

Onteora

Central School District



School Counseling Program

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2026 ~ 2027

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Our Onteora schools exist to educate and nurture the children of our diverse community. Our mission is to create an engaging and healthy learning environment that empowers all students to pursue their dreams, achieve their goals, and contribute thoughtfully to the global community.

Onteora CSD Vision Statement

An Onteora education fosters intellectual curiosity, mutual respect, self-respect, creative problem solving, individual expression, ethical decision making and active engagement in the world. Our community values and supports its children, through a holistic collaboration among students, families, the educational community, and Onteora residents at large. Students will graduate as engaged citizens and life-long learners with the confidence, self-awareness and skills to reach their maximum potential, and to live rich and successful lives.

School Counseling Mission Statement

The Onteora school counselors believe that each student deserves an individualized educational experience that recognizes their unique strengths and aims to provide counseling in the areas of academic advisement, social/emotional development, and career exploration that will encourage each student to reach their maximum potential in school and achieve their post-secondary goals.

Onteora counselors believe:

- All students should have the same opportunities and access to educational programs.
- All students have the right to a learning environment that is safe, mutually respectful, healthy, orderly, and both culturally and developmentally appropriate.
- The lifelong learning process encompasses the whole student and extends beyond classroom academics.
- The learning process is a collaboration between students, teachers, parents, staff and the community that requires active participation, mutual respect and individual accountability.
- Each student is valued and respected for their diversity which enhances our educational community.

Role of the School Counselor

The role of the School Counselor is:

- To serve as an advocate for all students
- To collaborate with School Social Workers and School Psychologists in crisis interventions, prevention, and responsive services
- To present developmental lessons in the classroom and in small groups
- To consult and collaborate with teachers, administrators, school support personnel, parents, and business/community agencies
- To participate in school meetings such as CSEs and MTSS meetings
- To create a partnership with parents that supports effective parenting skills, creates a positive learning environment at home, and encourages parent participation in the educational process
- To provide leadership in career development of all students
- To review academic progress of each student annually
- To provide students and parents with informational workshops on college admissions, financial aid, graduation requirements, and standardized admissions testing
- To coordinate the senior scholarship process for in-house awards
- To advise and register students for summer school credit recovery
- To act as a liaison for student athletes and the NCAA
- To coordinate and administer the PSAT, including approved testing accommodations for students with disabilities
- To facilitate the evaluation of the school counseling program

Role of the School Social Worker

The role of the School Social Worker is:

- To develop counseling goals and treatment plans for students with an IEP or 504 Plan
- To provide intensive and long-term counseling individually and/or in a group setting
- To provide ongoing group counseling based on the social-emotional needs of students (e.g. grief, self-esteem, divorce, anger management)
- To collaborate with School Counselors and School Psychologists in crisis interventions, prevention, and responsive services
- To consult and collaborate with teachers, administrators, school support personnel, parents, and business/community agencies
- To participate in school meetings such as CSEs and MTSS meetings
- To create a partnership with parents that supports effective parenting skills, creates a positive learning environment at home, and encourages parent participation in the educational process
- To collaborate with community agencies and outside mental health

professionals to coordinate care for students and families in treatment

Role of the School Psychologist

The role of the School Psychologist is:

- To conduct and report on psychological and psycho-educational evaluations
- To conduct Functional Behavioral Assessments (FBAs) and develop Behavioral Intervention Plans (BIPs)
- To assist in the writing and development of Individual Education Plans (IEPs)
- To collaborate with School Counselors and School Social Workers in crisis interventions, prevention, and responsive services
- To develop counseling goals and treatment plans for students with an IEP or 504 Plan
- To provide intensive and long-term counseling individually and/or in a group setting
- To consult and collaborate with teachers, administrators, school support personnel, parents, and business/community agencies
- To conduct cognitive, social-emotional, behavioral and/or motor screenings
- To participate in school meetings such as CSEs and MTSS meetings
- To create a partnership with parents that supports effective parenting skills, creates a positive learning environment at home, and encourages parent participation in the educational process

Rationale for the School Counseling Program

A school counseling program is designed to support student achievement and growth in the three domains of academics, personal/social development, and career awareness. Each domain is linked with specific activities, lesson plans, and counseling that results in successful achievement of student competencies that promote and enhance learning. The school counseling program strives to meet the changing needs of the student population through evaluation of the current program model and modifications for improvement.

New York State Regulations

The School Counseling (Guidance) Program is defined by the New York State

Education Department, as listed in Part 100 of the Commissioner's Regulations.

j. Guidance programs and comprehensive developmental school counseling/guidance programs.

2. 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 12 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 12, 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 5, 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 6 through 12, 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;

- c. 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);
 - d. 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;
 - e. 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.
- ii. 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.
 - a. Each plan shall be developed annually and shall include program objectives, activities, program development and maintenance planning, school counseling curriculum, professional learning 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.
- b. 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.
 - iii. Each school district shall establish a comprehensive developmental school counseling/guidance program advisory council to be comprised of representative stakeholders (such as parents, members of the board of education, school building and/or district leaders, community-based service providers, teachers, certified school counselors and other pupil personnel service providers in the district including school social workers and/or school psychologists). In the case of the City School District of the City of New York, the Department of Education shall establish a comprehensive developmental school counseling/guidance program advisory council for each community school district. The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program. The advisory council shall create and submit an annual report 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.
3. Nothing in this section shall be construed to authorize any individual to provide professional services where certification is required under Part 80 of the commissioner's regulations or where licensure is required under title VIII of the Education Law.

<http://www.nysed.gov/curriculum-instruction/1002-general-school-requirements#SchoolCounselingGuidancePrograms>

ASCA National Model

(American School Counselor Association)

Academic Development

1. *Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the life span.* Student competencies linked with this standard are:
 - Articulate feelings of competence and confidence as learners
 - Display a positive interest in learning
 - Take pride in work and achievement
 - Accept mistakes as essential to the learning process
 - Identify attitudes and behaviors that lead to successful learning
 - Apply time management and task management skills
 - Demonstrate how effort and persistence positively affect learning
 - Use communication skills to know when and how to ask for help when needed
 - Apply knowledge and learning styles to positively influence school performance
 - Take responsibility for their actions
 - Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
 - Develop a broad range of interest and abilities
 - Demonstrate dependability, productivity and initiative
 - Share knowledge
2. *Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.* Student competencies linked with this standard are:
 - Demonstrate the motivation to achieve individual potential
 - Learn and apply critical thinking skills
 - Apply the study skills necessary for academic success at each level
 - Seek information and support from faculty, staff, family, and peers
 - Organize and apply academic information from a variety of sources
 - Use knowledge of learning styles to positively influence school performance
 - Become a self-directed and independent learner
 - Establish challenging academic goals in elementary, middle, and high school
 - Use assessment results in educational planning
 - Develop and implement annual plan of study to maximize academic ability and achievement
 - Apply knowledge of aptitudes and interest to goal setting

- Use problem solving and decision-making skills to assess progress toward educational goals
 - Understand the relationship between classroom performance and success in school
 - Identify post-secondary options consistent with interests, achievement, aptitude, and abilities.
3. *Students will understand the relationship of academic to the world of work and to life and home and in the community.* Student competencies linked with this standard are:
- Demonstrate the ability to balance school, studies, extra-curricular activities, leisure time, and family life
 - Seek co-curricular and community experiences to enhance the school experience
 - Understand the relationship between learning and work
 - Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals
 - Understand that school success is the preparation to make the transition from student to community member
 - Understand how school success and academic achievement enhance future career and vocational opportunities

Career Development

4. *Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.* Student competencies linked with this standard are:
- Develop skills to locate, evaluate, and interpret career information
 - Learn about the variety of traditional and non-traditional occupations
 - Develop an awareness of personal abilities, skills, interests, and motivations
 - Learn how to interact and work cooperatively in teams
 - Learn to make decisions
 - Learn how to set goals
 - Understand the importance of planning
 - Pursue and develop competency in areas of interest
 - Develop hobbies and vocational interests
 - Balance between work and leisure time
 - Acquire employability skills such as working on a team, problem solving, and organizational skills
 - Apply job readiness skills to seek employment opportunities
 - Demonstrate knowledge about the changing workplace
 - Learn about the rights and responsibilities of employers and employees

- Learn to respect individual uniqueness in the workplace
 - Learn how to write a resume
 - Develop a positive attitude toward work and learning
 - Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace
 - Utilize time and task management skills.
5. *Students will employ strategies to achieve future career success and satisfaction.* Student competencies linked with this standard are:
- Apply decision making skills to career planning, course selection, and career transition
 - Identify personal skills, interests, and abilities and relate them to current career choice
 - Demonstrate knowledge of the career planning process
 - Know the various ways in which occupations can be classified
 - Use research and information resources to obtain career information
 - Learn to use the internet to access career planning information
 - Describe traditional and non-traditional career choices and how they relate to career choice
 - Understand how changing economic and societal needs influence employment trends and future training
 - Demonstrate awareness of the education and training needed to achieve career goals
 - Access and modify their educational plan to support career
 - Use employable and job readiness skills in internship, mentoring, shadowing, and/or other work experience
 - Select course work that is related to career interests
 - Maintain a career planning portfolio
6. *Students will understand the relationship between personal qualities, education and training, and the world of work.* Student competencies linked with this standard are:
- Understand the relationship between educational achievement and career success
 - Explain how work can help to achieve personal success and satisfaction
 - Identify personal preferences and interests influencing career choice and success
 - Understand that changing workplace requires lifelong learning and acquiring new skills
 - Describe the effect of work on lifestyle
 - Understand the importance of equity and access in career choice
 - Understand that work is an important and satisfying means of personal expression

- Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals
- Learn how to use conflict management skills with peers and adults
- Learn how to work cooperatively with others as a team member
- Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences

Personal & Social Development

7. *Students will acquire the attitudes, knowledge and interpersonal skills to help themselves understand and respect self and others.* Student

competencies linked with this standard are:

- Develop positive attitudes toward self as a unique and worthy person
- Identify values, attitudes, and beliefs
- Learn the goal setting process
- Understand change is a part of growth
- Identify and express feelings
- Distinguish between appropriate and inappropriate behaviors
- Recognize personal boundaries, rights, and privacy needs
- Understand the need for self-control and how to practice it
- Demonstrate cooperative behaviors in groups
- Identify personal strengths and assets
- Identify and discuss changing personal and social roles
- Identify and recognize changing family roles
- Recognize that everyone has rights and responsibilities
- Respect alternative points of view
- Recognize, accept, respect, and appreciate ethnic and cultural diversity
- Recognize and respect differences in various family configurations
- Use effective communication skills
- Know that communication involves speaking, listening, and nonverbal behavior
- Learn how to make and keep friends

8. *Students will make decisions, set goals, and take necessary action to achieve goals.* Student competencies linked with this standard are:

- Use a decision making and problem-solving model
- Understand consequences of decisions and choices
- Identify alternative solutions to a problem
- Develop effective coping skills for dealing with problems
- Demonstrate when, where, and how to seek help for solving problems and making decisions

- Know how to apply conflict resolution skills
- Demonstrate a respect and appreciation for individual and cultural differences
- Know when peer pressure is influencing a decision
- Identify long and short-term goals
- Identify alternative ways of achieving goals
- Use persistence and perseverance in acquiring knowledge and skills
- Develop an action plan to set and achieve realistic goals

9. *Students will understand safety and survival skills.* Student competencies linked with this standard are:

- Demonstrate knowledge of personal information
- Learn about the relationship between rules, laws, safety and the protection of the rights of the individual
- Learn about the differences between appropriate and inappropriate physical contact
- Demonstrate the ability to set boundaries, rights, and personal privacy
- Differentiate between situations requiring peer support and situations requiring adult professional help
- Identify resource people in the school and community, and know how to seek their help
- Apply effective problem solving and decision-making skills to make safe and healthy choices
- Learn about the emotional and physical dangers of substance use and abuse
- Learn how to cope with peer pressure
- Learn techniques for managing stress and conflict
- Learn coping skills for managing life events

American School Counselor Association (2005). *The ASCA National Model: A Framework for School Counseling Programs, Second Edition*. Alexandria, VA: Author.

Onteora School Counseling Program Grades PK – 5

Program Objective 1: *Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the life span.*

Activities:

- School Psychologist and/or School Social Worker will monitor student placement and support transition.
- School Psychologist will review student records and identify students in need of remediation.
- School Psychologist and/or School Social Worker will perform formal and informal behavioral assessments and interventions.
- School Counselor, School Psychologist, School Social Worker and/or School Nurse will monitor student attendance and work with parents, recommend peer-parent trainer, and contact DSS to improve student attendance.
- School Counselor, School Psychologist and/or School Social Worker will participate in P/T conferences, parent meetings with outside agencies, and open houses to promote a home/school connection.
- School Psychologist will perform psychological and psycho-education evaluations for identified students.
- School Counselor, School Psychologist and/or School Social Worker will refer students who have not been academically successful to the MTSS (Multi-Tier System of Support) Team.
- School Counselor, School Psychologist, and School Social Worker will attend CSE, CPSE, and 504 meeting.
- School Social Worker and/or School Psychologist will support and participate in PBIS.
- School Counselor will visit grades 4 – 5 to deliver drug and alcohol prevention lessons.
- School Counselors will participate and assist with planning a Middle School Orientation for 5th grade students to be scheduled during the school day.

Expected Outcomes:

- Students will articulate feelings of competence and confidence as learners.
- Students will play a positive interest in learning.
- Students will take pride in work and achievement.
- Students will accept mistakes as essential to the learning process.
- Students will identify attitudes and behaviors that lead to successful learning.

Provisions for Annual Assessment:

- Student retention rates will stay the same or decrease.

- Student referrals to MTSS will stay the same or decrease.
- Student behavioral referrals will decrease.

Program Objective 2: *Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.*

Activities:

- School Counselor, School Social Worker, and/or School Psychologist will coordinate with the nurse in monitoring student attendance and work with parents, recommend peer-parent trainer, and contact DSS to improve student attendance.
- School Counselor, School Social Worker, and/or School Psychologist will participate in P/T conferences, parent meetings with outside agencies, and open houses to promote a home/school connection.
- Students will participate in enrichment programs throughout the year to give them exposure to various career fields (e.g., Reading Club, Digital Storytelling, Watershed Detectives, Youth Chorale, Jazz Band, Rosetta Stone-Spanish or French, Typing, Sports, STEAM Challenges, and Robotics).
- School Counselor, School Social Worker, and/or School Psychologist will support and participate in PBIS.
- School Social Worker and/or School Psychologist will visit grades K – 3 to deliver social skills lessons.
- School Social Worker and/or School Psychologist will visit grades K – 3 to deliver a career lesson and complete career plans.
- School Counselor will visit grades 4 – 5 to deliver social skills lessons which include goal setting, decision making, and communication.
- School Counselor will visit grades 4 – 5 to deliver a career lesson and complete career plans.

Expected Outcomes:

- Students will apply time management and task management skills.
- Students will demonstrate how effort and persistence positively affect learning.
- Students will use communication skills to know when and how to ask for help when needed.
- Students will apply knowledge and learning styles to positively influence school performance.
- Students will take responsibility for their actions.
- Students will demonstrate the ability to work independently, as well as the ability to work cooperatively with other students.
- Students will develop a broad range of interest and abilities.
- Students will demonstrate dependability, productivity and initiative.

- Students will share knowledge.

Provisions for Annual Assessment:

- Student behavioral referrals will decrease.
- Student referrals to MTSS will stay the same or decrease.
- Student attendance records will stay the same or improve.
- Student report cards will demonstrate growth.
- Student career plans will be updated annually by teachers, School Counselor, School Social Worker, and/or School Psychologist.

Program Objective 3: *Students will understand the relationship of academics to the world of work and to life and home and in the community.*

Activities:

- School Social Worker and/or School Psychologist will collaborate with teachers in grades 1 – 3 to deliver a long-term goal setting lessons (i.e., First Grade – Go for a Healthy Goal; Second Grade – Dreams Can Come True; Third Grade – Go for Your Goal).
- School Social Worker and/or School Psychologist will visit grades K – 3 to deliver drug and alcohol prevention lessons.
- School Social Worker and/or School Psychologist will visit grades K – 3 to deliver social skills lessons.
- School Social Worker and/or School Psychologist will visit grades K – 3 to deliver a career lesson and complete career plans.
- School Counselor, School Social Worker and/or School Psychologist will support and participate in PBIS.
- School Counselor, School Social Worker, and/or School Psychologist will coordinate with the nurse in monitoring student attendance and work with parents, recommend peer-parent trainer, and contact DSS to improve student attendance.
- School Counselor, School Social Worker, and/or School Psychologist will participate in P/T conferences, parent meetings with outside agencies, and open houses to promote a home/school connection.
- Students will participate in enrichment programs throughout the year to give them exposure to various career fields (e.g., Reading Club, Digital Storytelling, Watershed Detectives, Youth Chorale, Jazz Band, Rosetta Stone-Spanish or French, Typing, Sports, STEAM Challenges, and Robotics).
- School Counselor will visit grades 4 – 5 to deliver social skills lessons which include goal setting, decision making, and communication.
- Students will participate in assemblies and presentations throughout the year to give them exposure to various career fields and community engagement.

Expected Outcomes:

- Students will demonstrate the ability to balance school, studies, extra-curricular activities, leisure time, and family life.
- Students will seek co-curricular and community experiences to enhance the school experience.
- Students will understand the relationship between learning and work.
- Students will demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals.
- Students will understand that school success is the preparation to make the transition from student to community member.
- Students will understand how school success and academic achievement enhance future career and vocational opportunities.

Provisions for Annual Assessment:

- Student behavioral referrals will decrease.
- Student referrals to MTSS will stay the same or decrease.
- Student report cards will demonstrate growth.
- Feedback from teachers, students, and parents about the effectiveness of assemblies and presentations.

Program Objective 4: *Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.*

Activities:

- School Social Worker and/or School Psychologist will visit grades K – 3 to deliver a career lesson and complete career plans.
- Students will participate in enrichment programs throughout the year to give them exposure to various career fields (e.g., Dance Residency, Health & Nutrition Program, Community Garden, Engineer Visits, Earth Day Celebration, Science Fair, Maple Syrup Demonstration, Career Day, etc.).
- School Social Worker and/or School Psychologist will support and participate in K – 3 PBIS.
- School Counselor will visit grades 4 – 5 to deliver social skills lessons which include goal setting, decision making, and communication.
- A School Counselor will visit grades 4 – 5 to provide career lessons (e.g., Personal Skills and Interests, What's Your Personality Type?, Career Explorations, Career map, Life Auction, Career and Lifestyle Game, My Resume, Seed to Pumpkin Pie, and How Will I Impact the World).

Expected Outcomes:

- Students will develop skills to locate, evaluate, and interpret career information.

- Students will learn about the variety of traditional and non-traditional occupations.
- Students will develop an awareness of personal abilities, skills, interests, and motivations.
- Students will learn how to interact and work cooperatively in teams.
- Students will learn to make decisions.
- Students will learn how to set goals.
- Students will understand the importance of planning.
- Students will pursue and develop competency in areas of interest.
- Students will develop hobbies and vocational interests.
- Students will balance between work and leisure time.
- Students will acquire employability skills such as working on a team, problem solving, and organizational skills.
- Students will apply job readiness skills to seek employment opportunities.
- Students will demonstrate knowledge about the changing workplace.
- Students will learn about the rights and responsibilities of employers and employees.
- Students will learn to respect individual uniqueness in the workplace.
- Students will develop a positive attitude toward work and learning.
- Students will understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.
- Students will utilize time and task management skills.

Provisions for Annual Assessment:

- Student behavioral referrals will decrease.
- Student referrals to MTSS will stay the same or decrease.
- Student attendance records will stay the same or improve.
- Student report cards will demonstrate growth.
- Student career plans will be updated annually by teachers, School Counselor, School Social Worker, and/or School Psychologist.

Program Objective 5: *Students will employ strategies to achieve future career success and satisfaction.*

Activities:

- School Social Worker and/or School Psychologist will visit grades K – 3 to deliver a career lesson and complete career plans.
- Students will participate in enrichment programs throughout the year to give them exposure to various career fields (e.g., Dance Residency, Health & Nutrition Program, Community Garden, Engineer Visits, Earth Day Celebration, Science Fair, Maple Syrup Demonstration, Career Day, etc.).
- School Counselor, School Social Worker and/or School Psychologist will

support and participate in PBIS.

- School Counselor will visit grades 4 – 5 to deliver social skills lessons which include goal setting, decision making, and communication.
- A School Counselor will visit grades 4 – 5 to provide career lessons (e.g., Personal Skills and Interests, What's Your Personality Type?, Career Explorations, Career map, Life Auction, Career and Lifestyle Game, My Resume, seed to Pumpkin Pie, and How Will I Impact the World).

Expected Outcomes:

- Students will apply decision making skills to career planning, course selection, and career transition.
- Students will identify personal skills, interests, and abilities and relate them to current career choice.
- Students will demonstrate knowledge of the career planning process.
- Students will know the various ways in which occupations can be classified.
- Students will use research and information resources to obtain career information.
- Students will learn to use the Internet to access career planning information.
- Students will describe traditional and non-traditional career choices and how they relate to career choice.
- Students will demonstrate awareness of the education and training needed to achieve career goals.
- Students will access and modify their educational plan to support career.

Provisions for Annual Assessment:

- Student career plans will be updated annually by teachers, School Counselor, School Social Worker, and/or School Psychologist.

Program Objective 6: *Students will understand the relationship between personal qualities, education and training, and the world of work.*

Activities:

- School Social Worker and/or School Psychologist will visit grades K – 3 to deliver a career lesson and complete career plans.
- Students will participate in enrichment programs throughout the year to give them exposure to various career fields (e.g., Dance Residency, Health & Nutrition Program, Community Garden, Engineer Visits, Earth Day Celebration, Science Fair, Maple Syrup Demonstration, Career Day, etc.).
- School Counselor will visit grades 4 – 5 to deliver social skills lessons which include goal setting, decision making, and communication.
- A School Counselor will visit grades 4 – 5 to provide career lessons (e.g., Personal Skills and Interests, What's Your Personality Type?, Career

Explorations, Career map, Life Auction, Career and Lifestyle Game, My Resume, seed to Pumpkin Pie, and How Will I Impact the World).

Expected Outcomes:

- Students will understand the relationship between educational achievement and career success.
- Students will explain how work can help to achieve personal success and satisfaction.
- Students will identify personal preferences and interests influencing career choice and success.
- Students will understand that changing workplace requires lifelong learning and acquiring new skills.
- Students will describe the effect of work on lifestyle.
- Students will understand the importance of equity and access in career choice.
- Students will understand that work is an important and satisfying means of personal expression.
- Students will demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals.
- Students will learn how to use conflict management skills with peers and adults.
- Students will learn how to work cooperatively with others as a team member.

Provisions for Annual Assessment:

- Student career plans will be updated annually by teachers, School Counselor, School Social Worker, and/or School Psychologist.

Program Objective 7: *Students will acquire the attitudes, knowledge and interpersonal skills to help themselves understand and respect self and others.*

Activities:

- School Psychologist and/or School Social Worker will visit classrooms in grades K – 3 to provide lessons in character education and SEL (Social Emotional Learning).
- School Social Worker and/or School Psychologist will visit grades K – 3 to deliver social skills lessons.
- School Social Worker and/or School Psychologist will visit grades K – 3 to deliver drug and alcohol prevention lessons.
- School Social Worker and/or School Psychologist will visit grades K – 3 to deliver child sexual abuse and exploitation prevention lessons.
- School Counselor, School Psychologist and/or School Social Worker will monitor student attendance as a possible indicator of personal/social problems.
- School Counselor, School Psychologist, and/or School Social Worker will

provide individual and group counseling to students struggling with personal and social development.

- School Counselor will visit grades 4 – 5 to deliver drug and alcohol prevention lessons.
- School Counselor, School Social Worker, and/or School Psychologist will visit grades 4 – 5 to deliver child sexual abuse and exploitation prevention lessons.

Expected Outcomes:

- Students will develop positive attitudes toward self as a unique and worthy person.
- Students will identify values, attitudes, and beliefs.
- Students will learn the goal setting process.
- Students will understand change is a part of growth.
- Students will identify and express feelings.
- Students will distinguish between appropriate and inappropriate behaviors.
- Students will recognize personal boundaries, rights, and privacy needs.
- Students will understand the need for self-control and how to practice it.
- Students will demonstrate cooperative behaviors in groups.
- Students will identify personal strengths and assets.
- Students will identify and discuss changing personal and social roles.
- Students will identify and recognize changing family roles.
- Students will recognize that everyone has rights and responsibilities.
- Students will respect alternative points of view.
- Students will recognize, accept, respect, and appreciate ethnic and cultural diversity.
- Students will recognize and respect differences in various family configurations.
- Students will use effective communication skills.
- Students will know that communication involves speaking, listening, and nonverbal behavior.
- Students will learn how to make and keep friends.

Provisions for Annual Assessment:

- School Counselor, School Psychologist, and School Social Worker will use feedback from students, teachers, parents, and administrators to determine the effectiveness of counseling in the area of attendance.
- School Counselor, School Psychologist, and School Social Worker will use feedback from students, teachers, parents, and administrators to determine the effectiveness of counseling in the area of peer relationships.

Program Objective 8: *Students will make decisions, set goals, and take necessary action to achieve goals.*

Activities:

- School Psychologists and/or School Social Workers will provide individual and/or group counseling.
- School Psychologists and/or School Social Workers will perform classroom interventions.
- School Counselor, School Psychologist, and/or School Social Worker will refer students who have not been academically successful to the MTSS (Multi-Tier System of Support) Team.
- School Psychologist and/or School Social Worker will visit classrooms in grades K – 3 to provide lessons in character education and SEL (Social Emotional Learning).
- School Social Worker and/or School Psychologist will visit grades K – 3 to deliver social skills lessons.
- School Social Worker and/or School Psychologist will visit grades K – 3 to deliver drug and alcohol prevention lessons.
- School Counselors, School Social Worker, and/or School Psychologist will support and participate in PBIS.
- A School Counselor will visit grades 4 – 5 to deliver drug and alcohol prevention lessons.
- School Counselor will meet with students who are not performing academically to create interventions and establish goals for improvement. Follow-up meetings will evaluate the success of the intervention and revise goals as necessary.
- School Counselor will meet with students individually and/or in groups to explain the school counselor's role and availability to assist in personal and social problem solving.

Expected Outcomes:

- Students will use a decision making and problem-solving model.
- Students will understand consequences of decisions and choices.
- Students will identify alternative solutions to a problem.
- Students will develop effective coping skills for dealing with problems.
- Students will demonstrate when, where, and how to seek help for solving problems and making decisions.
- Students will know how to apply conflict resolution skills.
- Students will demonstrate a respect and appreciation for individual and cultural differences.
- Students will know when peer pressure is influencing a decision.
- Students will identify long and short-term goals.
- Students will identify alternative ways of achieving goals.
- Students will use persistence and perseverance in acquiring knowledge and

skills.

- Students will develop an action plan to set and achieve realistic goals.

Provisions for Annual Assessment:

- Student academic performance will stay the same or improve.
- Student referrals to MTSS will stay the same or decrease.
- School Psychologist and School Social Worker will use feedback from students, teachers, parents, and administrators to determine the effectiveness of counseling in the area of personal and social problem solving.

Program Objective 9: *Students will understand safety and survival skills.*

Activities:

- School Counselor, School Psychologist, and/or School Social Worker will support student understanding of bullying and harassment through the use of assemblies, individual and/or group counseling, peer mediation and family contact.
- School Psychologist and/or School Social Worker will visit classrooms in grades K – 3 to provide lessons in character education and SEL (Social Emotional Learning).
- School Social Worker and/or School Psychologist will visit grades K – 3 to deliver social skills lessons.
- School Social Worker and/or School Psychologist will visit grades K – 3 to deliver drug and alcohol prevention lessons.
- School Counselor will visit grades 4 – 5 to deliver drug and alcohol prevention lessons.
- School Counselor, School Social Worker, and/or School Psychologist will visit classes to deliver child sexual abuse and exploitation prevention lessons.
- School Counselor will collaborate with School Social Workers and School Psychologists in crisis interventions, prevention and responsive services.

Expected Outcomes:

- Students will demonstrate knowledge of personal information.
- Students will learn about the relationship between rules, laws, safety and the protection of the rights of the individual.
- Students will learn about the differences between appropriate and inappropriate physical contact.
- Students will demonstrate the ability to set boundaries, rights, and personal privacy.
- Students will differentiate between situations requiring peer support and situations requiring adult professional help.
- Students will identify resource people in the school and community, and know

how to seek their help.

- Students will apply effective problem solving and decision-making skills to make safe and healthy choices.
- Students will learn about the emotional and physical dangers of substance use and abuse.
- Students will learn how to cope with peer pressure.
- Students will learn techniques for managing stress and conflict.
- Students will learn coping skills for managing life events.

Provisions for Annual Assessment:

- School Psychologist and/or School Social Worker will use feedback from students, teachers, parents, and administrators to determine the effectiveness of counseling in the area of personal and social problem solving.
- Protocol for conducting crisis interventions, prevention and responsive services will be evaluated annually.

Onteora School Counseling Program Grades 6 – 12

Program Objective 1: *Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the life span.*

Activities:

- School Counselors will participate and assist with planning a Middle School Orientation for 5th grade students to be scheduled during the school day.
- School Counselors will participate and assist with planning a Middle School Open House for incoming 6th graders and their parents during the summer.
- School Counselors will visit 6th and 7th grade classrooms for a lesson on organizational skills, including how students can access and monitor their academic progress using Infinite Campus's Student Portal.
- School Counselors will meet with 8th and 9th graders in small groups or individually to review effective study skills, organizational skills, and how students can access and monitor their academic progress using Infinite Campus's Student Portal.
- School Counselors will meet with 8th graders to prepare for the transition into high school and to explain course requirements and Regents requirements for graduation.
- School Counselors will monitor report cards/progress reports and meet individually with students who are failing subjects or have a marked decrease in academic performance in grades 6 – 12.
- School Counselors will initiate conferences, which include the participation of parents, teachers, support staff, and the student in grades 6 – 12.
- School Counselors will refer students in grades 6 – 12 who have not been academically successful to the MTSS (Multi-Tier System of Support) Team.
- School Counselors will host and plan a High School Orientation meeting for parents.
- School Counselors will visit all grade level classrooms and follow-up with individual meetings to discuss academic planning, elective selection, and alternative education programs (i.e., BOCES, New Visions, etc.).
- School Counselors will meet individually with students to review progress towards graduation through the completion of course credits and Regents exams.
- School Counselors will meet individually with seniors to support and guide them through the college application process which includes admissions essay, transcript review, financial aid, scholarship applications, letters of recommendation, standardized test score submission, and admissions interview preparation.

Expected Outcomes:

- Students will articulate feelings of competence and confidence as learners.
- Students will play a positive interest in learning.
- Students will take pride in work and achievement.
- Students will accept mistakes as essential to the learning process.
- Students will identify attitudes and behaviors that lead to successful learning.

Provisions for Annual Assessment:

- School Counselors will use feedback from parents, students, and teachers to evaluate the effectiveness of transition activities for students entering the middle school.
- Student retention rates will stay the same or decrease.
- Summer School enrollment will decrease.
- Student referrals to MTSS will stay the same or decrease.

Program Objective 2: *Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.*

Activities:

- School Counselors will visit 8 – 12 grade level classrooms and follow-up with individual meetings to discuss academic planning, elective selection, and alternative education programs (i.e., BOCES, New Visions, etc.).
- School Counselors will meet individually with all students to review progress towards graduation and align recommended course planning with the student's post-secondary goals.
- School Counselors will visit junior classrooms to review post-secondary planning for career and/or college.
- School Counselor will meet with juniors individually to access Naviance and perform a college search and career exploration.
- School Counselors will visit senior classrooms to further develop post-secondary planning for career and/or college.
- School Counselors will meet individually with seniors to support and guide them through the college application process which includes admissions essay, transcript review, financial aid, scholarship applications, letters of recommendation, standardized test score submission and admissions interview preparation.
- School Counselors will meet individually with 9th grade students to initiate the Learning Style Inventory with students on Naviance.
- School Counselors will coordinate and administer the PSAT to 11th grade students and appropriate 10th grade students.
- School Counselors will schedule and organize college admissions

representatives to meet and speak with small groups of students.

- School Counselors will host a College Admissions Information Session for juniors, seniors, and their parents.
- School Counselors will host a Financial Aid Workshop for juniors, seniors, and their parents.

Expected Outcomes:

- Students will apply time management and task management skills.
- Students will demonstrate how effort and persistence positively affect learning.
- Students will use communication skills to know when and how to ask for help when needed.
- Students will apply knowledge and learning styles to positively influence school performance.
- Students will take responsibility for their actions.
- Students will demonstrate the ability to work independently, as well as the ability to work cooperatively with other students.
- Students will develop a broad range of interest and abilities.
- Students will demonstrate dependability, productivity and initiative.
- Students will share knowledge.

Provisions for Annual Assessment:

- The senior survey will record the number of students enrolling in a 4-year and 2-year college.
- The senior survey will record the number of students seeking employment after graduation.
- The senior survey will record the number of students who have enlisted with the Military.
- PSAT scores will be used to indicate readiness for higher level courses.
- Counselors will use feedback from parents and students to determine the effectiveness of the College Admissions Information Session.
- Counselors will use feedback from parents to determine the effectiveness of the Financial Aid Workshop.

Program Objective 3: *Students will understand the relationship of academics to the world of work and to life and home and in the community.*

Activities:

- School Counselors will visit 10th grade classes with BOCES staff to discuss vocational opportunities and programs available at Ulster BOCES.
- School Counselors will coordinate a field trip for 10th graders interested in visiting the vocational classrooms at Ulster BOCES.
- School Counselors will visit junior classrooms with BOCES staff to discuss

internship-based opportunities available through Ulster BOCES New Visions program.

- School Counselors will visit 11th grader classes to complete the Career Interest Inventory on Naviance.
- School Counselors will meet individually with all students to review progress towards graduation and align recommended course planning with the career goals.
- School Counselors will meet with students in need to address study habits and organizational skills.
- School Counselors will meet with students individually to recommend, if appropriate, participation in the Community Mentorship program that matches students with professionals in the field of their choice for a long-term job shadowing experience.

Expected Outcomes:

- Students will demonstrate the ability to balance school, studies, extra-curricular activities, leisure time, and family life.
- Students will seek co-curricular and community experiences to enhance the school experience.
- Students will understand the relationship between learning and work.
- Students will demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals.
- Students will understand that school success is the preparation to make the transition from student to community member.
- Students will understand how school success and academic achievement enhance future career and vocational opportunities.

Provisions for Annual Assessment:

- Participation in the Naviance assessments will increase annually until we have 95% participation for assessments specific to each grade level.
- School Counselors will use feedback from students to determine if Naviance assessments are accurate and helpful in identifying potential future careers.

Program Objective 4: *Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.*

Activities:

- School Counselors will visit all grade level classrooms and follow-up with individual meetings to discuss academic planning, elective selection, and alternative education programs (i.e., BOCES, New Visions, etc.).
- School Counselors will meet individually with all students to discuss the importance of a résumé and will show students how to update the résumé on

Naviance annually.

- School Counselors will visit 12th grade classes to update their résumé on Naviance.
- School Counselors will extensively plan and recruit professionals in the community to participate on a panel, moderate a panel, and chaperone students for the Ulster County Career Conference.
- School Counselors will visit 6th and 7th grade classes to perform a lesson on career exploration.
- School Counselors will meet individually with students in grades 9 – 12 to demonstrate how to conduct a career search on Naviance.
- School Counselors will visit 9th grade classes to perform the Strengths Explorer on Naviance, which will assess the student's innate talents and recommend careers based on their results.
- School Counselors will visit 10th grade classes to perform the Personality Type on Naviance, which will assess the student's personality and recommend careers based on their results.
- School Counselors will visit 11th grade classes to complete the Career Interest Inventory on Naviance.
- School Counselors will perform classroom lessons on career opportunities in specific fields at the request of the teacher (e.g., careers in Physics, careers in Math, careers in Business, etc.).
- School Counselors will support and assist students with job applications as needed.
- School Counselors will encourage students who have an IEP or 504 Plan to apply for services with ACCES-VR, which can provide further development of employability skills.

Expected Outcomes:

- Students will develop skills to locate, evaluate, and interpret career information.
- Students will learn about the variety of traditional and non-traditional occupations.
- Students will develop an awareness of personal abilities, skills, interests, and motivations.
- Students will learn how to interact and work cooperatively in teams.
- Students will learn to make decisions.
- Students will learn how to set goals.
- Students will understand the importance of planning.
- Students will pursue and develop competency in areas of interest.
- Students will develop hobbies and vocational interests.
- Students will balance between work and leisure time.
- Students will acquire employability skills such as working on a team, problem

solving, and organizational skills.

- Students will apply job readiness skills to seek employment opportunities.
- Students will demonstrate knowledge about the changing workplace.
- Students will learn about the rights and responsibilities of employers and employees.
- Students will learn to respect individual uniqueness in the workplace.
- Students will learn how to write a résumé.
- Students will develop a positive attitude toward work and learning.
- Students will understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.
- Students will utilize time and task management skills.

Provisions for Annual Assessment:

- School Counselors will have career goals for each student updated annually.
- School Counselors will evaluate how many 9th graders have completed or not completed the Strengths Explorer assessment in Naviance.
- School Counselors will evaluate how many 10th graders have completed or not completed the Personality Type assessment in Naviance.
- School Counselors will evaluate how many 11th graders have completed or not completed their Career Interest Inventory assessment in Naviance.

Program Objective 5: *Students will employ strategies to achieve future career success and satisfaction.*

Activities:

- School Counselors will visit all grade level classrooms and follow-up with individual meetings to discuss academic planning, elective selection, and alternative education programs (i.e., BOCES, New Visions, etc.).
- School Counselors will visit 6th and 7th grade classrooms to perform a lesson on career exploration.
- School Counselors will meet individually with students in grades 9 – 12 to demonstrate how to conduct a career search on Naviance.
- School Counselors will visit 9th grade classes to perform the Strengths Explorer on Naviance, which will assess the student's innate talents and recommend careers based on their results.
- School Counselors will visit 10th grade classes to perform the Personality Type on Naviance, which will assess the student's personality and recommend careers based on their results.
- School Counselors will visit 11th grade classes to complete the Career Interest Inventory on Naviance.
- School Counselors will meet with students individually to recommend, if appropriate, participation in the Community Mentorship program that matches

students with professionals in the field of their choice for a long-term job shadowing experience.

Expected Outcomes:

- Students will apply decision making skills to career planning, course selection, and career transition.
- Students will identify personal skills, interests, and abilities and relate them to current career choice.
- Students will demonstrate knowledge of the career planning process.
- Students will know the various ways in which occupations can be classified.
- Students will use research and information resources to obtain career information.
- Students will learn to use the internet to access career planning information.
- Students will describe traditional and non-traditional career choices and how they relate to career choice.
- Students will understand how changing economic and societal needs influence employment trends and future training.
- Students will demonstrate awareness of the education and training needed to achieve career goals.
- Students will access and modify their educational plan to support career.
- Students will use employable and job readiness skills in internship, mentoring, shadowing, and/or other work experience.
- Students will select course work that is related to career interests.
- Students will maintain a career planning portfolio.

Provisions for Annual Assessment:

- School Counselors will use feedback from students and the director of Community Mentorship program to determine its effectiveness.
- School Counselors will evaluate how many 9th graders have completed or not completed the Strengths Explorer assessment in Naviance.
- School Counselors will evaluate how many 10th graders have completed or not completed the Personality Type assessment in Naviance.
- School Counselors will evaluate how many 11th graders have completed or not completed their Career Interest Inventory assessment in Naviance.

Program Objective 6: *Students will understand the relationship between personal qualities, education and training, and the world of work.*

Activities:

- School Counselors will visit all grades 8 – 11 and follow-up with individual meetings to discuss academic planning, elective selection, and alternative education programs (i.e., BOCES, New Visions, etc.).

- School Counselors will meet with students individually to recommend, if appropriate, participation in the Community Mentorship program that matches students with professionals in the field of their choice for a long-term job shadowing experience.
- School Counselors will provide individual and group counseling to students struggling with personal and/or social development.

Expected Outcomes:

- Students will understand the relationship between educational achievement and career success.
- Students will explain how work can help to achieve personal success and satisfaction.
- Students will identify personal preferences and interests influencing career choice and success.
- Students will understand that changing workplace requires lifelong learning and acquiring new skills.
- Students will describe the effect of work on lifestyle.
- Students will understand the importance of equity and access in career choice.
- Students will understand that work is an important and satisfying means of personal expression.
- Students will demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational, and career goals.
- Students will learn how to use conflict management skills with peers and adults.
- Students will learn how to work cooperatively with others as a team member.
- Students will apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences.

Provisions for Annual Assessment:

- School Counselors will monitor the appropriateness of students who apply for BOCES vocation and New Visions programs.
- School Counselors will use feedback from students and the director of Community Mentorship program to determine its effectiveness.
- School Counselors will use feedback from students, teachers, parents, and administrators to determine the effectiveness of counseling in the area of peer relationships.

Program Objective 7: *Students will acquire the attitudes, knowledge and interpersonal skills to help themselves understand and respect self and others.*

Activities:

- School Counselors will monitor student attendance as a possible indicator of personal/social problems.
- School Counselors will participate and support No Name Calling week in the high school.
- School Counselors will provide individual and group counseling to students struggling with personal and social development.
- Students in middle school will receive child sexual abuse and exploitation prevention lessons in Health class.

Expected Outcomes:

- Students will develop positive attitudes toward self as a unique and worthy person.
- Students will identify values, attitudes, and beliefs.
- Students will learn the goal setting process.
- Students will understand change is a part of growth.
- Students will identify and express feelings.
- Students will distinguish between appropriate and inappropriate behaviors.
- Students will recognize personal boundaries, rights, and privacy needs.
- Students will understand the need for self-control and how to practice it.
- Students will demonstrate cooperative behaviors in groups.
- Students will identify personal strengths and assets.
- Students will identify and discuss changing personal and social roles.
- Students will identify and recognize changing family roles.
- Students will recognize that everyone has rights and responsibilities.
- Students will respect alternative points of view.
- Students will recognize, accept, respect, and appreciate ethnic and cultural diversity.
- Students will recognize and respect differences in various family configurations.
- Students will use effective communication skills.
- Students will know that communication involves speaking, listening, and nonverbal behavior.
- Students will learn how to make and keep friends.

Provisions for Annual Assessment:

- School Counselors will use feedback from teachers, students, parents, and administrators to determine if building initiatives are effective in fostering respectful attitudes, knowledge and interpersonal skills.
- School Counselors will use feedback from students, teachers, parents, and administrators to determine the effectiveness of counseling in the area of peer relationships.

Program Objective 8: *Students will make decisions, set goals, and take necessary action to achieve goals.*

Activities:

- School Psychologists and School Social Workers will provide individual and/or group counseling.
- School Psychologists and School Social Workers will perform classroom interventions.
- School Counselors will monitor academic achievement of students.
- School Counselors will meet with students individually to review academic progress, career goals, extra-curricular involvement, and personal/social needs annually.
- School Counselors will meet with students who are not performing academically to create interventions and establish goals for improvement. Follow-up meetings will evaluate the success of the intervention and revise goals as necessary.
- School Counselors will refer students who have not been academically successful to the MTSS (Multi-Tier System of Support) Team.
- School Counselors will meet with all students individually and/or in groups to explain the school counselor's role and availability to assist in personal and social problem solving.

Expected Outcomes:

- Students will use a decision making and problem-solving model.
- Students will understand consequences of decisions and choices.
- Students will identify alternative solutions to a problem.
- Students will develop effective coping skills for dealing with problems.
- Students will demonstrate when, where, and how to seek help for solving problems and making decisions.
- Students will know how to apply conflict resolution skills.
- Students will demonstrate a respect and appreciation for individual and cultural differences.
- Students will know when peer pressure is influencing a decision.
- Students will identify long and short-term goals.
- Students will identify alternative ways of achieving goals.
- Students will use persistence and perseverance in acquiring knowledge and skills.
- Students will develop an action plan to set and achieve realistic goals.

Provisions for Annual Assessment:

- Student academic performance will stay the same or improve.
- Student referrals to MTSS will stay the same or decrease.

- School Counselors will use feedback from students, teachers, parents, and administrators to determine the effectiveness of counseling in the area of personal and social problem solving.

Program Objective 9: *Students will understand safety and survival skills.*

Activities:

- School Counselors will collaborate with School Social Workers and School Psychologists in crisis interventions, prevention and responsive services.
- School Counselors will meet with all students individually and/or in groups to explain the school counselor's role and availability to assist in personal and social problem solving.
- Select School Counselors and School Social Workers will teach the PRIME for Life curriculum aimed at substance abuse prevention and pre-treatment to students who are referred by their parents, teachers, counselors, or mandated by the superintendent.
- Students in middle school will receive child sexual abuse and exploitation prevention lessons in Health class.

Expected Outcomes:

- Students will demonstrate knowledge of personal information.
- Students will learn about the relationship between rules, laws, safety and the protection of the rights of the individual.
- Students will learn about the differences between appropriate and inappropriate physical contact.
- Students will demonstrate the ability to set boundaries, rights, and personal privacy.
- Students will differentiate between situations requiring peer support and situations requiring adult professional help.
- Students will identify resource people in the school and community, and know how to seek their help.
- Students will apply effective problem solving and decision-making skills to make safe and healthy choices.
- Students will learn about the emotional and physical dangers of substance use and abuse.
- Students will learn how to cope with peer pressure.
- Students will learn techniques for managing stress and conflict.
- Students will learn coping skills for managing life events.

Provisions for Annual Assessment:

- Counselors will use feedback from students, teachers, parents, and administrators to determine the effectiveness of counseling in the area of

personal and social problem solving.

- Protocol for conducting crisis interventions, prevention and responsive services will be evaluated annually.
- Counselors will use feedback from students, teachers, parents, and administrators to determine the effectiveness of the substance abuse prevention and pre-treatment program.

Calendar of Activities Grades K – 5

Daily Responsibilities throughout the Year

- Communication with parents and guardians by phone, email, and mail
- Communication and collaboration with local agencies and community resources
- Monitor student attendance
- Monitor student academic performance
- Attend CSE (Committee for Special Education) meetings
- Attend Section 504 Plan meetings
- Attend MTSS (Multi-Tier System of Support) meetings
- Attend grade level teacher meetings as needed (weekly)
- Collaboration between School Social Worker, School Psychologist, Administration, and School Nurse to support student needs
- Coordinate and facilitate parent counseling/training sessions
- Provide individual and group counseling sessions to students in need (discretionary and mandated)
- Perform crisis assessments
- Refer students and families to outside agencies and resources as needed
- Collaborate with outside agencies as needed to support students
- Membership on various school committees
- Participate and support PBIS activities and initiatives (Character Trait of the Month)
- Visit all classrooms to provide Too Good for Drugs Lessons throughout the school year
- Attend Safety Team meetings
- School Psychologists complete psychoeducational evaluations for CPSE and CSE
- School Social Workers complete social histories for CPSE and CSE
- Provide Tier 3 support via Check in/Check Out and monitor student goals and progress
- Provide weekly social skills groups to targeted students
- School Psychologists collaborate with School Social Workers, teachers and parents to complete Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP) as needed
- School Social Workers and/or School Psychologists consult as needed with SEL coordinators to ensure alignment and provide resources for teachers that can be utilized during classroom circles and/or SEL lessons
- School Social Worker implements Peer Mediation Program to prevent/resolve conflicts among K-5 students (WES)
 - Too Good for Drugs Lessons 1-10 are delivered to each classroom on an ongoing basis starting at the beginning of the year (BES)
 - Social Emotional Learning (SEL) events scheduled throughout the year (BES)
 - Social Skills lessons in the classroom grades 4 through 5 once a week (BES)

August

- Provide TCIS refresher training to trained staff (K-5)
- Open House for incoming students and their parents

September

- Review IEP & 504 plans
- Begin weekly Too Good for Drugs and Social Perspective lessons (BES)
- Begin Too Good for Drugs in each classroom – Lesson: Setting Reachable Goals (WES)
- Meet with grade level teams and schedule weekly team meetings
- School Psychologists review declassification documents and send to receiving teachers
- School Social Worker recruits and provides training to students as Peer Mediators over the course of 10 weekly sessions. After students are trained, both staff and students can refer students in conflict for mediations (WES)

October

- MTSS meetings for each grade level with data team
- Too Good for Drugs in each classroom – Lesson: Making Responsible Decisions (WES)

November

- Attend parent/teacher conferences for students on caseload
- First Erin's Law presentation in 2nd grade classrooms
- Character Trait of the Month: Trustworthiness (WES)
- Complete student progress notes for IEP counseling goals
- Complete student progress reports for students with Behavior Intervention Plans (BIP)
- Too Good for Drugs in each classroom – Lesson: Identifying and Managing Emotions (WES)

December

- Second Erin's Law presentation in 2nd grade classrooms
- MTSS meetings for each grade level with data team
- Character Trait of the Month: Respect (WES)
- Too Good for Drugs in each classroom – Lesson: Effective Communication (WES)

January

- First Erin's Law presentation in 4th grade classrooms
- Character Trait of the Month: Responsibility (WES)
- Complete student progress notes for IEP counseling goals

- Complete student progress reports for students with Behavior Intervention Plans
- Too Good for Drugs in each classroom-Lesson: Bonding and Relationships (WES)

February

- MTSS meetings for each grade level with data team
- Second Erin's Law presentation in 4th grade classrooms
- Character Trait of the Month: Fairness (WES)
- Too Good for Drugs in each classroom-Lesson: Making Friends (WES)

March

- Character Trait of the Month: Caring (WES)
- Too Good for Drugs in each classroom-Lesson: Managing Peer Pressure (WES)
- Provide TCIS refresher training to trained staff (K-5)

April

- MTSS meetings for each grade level with data team
- Character Trait of the Month: Citizenship (WES)
- Complete student progress notes for IEP counseling goals
- Complete student progress reports for students with Behavior Intervention Plans
- Too Good for Drugs in each classroom – Lesson: Understanding the Safe Use of Prescription and OTC Medicines (WES)

May

- Erin's Law presentation in kindergarten classrooms
- Career lessons in Library to culminate the career work done throughout the year
- Too Good for Drugs in each classroom – Lesson: Identifying and Avoiding Harmful Substances (WES)

June

- MTSS meetings for each grade level with data team
- Complete student progress notes for IEP counseling goals
- Complete student progress reports for students with Behavior Intervention Plans
- Planning for Career Fair in November
- Too Good for Drugs in each classroom – Lesson: Making Healthy Choices (WES)
- School Psychologists review and update declassification documents

Calendar of Activities

6 – 12

Daily Responsibilities throughout the Year

- Communication with parents and guardians by phone, email, and mail
- Communication and collaboration with local agencies and community resources
- Monitor student attendance
- Monitor student academic performance
- Attend CSE (Committee for Special Education) meetings
- Attend Section 504 Plan meetings
- Attend MTSS (Multi-Tier System of Support) meetings
- Attend grade level teacher meetings as needed
- Attend Weekly Case Conference to collaborate with School Social Workers, School Psychologists, Administration and School Nurse
- Coordinate and facilitate conference with parents, teachers, and the students
- Regular counseling sessions with students in need
- Perform crisis assessments
- Membership on various school committees
- College counseling for former students who are transferring to a new college
- Collection of class work and missed assignments for students absent from school (more than 3 days)
- New transfer student registration and orientation
- Maintenance of the master schedule in Infinite Campus
- Participate and support PBIS activities and initiatives
- Scholarship announcements and deadlines shared with students on Naviance
- College representative visits share with students via announcements, website calendar, and on Naviance

August

- Finalize master schedule
- Balance class sizes
- Review schedules with attention to graduation requirements and IEP program requirements
- Review summer school grades and adjust schedules accordingly
- Middle School Open House for incoming 6th graders and their parents
- New student registration and orientation: review records, create transcript, create schedule, tour building, review Onteora expectations, locker assignment, and transportation
- Prepare senior letters to identify courses and Regents exams required for graduation in June
- Review state assessment scores and schedule AIS accordingly
- Update grade level retentions
- Mail home letter to parents regarding PSAT administration in October
- Update School Profile for college admission
- Review all senior transcripts

September

- Begin meeting with 6th graders in Brain Bootcamp class for introduction to school counseling services and Infinite Campus student portal access
- Begin meeting with 7th graders in Home & Careers class for introduction to school counseling services and Infinite Campus student portal access
- Begin meeting with 8th graders in small groups or individually for re-introduction to school counseling services
- Begin meeting with 9th graders in English 9 classes for welcome to high school and Naviance assessments for career development
- Participate in Middle School and High School Open House
- Review IEPs and 504 Plans
- PSAT sign-ups
- Order PSAT materials

October

- Continue meetings with 7th, 8th, and 9th graders
- Review progress reports
- Meet with students in danger of failing Q1
- Generate list of seniors anticipated to graduate in June with diploma types, credits earned to date, and courses/Regents still needed for graduation
- Visit senior classrooms to kick off college admission process
- Administer PSAT
- Write letters of recommendation
- Schedule changes
- Generate list of students who will take Regents exams in January
- NHS peer tutor list for students in need of peer tutoring
- Finalize official ranking for seniors
- Mail home letter explaining ranking calculations and include copy of senior transcript to parents
- Host College Admissions and Financial Aid Information Session for seniors and their parents

November

- Senior meetings
- Middle School AIS scheduling
- Early Decision/Early Action college deadlines
- Write letters of recommendation
- BOCES visitation to present vocational programs and New Visions programs to 10th and 11th grade students
- Schedule changes no longer permitted after Q1
- Review Q1 report cards and meet with students as needed

- Assist parents as they navigate teacher conference appointments on www.myconferencetime.com
- Participate in Parent/Teacher Conference Night
- Recruit panelists for Ulster County Career Conference

December

- Continue senior meetings (meeting with some seniors multiple times)
- Distribute PSAT score reports to juniors in their English classes with explanation of results
- Distribute PSAT score reports to sophomores during lunch with explanation of results
- Finalize student list for January Regents exams and notify students of exam dates
- Write letters of recommendation
- Review academic progress of students in danger of failing, meet with them for academic counseling and make referrals to MTSS as needed
- Attend MTSS meetings
- Begin to prepare for pre-scheduling classroom visits
- Update course selection sheet
- Update course descriptions
- Notify department liaisons of upcoming deadline for proposed new electives

January

- Visit junior classrooms for Career Interest Inventory
- Continue senior meetings (most seniors require multiple meetings)
- Write letters of recommendation
- Review academic progress of students in danger of failing, meeting with them for academic counseling and make referrals to MTSS as needed
- Prepare for pre-scheduling classroom visits
- Print spring semester schedules
- Review January Regents exam results and change schedules accordingly
- Assist with midterm test schedule in middle school and high school

February

- Pre-scheduling classroom visits in for grades 7 – 11
- Schedule changes
- Middle School AIS scheduling
- Mail Mid-Year Senior Letters to report progress towards graduation
- Review/revise list of seniors anticipated to graduate in June with diploma types, credits earned to date, and courses/Regents still needed for graduation
- Send Mid-Year college application reports
- Prepare for and attend CSE meetings

- Prepare for and attend Section 504 Plan meetings
- Review Q2 report cards and meet with students as needed for academic counseling and make referrals to MTSS as needed
- Review student course request for errors and inconsistencies
- Mail post-schedule letter home to parents including a list of their student's course requests for the upcoming year
- Update student requests based on CSE results, math department projections, and parental input

March

- Begin master scheduling process
- Visit 10th grade classrooms to initiate Naviance assessments for career development
- Field trip to BOCES for students interested in learning more about vocation programs and New Visions
- Visit junior classrooms to kick off college admission process, encourage campus visits, register for SAT/ACT, etc.
- Begin junior meetings to review course requests and college/career planning with parental involvement if requested
- Host College Admissions Information Session for juniors and their parents
- Review academic progress of students in danger of failing, meet with them for academic counseling and make referrals to MTSS as needed
- Begin meeting with 10th graders for annual review, Naviance assessments, and to review course request with parental involvement if requested

April

- Master scheduling continues
- Middle School AIS scheduling
- Continue meeting with 11th graders and 10th graders
- Begin meeting with 9th graders for annual review, Naviance assessments, and review of course requests with parental involvement if requested
- Review Q3 report cards and meet with students as needed for academic counseling and make referrals to MTSS as needed
- Prepare for the scholarship committee meeting
- Generate list of students who will retake Regents exams in June

May

- Master scheduling continues
- Conduct the senior survey to collect data on post-secondary plans and criteria to determine eligibility for in-house scholarship awards
- Begin meeting with 8th graders for annual review and attention to course

requests with parental involvement if requested

- Begin meeting with 7th graders for annual review and attention to course request with parental involvement if requested
- Senior scholarship committee meeting
- Review academic progress of students in danger of failing, meet with them for academic counseling and make referrals to MTSS as needed
- Meet with senior and their parents if they are in danger of not graduating
- Attend middle school retention meeting to determine which students will repeat 6th, 7th, or 8th grades
- Meet with students as scheduling conflict arise
- Finalize student list for June Regents exams and notify students of exam dates

June

- Master schedule is refined
- Fifth Grade Orientation – Welcome to the Middle School
- Conference with 5th grade teachers regarding special needs of incoming students
- Meet with seniors and their parents if they are in danger of not graduating
- Finalize list of seniors anticipated to graduate in June with diploma types and academic honors
- Finalize report for FAFSA completion and waiver forms for students not attending college
- Process failure notices and mail home letters regarding summer school registration
- Register students for summer school

July

- Finalize master schedule
- Finalize student schedules
- Balance class sizes
- Review Q4 report cards and conduct grade verification
- Update graduation date and diploma types in Naviance to utilize Alumni Tracker