization and effective management. The Manage component of the comprehensive school counseling program addresses the when (timelines, building and department calendars), the why (use of data), the how (program activities, mapping, and gap analyses, the who (is involved), and on what authority (advisory council) the school counseling program is delivered.

The school counselors take pride in delivering a program that is organized to maximize student benefits and has a developmental scope and sequence. Activities are on a calendar that is available in each school building.

The school counselors annually participate in program mapping to identify Tier 1, 2 and 3 activities, review indirect and non-counseling activities and identify program gaps that need to be addressed. The program mapping provides a brief summary of activities and services delivered at each school level. The district scope and sequence for the K-12 curriculum is based upon the ASCA Mindsets and Priorities Standards that the school counselors are utilizing for program delivery in 2026-27. The Manage component collects community feedback through the Advisory Council meetings.

Program Focus

- Beliefs
- Vision Statement
- Mission Statement

Program Planning

- School Data
- Student Outcomes
- Action Plans
- Program Mapping
- Lesson Plans/Curriculum Development
- Calendars
  - Annual
  - Weekly
- District Advisory Council



DELIVER COMPONENT

School counselors deliver developmentally appropriate activities and services directly to students or indirectly on behalf of students as a result of the school counselor's interaction with others. The Delivery system shows how school counselors deliver a balanced and effective program. The scope of the program may differ from the elementary level to middle school through high school levels as it is adjusted to meet students' developmental needs. For example, in elementary school, the classroom curriculum and group counseling activities are utilized more frequently than at the high school level. PCR school counselors deliver a program that is focused on academic and social-emotional development, and career and college readiness and in collaboration with students, families, school staff, and community stakeholders. School counselors deliver services and activities through direct and indirect methods.



Direct Services are in-person interactions between school counselors and our students. These activities include: individual counseling, group counseling, classroom curriculum, crisis intervention and management, prevention activities, student-family conferences and meetings, planning and delivering assemblies, career development activities, educational planning, goal setting, and college readiness.

Indirect Services are a result of the school counselors' interactions with others including consultation and collaboration with parents, teachers, social workers, school psychologists, referrals for additional assistance, and working with other educators and community organizations. These services also include participation on school committees and student support teams, collaborating with college admissions counselors, attending advisory meetings, organizing evening workshops for parents and family members, and community outreach.

Direct Services with Students

Direct services are face-to-face or virtual interactions between school counselors and students and include the following:

- Instruction (lessons, curriculum, classroom presentations)
- Appraisal and Advisement (annual program planning, Individual Progress Reviews (IPR))
- Counseling (individual and group)

Indirect Services for Students

Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including:

- Consultation
- Collaboration
- Referrals

The school counseling department identified and organized direct and indirect activities by utilizing a program mapping format.

Utilizing MTSS Tier 1, 2, and 3 Levels to Meet All Students' Needs

Services and activities are delivered at the three different tier levels.

Tier 1 reflects the school counselors' approach to providing a quality grade-by grade school counseling curriculum to every student K-12, and an individualized progress review to all 6th through 12th grade students;

Tier 2 targets students in need of additional support and focuses on specific needs. Tier 2 interventions are often delivered to small groups of students and can include group counseling.

Tier 3 is focused support for students who will best benefit from individual counseling in addition to Tier 1 and 2 activities.

Tier Level	School Counselor Delivers
Tier 1 All Students Receive	School Counseling Curriculum Individualized Progress Review grades 6-12
Tier 2 Some Students Receive/Need	Group Counseling Specialized Group Activities
Tier 3 A Few Students Receive/Need	Individual Counseling, Crisis Intervention, External Referrals

Differentiating Delivery Means

The following describes services delivered at the different Tier levels:

Tier 1 – Direct services every K-12 student receives:
Curriculum instruction organized by a certified school counselor addressing student standards and outcomes in social/emotional development, academic development, and college and career readiness for post-secondary planning and transition. Teachers, school social workers, school psychologists, substance abuse counselors, health teachers and other school based professionals may also deliver curriculum aligned with the school counseling program.
Large group and grade level activities and programs
Annual individual progress review provided by a certified school counselor

Tier 2 – Direct targeted services as needed:
Direct services include crisis response, group counseling, small group guidance, appraisal, assessment and advisement, to:
prepare students to participate effectively in their current and future educational programs;
assist students who exhibit attendance, academic, behavioral, and adjustment needs;
assist students in developing and implementing postsecondary education and career plans;
engage parents/families in their child's education.
Indirect services also include referrals to appropriately licensed or certified individuals including school social workers, school psychologists, and community based mental health professionals. This also includes consultation, collaboration, and teaming with teachers and administrators, and advocacy on behalf of students.

Tier 3 – Direct intensive services as needed:
Direct services including individual counseling and individual assessment:
Indirect services can include referrals to internal and external professionals including school social workers, school psychologists, and community based mental health professionals.

ASSESS COMPONENT

PCR school counselors make a conscious effort to support student success through addressing student needs. Through the delivery of a comprehensive school counseling program, they assist students in identifying strengths and assessing weaknesses and help them utilize this information with career and college readiness planning. Most importantly, the program intends to support basic needs including safety, security, and feelings of belongingness which encourages student engagement. The school counseling department is an integral part of K-12 student development and annually evaluates the impact of the program's effectiveness at the building and district levels.

School counselors use program outcomes to assess grade level and school improvement goals by aligning their work with attendance, academic success, graduation rates, behavior and discipline incidents, and post-secondary planning. It is also important to address ESSA indicators such as school climate, graduation rates, chronic absenteeism, and college/career and civic readiness.

School counselors demonstrate program accomplishments or student progress as a result of intentional efforts by the school counselors by using data to identify program outcomes and student outcomes. Program effectiveness is demonstrated through:

- designing classroom, small-group and equity based activities and interventions
- developing annual goals
- utilizing calendars that reflect the ASCA National Model recommendation of 80% of time in direct and indirect services to students
- analyzing the results from classroom, small-group and equity based activities and interventions

Summary

PCR school counselors develop and deliver the K-12 comprehensive school counseling programs to support and promote student achievement and measure program effectiveness. As outlined in New York State Education Department Regulations (2017) and the ASCA National Model (2019), the PCR school counseling program includes a systematic and planned delivery involving all students and enhancing the learning process. The comprehensive school counseling program is supported by appropriate resources and implemented by credentialed school counselors. The NYSED regulations, based on the ASCA National Model, bring school counselors together with a focus on improving student achievement and supporting academic, social/emotional and college and career student development.

Representative Services and Activities in the PCR K-12 Comprehensive School Counseling Program

Academic Development							
Program/Activity/Service	**Mindset & Behavior Standard**	**K-5**	**6-8**	**9**	**10**	**11**	**12**
1. Review student schedules programs of study for accuracy	B-LS 7. Long- and short-term academic, career and social/emotional goals		X	X	X	X	X
2. Review transcripts to verify credits	B-LS 7. Long- and short-term academic, career and social/emotional goals			X	X	X	X
3. Review of progress reports and report cards with students and parents/families/ guardians	B-LS 7. Long- and short-term academic, career and social/emotional goals		X	X	X	X	X
4. Maintain a monitoring form for every student in the high school (Graduation tracking form)	B-LS 7. Long- and short-term academic, career and social/emotional goals			X	X	X	X
5. Verify diploma pathways for each student's graduation	B-LS 8. Engagement in challenging coursework			X	X	X	X
6. Review new student records for placement and planning	B-SMS 10. Ability to manage transitions and adapt to change	X	X	X	X	X	X
7. Assist in grade level transitions	B-SMS 10. Ability to manage transitions and adapt to change	X	X	X	X	X	X
8. Assist with transition from elementary to middle school	B-SMS 10. Ability to manage transitions and adapt to change	X	X				
9. Assist with transition from middle to high school	B-SMS 10. Ability to manage transitions and adapt to change		X	X			
10. Assist with transition for high school to post-secondary opportunities	B-SMS 5. Perseverance to achieve long and short-term goals						X
11. Transitional planning for students with disabilities	B-SMS 10. Ability to manage transitions and adapt to change B-SMS 5. Perseverance to achieve long and short-term goals	X	X	X	X	X	X
12. Awareness of student goals / course recommendations in Individual Education Plans	B-SMS 6. Ability to identify and overcome barriers B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary	X	X	X	X	X	X
13. Maintain Google classroom page for each grade to disseminate important information	SMS 1. Responsibility for self and actions B-LS 4. Self-motivation and self-direction for learning		X	X	X	X	X
14. Assist with teaching students study skills	B-LS 3. Time-management, organizational and study skills	X	X				
15. Demonstrate organization strategies	B-LS 3. Time-management, organizational and study skills	X	X	X	X		

Program/Activity/Service	Mindset & Behavior Standard	K-5	6-8	9	10	11	12
16. Connecting students to for support in Academic intervention services	B-LS 7. Long- and short-term academic, career and social/emotional goals	X	X	X	X	X	X
17. Schedule/ Provide Counseling sessions	B-LS 7. Long- and short-term academic, career and social/emotional goals SMS 8. Balance of school, home and community activities,	X	X	X	X	X	X
18. Identify/verify Regents walk-in lists	B-LS 7. Long- and short-term academic, career and social/emotional goals			X	X	X	X
19. Identify students eligible for summer school registration	B-SMS 5. Perseverance to achieve long and short-term goals			X	X	X	X
20. Facilitate parent/family/guardian/ teacher/administration meetings for students	B-SS 9. Social maturity and behaviors appropriate to the situation and environment B-LS 4. Self-motivation and self-direction for learning		X	X	X	X	X
21. Serve as a liaison for students in alternative placements	B-SMS 10. Ability to manage transitions and adapt to change	X	X	X	X	X	X
22. Deliver school counseling lessons (academic development) in the classroom	LS 4. Self-motivation and self- direction for learning LS 3. Time-management, organizational and study skills	X	X	X	X	X	X
23. Facilitate related parent/family presentations in both English and Spanish as needed?	B-SS 3. Positive relationships with adults to support success	X	X	X	X	X	X
24. Provide student engagement and outreach	B-LS 10. Participation in enrichment and extracurricular activities B-SMS 8. Balance of school, home and community activities	X	X	X	X	X	X
25. Review and collaborate to ensure that all students schedules are in compliance, inclusive of students with disabilities and multi-language learners.	B-LS 7. Long- and short-term academic, career and social/emotional goals	X	X	X	X	X	X
26. Ensure that all students' schedules are aligned with their IEPs and 504s	B-SMS 6. Ability to identify and overcome barriers	X	X	X	X	X	X
27. Review, reflect, and revise the building school counseling program	B-LS 7. Long- and short-term academic, career and social/emotional goals	X	X	X	X	X	X

College & Career Development							
Program/Activity/Service	**Mindset & Behavior Standard**	**K-5**	**6-8**	**9**	**10**	**11**	**12**
28. Engage students in Naviance - College and Career Readiness	B-LS 1. Critical-thinking skills to make informed decisions	X	X	X	X	X	X
29. Provide college and career classroom presentations	LS 7. Long- and short-term academic, career and social/emotional goals	X	X	X	X	X	
30. Organize College and Career Fairs	B-LS 7. Long- and short-term academic, career and social/emotional goals		X	X	X	X	X
31. Coordinate college admissions/post secondary presentations/classroom; Middle school in conjunction with Naviance; Elementary projected	B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	X	X	X	X	X	X
32. Organize career tours to BOCES	B-LS 7. Long- and short-term academic, career and social/emotional goals		X		X		
33. Facilitate career awareness and career development by utilizing Naviance career interest programs	B-LS 5. Media and technology skills to enhance learning		X	X	X	X	X
34. Disseminate scholarship information	B-SMS 3. Independent work			X	X	X	X
35. Disseminate local/community scholarships information	B-SMS 3. Independent work						X
36. Participate in community scholarship committee meetings	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups						X
37. Facilitate PSAT, SAT, and ACT information	B-LS 7. Long- and short-term academic, career and social/emotional goals				X	X	X
38. Dissemination of FAFSA information	B-LS 4. Self-motivation and self-direction for learning					X	X
39. Host financial aid night for parents	B-SS 6. Effective collaboration and cooperation skills					X	X
40. Coordinate early college experiences (field trips, fairs etc)	B-LS 7. Long- and short-term academic, career and social/emotional goals		X	X	X	X	X
41. Standardized testing accommodations for College Board and ACT	B-SMS 1. Responsibility for self and actions			X	X	X	X
42. Naviance data updates	B-SS 5. Ethical decision-making and social responsibility B-SS 1. Effective oral and written communication skills and listening skills		X	X	X	X	X
43. Write letters of recommendation for colleges/universities	B-SS 1. Effective oral and written communication skills and listening skills		X	X	X	X	X
44. Support the completion of all college applications	B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias					X	X
45. Educate students regarding the varying ways to complete the college application process	B-SS 5. Ethical decision-making and social responsibility					X	X

Program/Activity/Service	Mindset & Behavior Standard	K-5	6-8	9	10	11	12
46. Host Senior College and Career Night for students and parents in English and Spanish	B-SS 6. Effective collaboration and cooperation skills					X	X
47. Conduct college clinics	B-SS 6. Effective collaboration and cooperation skills						X
48. Prepare students for college interviews	B-LS 6. High-quality standards for tasks and activities					X	X
49. Submit new request to NCAA for course approval	B-SS 6. Effective collaboration and cooperation skills			X	X	X	X
50. Educate eligible NCAA students about the application and transcript process	B-LS 6. High-quality standards for tasks and activities			X	X	X	X
51. Collaboration with Junior Achievement of N.Y. Pepsico Mentoring to support College and Career Readiness	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups		X				
52. Use various tools for the college process	B-LS 5. Media and technology skills to enhance learning		X			X	X
53. Collaborate with the English department to prepare the college essay	B-SS 6. Effective collaboration and cooperation skills					X	X
54. Educate students on post-secondary options	B-LS 1. Critical-thinking skills to make informed decisions	X	X	X	X	X	X
55. Educate students on the various admissions deadline options	B-SMS 1. Responsibility for self and actions					X	X
56. Collect data to assess student needs in post-secondary planning	B-LS 7. Long- and short-term academic, career and social/emotional goals	X	X	X	X	X	X
57. Facilitate various mentoring programs	B-LS 10. Participation in enrichment and extracurricular activities		X	X	X	X	
58. Manage post-secondary outcome data	B-SS 5. Ethical decision-making and social responsibility						X
59. College and Career Fair	B-LS 1. Critical-thinking skills to make informed decisions		X	X	X	X	X
60. Judge Judy- Her Honor Mentorship Program- educate students on the benefits of having a mentor (female students)	B-SS 3. Positive relationships with adults to support success						X
61. Educate students and Campus Bound Scholars	B-SS 3. Positive relationships with adults to support success						X
62. Educate and enroll students in BOCES Career and Technical Programs	B-LS 7. Long- and short-term academic, career and social/emotional goals				X	X	X

Social/Emotional Development							
Program/Activity/Service	**Mindset & Behavior Standard**	**K-5**	**6-8**	**9**	**10**	**11**	**12**
63. Facilitate parent/teacher meetings for at-risk students	B-SMS 6. Ability to identify and overcome barriers	X	X	X	X	X	X
64. Data collection to address social/ emotional needs of the student body	B-SS 3. Positive relationships with adults to support success	X	X	X	X	X	X
65. Classroom lessons/presentations (SEL) character ed, wellness, coping skills, self regulation	B-LS 7. Long- and short-term academic, career and social/emotional goals	X	X	X	X	X	X
66. No Place for Hate Week (lessons, assemblies, finding commonalities, peer interactions)	B-SS 9. Social maturity and behaviors appropriate to the situation and environment	X	X	X	X	X	X
67. Drug and Alcohol Awareness Week (lessons, assemblies, community support)	B-SMS 7. Effective coping skills		X				
68. Provide opportunities for students to participate in community service in and out of school	B-SMS 9. Personal safety skills		X				
69. Support and assist after-school programs such as enrichment, Girls Inc. Big Brothers Big Sisters, Beautiful Me, Rams Rising	B-LS 10. Participation in enrichment and extracurricular activities	X	X	X	X	X	X

Indirect Student Services							
Program/Activity/Service	**Mindset & Behavior Standard**	**K-5**	**6-8**	**9**	**10**	**11**	**12**
70. Referrals to community mental health agencies, community health services, and local camp programs.	B-LS 10. Participation in enrichment and extracurricular activities, B-SS 10. Cultural awareness, sensitivity and responsiveness	X	X	X	X	X	X
71. Referrals and collaboration with county agencies, CPS, Cross-systems, Children's Village, probation and PINS.	B-SS 3. Positive relationships with adults to support success, B-SMS 10. Ability to manage transitions and adapt to change	X	X	X	X	X	X
72. Collaboration with all building support personnel: Administration, Psychologists, Social Workers, School Nurse, Teachers, Teacher Assistants, Teacher Aides, Academic Specialists, Academy Leaders, and CSE and 504 Chairpersons.	B-SS 3. Positive relationships with adults to support success	X	X	X	X	X	X
73. Participate in grade level, team, department meetings, school-wide committees (attendance, 504, IEP, ERT, etc) and district committees.	B-SS 3. Positive relationships with adults to support success	X	X	X	X	X	X

CONCLUSION

A school counselor's role is central to the success of students. School counselors support students through individual and group counseling, college and career exploration instruction, assistance in crisis situations, and referrals to school social workers, school psychologists or other professionals when specialized interventions are required for student success in school (Rider, NYSED, January 2018).

The introduction to the *Guidance Programs and Comprehensive Developmental School Counseling/ Guidance Programs Commissioner's Regulation §100.2(j) (2018)* states the following:

The New York State Education Department ("The Department") amended the school counseling regulations in an effort to help increase opportunities for all students to be successful. It is important for students to have access to a certified or licensed school counselor in the early years to help inspire young students to strive for success and consider college and career opportunities. Access does not necessarily mean that every elementary school must hire a full-time counselor; but requirements such as core curriculum instruction do require that the time of a certified school counselor be included in the elementary program. 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." *(NYSED, June 3, 2018)*



APPENDIX

Amended New York State Part 100.2(j) Regulations (2017)

(1) Comprehensive developmental school counseling/guidance programs. Beginning with the 2019-2020 school year, each school district shall have a comprehensive developmental school counseling/guidance program, for all students in kindergarten through grade 12. Each school district shall also ensure that all students in grades kindergarten through twelve have access to a certified school counselor(s), which for the city school district of the City of New York and the city school district of the City of Buffalo shall include a licensed guidance counselor(s) pursuant to Part 80 of the Commissioner's regulations.

(i) 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, and be designed to address multiple student competencies including career/college readiness standards, and academic and social/emotional development standards. The comprehensive developmental school counseling/guidance program ("program") shall include the following activities or services:

(a) In grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with the teaching staff, and any appropriate pupil personnel service providers, for the purpose of preparing students to participate effectively in their current and future educational programs, to provide information related to college and careers, and to assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns, and where appropriate make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports.

(b) For students in grades six through twelve, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans. For a student with disability, the plan shall be consistent with the student's individualized education program; school counseling/guidance core curriculum instruction for the purpose of addressing student competencies related to career/college readiness, academic skills and social/emotional development by a certified school counselor(s);

(c) other direct student services which may include, but need not be limited to, responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement, for the purpose of enabling students to benefit from the curriculum, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and

encouraging parental involvement. Provided that nothing herein shall prohibit certified or licensed school psychologists or certified or licensed school social workers pursuant to Part 80 of the Commissioner's regulations from providing other direct student services within their applicable scope of practice;

(d) indirect student services which may include but need not be limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy, and teaming.

(e) Each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner in which the district shall comply with the requirements of this subdivision. In the case of the City School District of the City of New York, the Department of Education shall submit separate plans for each community school district, for the High School Division and for the Special Education Division. Such district and building level plans shall be developed by or under the direction of certified school counselor(s) and be updated annually, available for review at the district offices and each school building, and made available on the district's website.

(f) Each plan shall be developed annually and shall include program objectives, activities, program development and maintenance planning, school counseling curriculum , professional development planning, evaluation methods based on data analysis of program results and closing the gap analysis reports to inform program improvement, and assessment of the resources necessary to support positive student outcomes.

(g) Each plan shall also include the preparation of a program outcomes report that includes an analysis of all systematic components of a comprehensive developmental school counseling/guidance program as defined by this subdivision. Such report shall be annually presented to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

The complete document can be found at: http://www.regents.nysed.gov/common/regents/files/517brca14.pdf.

The School Counselor and School Counseling Programs

(Adopted 1988; revised 1993, 1997, 2005, 2012, 2017, 2023)

ASCA Position Statement

School counselors design and implement school counseling programs that improve a range of student learning and behavioral outcomes. "The ASCA National Model: A Framework for School Counseling Programs" outlines the components of a school counseling program and brings school counselors together with one vision and one voice, creating unity and focus toward improving student achievement and supporting student development.

The Rationale

The school counseling program is comprehensive in scope, preventive in design and developmental in nature and is an integral component of the school's mission. Informed by student data and based on the ASCA National Model, school counseling programs are provided by a state-credentialed school counselor and:

- Are delivered to all students systematically.
- Include a developmentally appropriate curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success.
- Close achievement and opportunity gaps.
- Result in improved student achievement, attendance and discipline.

School counseling programs improve a range of student learning and behavioral outcomes (Savitz-Romer et al, 2022). Effective school counseling programs are a collaborative effort between the school counselor, families, community stakeholders, and other educators to create an environment resulting in a positive impact on student achievement. Education professionals, including school counselors, value and respond to the diversity and individual differences in our societies and communities in culturally sensitive and responsive ways. School counseling programs in both the brick-and-mortar and virtual settings ensure equitable access to opportunities and rigorous curriculum for all students to participate fully in the educational process.

Research shows that schools designated as Recognized ASCA Model Program (RAMP) schools had significantly higher schoolwide proficiency rates in English as compared with the control schools (Mullen et al., 2019). This same study also found that when schools reduce the student-to-school counselor ratio to ASCA's recommended 250:1, students who receive free and reduced lunch at high-poverty schools achieve improved academic outcomes (Mullen et al., 2019).

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Resources

CASEL: www.casel.org

Common Sense: https://www.commonsense.org

Harmony (formerly Sanford Harmony): https://harmony-academy.org

Overcoming Obstacles

NYS SEL Standards

NYS Health Curriculum

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