Oceanside School District

Comprehensive K-12 School Counseling Plan

2026 -2027

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District Summary

Oceanside School District is proud to provide high quality academic, character, and social-emotional instruction to over 5,500 students who reside within the communities of Oceanside, Rockville Centre, and Baldwin. Oceanside School District provides an array of programs, services, and extra-/co-curricular activities to its students through 10 distinguished schools, which are led by exceptional school leaders, teachers, and support staff.

Building Administration

Oceanside High School (School #7)
Principal: Dr. Brendon Mitchell
Associate Principals: Mr. Eddie Risener, Mr. Keith Mekeel, Mr. Jarrett Rubin (516) 678-7526

Oceanside High School-Castleton (School #6)
Principal: Ms. Joelle Hennessy (516) 678-7593

Oceanside Middle School (School #9M)
Principal: Dr. Allison Glickman-Rogers
Assistant Principals: Ms. Ina Leventhal, Mr. Damian Trum (516)
678-8518

Florence A. Smith Elementary (School #2)
Principal: Ms. Erin Marone (516)
678-7557

Oaks Elementary (School #3)
Principal: Ms. Beth-Ann Castiello (516)
678-7564

South Oceanside Road Elementary (School #4)
Principal: Ms. Jaclyn Graham
(516) 678-7581

North Oceanside Road Elementary (School #5)
Principal: Ms. Michelle Mastrande
(516) 678-7585

Pre-K & Kindergarten Center (School #6)
Principal: Ms. Julie McGahan
Assistant Principal: Jennifer Walsh
(516) 594-2345

Fulton Avenue Elementary (School #8)
Principal: Dr. Frank Zangari (516)
678-8503
Boardman Elementary (School #9E)
Principal: Mr. Josh McPherson
(516) 678-8510

Oceanside School District's
Advisory Council Members

Ms. Yornell Aguiar	OHS Teacher
Ms. Jamie Cloonan	Community Member
Ms. Michelle Villa	Assistant Superintendent
Mr. Conor Dorney	OMS School Counselor
Dr. Allison Glickman-Rogers	OMS Principal
Ms. Samantha Jannotte	Elementary School Counselor
Mr. Stuart Kaplan	Board of Education Trustee
Mr. Monte Leeper	Community Member
Mr. Michael Lowrey	OHS Teacher
Dr. Brendon Mitchell	OHS Principal
Ms. Tricia Pizzo	OHS School Counselor
Ms. Diane Provvido	Assistant Superintendent
Ms. Sandie Schoell	Board of Education Trustee
Ms. Janet Schuellein	OHS Teacher
Ms. Joelle Hennessy	OHS Castleton Principal
Mr. Robert Transom	Board of Education Trustee
Ms. Iris Wiener	OHS Teacher
Mr. Jarrett Rubin	OHS Associate Principal

Oceanside School District's
School Counseling Staff

Ms. Jennifer Christodoulou	Oceanside Middle School (516) 678-8523
Ms. Danielle Belfi	Oceanside High School (516) 678-7540
Ms. Marissa Caruso	Oceanside High School (516) 678-7537
Ms. Roseanne Daly	Oceanside Middle School (516) 678-8523
Mr. Conor Dorney	Oceanside Middle School (516) 678-8523
Mr. John Emmerich	Oceanside High School (516) 678-7537
Ms. Lisa Fazio	Oceanside High School (516) 678-7540
Ms. Samantha Jannotte	Elementary: K-6 (516) 678-7539
Ms. Megan Librizzi	Oceanside High School (516) 678-7537
Ms. Renee Lochridge	Oceanside High School (516) 678-7537
Ms. Lexi Mayo	Elementary: K-6 (516) 678-7539
Ms. Tricia Pizzo	Oceanside High School; Castleton (516) 678-7540
Ms. Jaclyn Sileo	Oceanside High School (516) 678-7540
Mr. Nicholas Stertz	Oceanside Middle School (516) 678-8523
Ms. Karlie Stolls	Elementary: K-6 (516) 678-7539
Mr. Adam Utrecht	Oceanside High School (516) 678-7537
Mr. Jarrett Rubin	School Counseling Supervisor (516) 678-7539
Mr. Frank Luisi	NCAA Advisor (516) 678- 8543

Oceanside School District at the Core

Curriculum, Instruction, and Technology

We believe that curriculum, instruction, and technology must be developed in a manner that provides a challenging, engaging, and meaningful education for all students.

Meeting the Needs of All Learners

We believe that our programs should be designed to address the needs of all learners so that Oceanside's students will perform at their highest potential with equitable educational opportunities consistent throughout the district.

Communication

We believe that communicating timely and accurate information is a critical component to fostering a positive relationship with all school and community members.

Community Outreach

We believe that by providing our residents with intellectual, social and recreational opportunities, we enhance the lives of our community members.

Social and Emotional Literacy

We believe that the skills associated with Social and Emotional Literacy (SEL) promote physical, mental, and social well-being, allowing children to grow to be healthy and productive citizens in their community.

Professional Learning

We believe that professional learning is the cornerstone of the growth and development of our faculty and staff committed to continual improvement.

Technology

We believe that technology should be used to maximize and enhance learning by becoming a natural integration into existing best practices.

Facilities & Operations

We believe that all district facilities must be safe, secure learning environments and that district operations must be continually strengthened to provide the appropriate resources to support and enhance the educational experience for all.

New York State School Counseling Amended Regulations 100.2(j)

Below are key amendments to Part 100.2(j) of the Commissioner's Regulations, as per the New York State Education Department, to take effect commencing with the 2019-2020 school year. These changes are broken down into six different components: (A) The Program, (B) The Services: K-5, (C) The Services: 6 -12, (D) The Services: All Students, (E) The Plan, and (F) Advisory Council.

The Program

1. Each school district shall have a comprehensive developmental school counseling/guidance program, for all students in Kindergarten through grade 12.
2. Each school district shall ensure that all students in grades Kindergarten through twelve have access to a certified school counselor(s).
3. 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.
4. Additionally, the program shall be designed to address multiple student competencies, including career/college readiness standards, and academic and social/emotional development standards.

The Services: K-5

1. 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.
2. The program shall be designed 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.
3. The program shall also, where appropriate, make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted support.

The Services: 6-12

1. 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.
2. For a student with a disability, the plan shall be consistent with the student's individualized education program.

The Services: All Students

1. School counseling/guidance core curriculum instruction shall be for the purpose of addressing student competencies related to career/college readiness, academic skills, and social/ emotional development by a certified school counselor(s).
2. For a student with a disability, the plan shall be consistent with the student's individualized education program.

The Plan

1. 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 the regulations.
2. Such district/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 office and each school building, and made available on the district's website.
3. 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.
4. 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 reports shall be annually presented to the Board of Education.

Advisory Council

1. 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).
2. 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.
3. The Advisory Council shall create and submit an annual report to the Board of Education.

Oceanside School District's School Counseling Program

School Counseling Vision

We believe that school counselors serve as student advocates, mentors and teachers who develop relationships with students and families. These relationships drive our ability to support and guide students to achieve success in the areas of Social-Emotional Literacy, Academic Achievement, and College and Career Readiness; ultimately fostering productive citizens who will enrich our community and the world.

The Comprehensive School Counseling Plan

The Oceanside School District's Comprehensive School Counseling Plan follows the model described by the American School Counseling Association (ASCA). According to ASCA, comprehensive school counseling programs:

- will ensure equitable access to a rigorous education for all students,
- will identify the knowledge and skills all students will acquire as a result of the K–12 comprehensive school counseling program,
- are delivered to all students in a systematic fashion,
- are based on data-driven decision making,
- are provided by a state-credentialed school counselor.

As recommended by ASCA, our Comprehensive School Counseling Plan contains the following four key elements:

- **Foundation**
    - School counselors create comprehensive school counseling programs that focus on student outcomes, teach student competencies, and are delivered with identified professional competencies.
- **Delivery**
    - School counselors deliver a comprehensive school counseling program in collaboration with students, families, school staff and community stakeholders.
    - *Direct services* with students are face-to-face or virtual interactions between school counselors and students, and include the following:

- School counseling core curriculum
- Individual student planning
- Responsive services

- *Indirect services* are provided on behalf of students as a result of the school counselors' interactions with others, including:
  - Referrals for additional assistance
  - Consultation and collaboration with families, teachers, other educators, and community organizations

- **Management**
  - School counselors incorporate organizational assessments and tools that are concrete, clearly delineated, and reflective of the school's needs.
- **Accountability**
  - To demonstrate the effectiveness of the school counseling program in measurable terms, school counselors:
    - Analyze school and school counseling program data to determine if students are different as a result of the school counseling program
    - Use data to show the impact of the school counseling program on student achievement, attendance and behavior
    - Analyze school counseling program assessments to guide future action and improve future results for all students

The Oceanside School District's Comprehensive School Counseling Plan will be assessed each school year, by the Advisory Council, to ensure that programs and practices are addressing students' needs and are preparing them for future success.

<u>The Advisory Council</u>

The Advisory Council will meet no less than twice a year for the purpose of reviewing the comprehensive school counseling plan. The Advisory Council will be composed of families, teachers, other educators and community organizations. They will foster alliances amongst businesses, educators, parents, community members and students that will support developing college and career awareness, social-emotional literacy, and academic achievement for students in grades K-12.

School Counseling Goals

Oceanside School District will provide comprehensive services and activities that will foster and enhance student:

- Academic achievement
- College and career readiness
- Social-emotional literacy
- Family involvement
- Attendance

The **Comprehensive School Counseling Map** (Appendix A) details our K-12 School Counseling programs and services.

This K-12 School Counseling Map outlines specific program activities and services, corresponding regulations and standards, objectives, timelines, student focus, staff and resources, and program goals.

Oceanside School District

Delivery	*Foundation*				*Management*			*Accountability*	
*Program Activity or Service	*NYSED Regulation	*Program Objective	Student Standard: ASCA Standard	Student Standard: NYSED CDOS	Timeline	Student Focus	*Staff & Resources	District/Program Goal	*Assessment
						*A required criteria per current NYSED Regulation 100.2(j)			
11th Grade Class Push In	7-12 (ii.1, ii.4.1)	School counselors push in to 11th grade English classes to describe, in detail, what is expected of them as they prepare for upcoming Junior Conferences and/or the college application process.	M 2, M 4, M 5, B-LS 1, B-LS 3, B-LS 4, B-LS 5, B-LS 6, B-LS 7, B-LS 9, B-LS10, B-SMS 1, B-SMS 2, B-SMS 3, B-SMS 8, B-SMS 10 B-SS 3, B-SS 5	3A.3, 3A.6, 3A.7	Winter	11th grade students	School counselors	To educate juniors about application timelines, procedures and best practices to ensure a seamless application process.	Student feedback
504 Meetings	7-12 (ii.2)	Counselors will participate as members in their student 504 meetings. They will provide information pertaining to academic progress, scheduling, diploma types and progress towards graduation.	M 1, M 2, M 3, M 4, M 6	N/A	Throughout the year	All students, K-12, who are referred to the 504 committee, or students with a current 504 plan.	School counselors	School Counselors will be in attendance and prepared to discuss academic progress, scheduling, diploma types and progress towards graduation.	School Counselors will be able to answer questions pertaining to the topics of academic progress, scheduling, diploma types and progress towards

School Counseling Goal: Attendance

Foundation

The Oceanside School District recognizes the importance of student attendance, and the role that it plays in student success. We believe that consistent school attendance is critical to a student's academic achievement, social-emotional development, and college and career readiness. Furthermore, consistent school attendance helps to strengthen the relationships that exist between students and their counselors, teachers and other support staff.

***ASCA Standards (Appendix B) Addressed*:**

B-LS 1, B-LS 10, B-LS 3, B-LS 4, B-LS 6, B-LS 7, B-LS 8, B-LS 9, B-SMS 1, B-SMS 10, B-SMS 2, B-SMS 3, B-SMS 4, B-SMS 5, B-SMS 6, B-SMS 7, B-SMS 8, B-SMS 9, B-SS 1, B-SS 2, B-SS 3, B-SS 4, B-SS 5, B-SS 6, B-SS 7, B-SS 7 , B-SS 8, B-SS 9, M1, M2, M3, M4, M5, M6

***NYSED CDOS Standards (Appendix C) Addressed*:**

3A.3, 3A.4, 3A.5, 3A.7

Accountability

Goal: To maintain a district attendance rate of at least 96%

Assessment: Oceanside School District Attendance Report

Management

Attendance programs and services will be implemented by staff; including, but not limited to, school counselors, administrators, deans, psychologists, social workers, and teachers. To assist personnel monitoring student attendance, staff will utilize the district's student management system. In addition, the above-mentioned faculty will work collaboratively when monitoring and addressing student attendance.

Delivery

The following program activities and services have been designed to address and support students and families, grades K-12, in the area of attendance. For a full description of these programs and activities, specifically in the areas of foundation, management, and accountability, please see Appendix A.

#	Attendance: Program Activities/Services
8.	8th Grade into 9th Grade Parent Orientation
14.	Annual Individual Progress Review Meeting
15.	Automatic attendance notification
16.	Back to School Night
31.	CST Meetings
36.	Freshmen Orientation
45.	Individual assessment & intervention with students exhibiting absenteeism
50.	McKinney-Vento Annual Review
53.	Middle School Matters
57.	New Entrant Orientation Day
60.	OSD Parent University
62.	Parent-Teacher Conferences
71.	Social Skills/ Feelings/ Friendship Groups
71.	Student Support Groups - Based on needs
74.	Team Meetings - OMS

School Counseling Goal: Academic Achievement

Foundation

The Oceanside School District believes that its programs are to be designed to address the needs of all learners to allow them to perform to their greatest potential. This is to be accomplished by providing students with diverse and equitable educational opportunities throughout their K-12 school experience. The Oceanside School Counseling Department strives to create, implement and evaluate a variety of direct and indirect counseling services that maximize the academic achievement of all students.

ASCA Standards (Appendix B) Addressed:

B-LS 1, B-LS 2, B-LS 3, B-LS 4, B-LS 5, B-LS 6, B-LS 7, B-LS 8, B-LS 9, B-SMS 1, B-SMS 2, B-SMS 3, B-SMS 4, B-SMS 5, B-SMS 6, B-SMS 7, B-SMS 8, B-SMS 9, B-SMS 10, B-SS 1, B-SS 2, B-SS 3, B-SS 3 , B-SS 4, B-SS 5, B-SS 6, B-SS 7, B-SS 8, B- SS 9, M1, M2, M3, M4, M5, M6

NYSED CDOS (Appendix C) Standards Addressed:

1.1, 2.1, 3A.1, 3A.2, 3A.3, 3A.4, 3A.5, 3A.6, 3A.7, 3A.8, 3B

Accountability

Goal: To meet or exceed the established NYS MIP (measurement of interim progress) for high school graduation

Assessment: Annual ESSA Accountability Report

Management

Programs and services targeting academic achievement will be implemented by staff; including, but not limited to, school counselors, administrators, psychologists, social workers, and teachers. Academic achievement will be assessed utilizing a variety of tools; including, but not limited to, classroom performance (qualitative and quantitative), standardized assessments, and report cards.

Delivery

The following program activities and services have been designed to address and support students and families, grades K-12, in the area of academic achievement. For a full description of these programs and activities, specifically in the areas of foundation, management, and accountability, please see Appendix A.

#	Academic Achievement: Program Activities/Services
2.	504 Meetings
3.	6th Grade into 7th Grade Articulation
4.	6th Grade into 7th Grade Meet and Greet
5.	7th Grade Orientation
6.	8th Grade Group High School planning meetings
7.	8th Grade into 9th Grade Articulation
8.	8th Grade into 9th Grade Parent Orientation
9.	9th Grade Push Ins
10.	10th Grade Push Ins
11.	11th Grade Push Ins
12.	AIS
14.	Annual Individual Progress Review Meeting
16.	Back to School Night
17.	Barry Tech Vocational Training Center
24.	College Admission Test Preparation Program
30.	CSE Meetings
31.	CST Meetings
39.	Group Guidance Program
40.	Growth Mindset/ Mindfulness/ Your future College and Career
44.	Individual assessment & intervention of students exhibiting academic struggles
50.	McKinney-Vento Annual Review
53.	Middle School Matters
55.	Multi team teacher articulation
56.	NCC Accuplacer/Accuplacer Preparation
60.	OSD Parent University
61.	Parent Academy
62.	Parent-Teacher Conferences
66.	School Specific Character Development and Recognition programs
71.	Social Skills/ Feelings/ Friendship Groups
72.	Student Support Groups (e.g., New Entrant, Divorce, Family Illness, Bereavement, At-Risk, Boys/Girls Grade Level, etc.)
73.	Summer School
74.	Team Meetings - OMS

School Counseling Goal: Social-Emotional Literacy

Foundation

The Oceanside School District believes that the skills associated with Social and Emotional Literacy (SEL) promote physical, mental, and social well-being that allows children to grow to be healthy and productive citizens. We implement and provide curriculum and instruction, programs and services, and schoolwide practices in the area of SEL.

ASCA Standards (Appendix B) Addressed:

B-LS 1, B-LS 2, B-LS 3, B-LS 4, B-LS 5, B-LS 6, B-LS 7, B-LS 8, B-LS 9, B-LS 10, B-SMS 1, B-SMS 2, B-SMS 3, B-SMS 4, B-SMS 5, B-SMS 6, B-SMS 7, B-SMS 8, B-SMS 9, B-SMS 10, B-SS 1, B-SS 2, B-SS 3, B-SS 3, B-SS 4, B-SS 5, B-SS 6, B-SS 7, B- SS 8, B-SS 9, M1, M2, M3, M4, M5, M6

NYSED CDOS Standards (Appendix C) Addressed:

1.1, 2.1, 3A.1, 3A.2, 3A.3, 3A.4, 3A.5, 3A.6, 3A.7, 3A.8, 3B

Accountability

Goal 1:	To maintain or decrease the rate of VADIR instances.
Assessment 1:	Annual Violent and Disruptive Incident Reports (VADIR)
Goal 2:	To inform and enhance district programs and schoolwide practices
Assessment 2:	A sampling of student feedback (e.g., conversations, feedback forms, surveys, etc…)

Management

Curriculum and instruction, programs and services, and schoolwide practices targeting social- emotional literacy will be implemented by staff including, but not limited to, school counselors, administrators, psychologists, social workers, and teachers. In addition, the Oceanside School Counseling Department will bolster its programs through continued collaboration with the OHS Wellness Center, members of the community and appropriate outside agencies.

Delivery

The following program activities and services have been designed to address and support students and families, grades K-12, in the area of social-emotional literacy. For a full description of these programs and activities, specifically in the areas of foundation, management, and accountability, please see Appendix A.

#	Social-Emotional Literacy: Program Activities/Services
3.	6th Grade into 7th Grade Articulation
4.	6th Grade into 7th Grade Meet and Greet
5.	7th Grade Orientation
7.	8th Grade into 9th Grade Articulation
9.	9th Grade Push Ins
10.	10th Grade Push Ins
11.	11th Grade Push Ins
13.	Alumni College Experience
14.	Annual Individual Progress Review Meeting
18.	Be-YOU-tiful Club/Beautiful Me
19.	Career Awareness and Exploration
20.	Career Forum
21.	Caring Majority
28.	Counsel students regarding social/emotional issues
30.	CSE Meetings
32.	Decision Day
33.	Digital Citizenship/ Internet Safety/Cyber Bullying
35.	Freshman Groups
36.	Freshmen Orientation
39.	Group Guidance Program
40.	Growth Mindset/ Mindfulness/ Your future College and Career
46.	Individual assessment & intervention with students exhibiting behavioral concerns
48.	K.E.L.S.O. Choice Conflict Management Program
50.	McKinney-Vento Annual Review
53.	Middle School Matters
54.	Morning Meeting
55.	Multi team teacher articulation
57.	New Entrant Orientation Day
58.	No Place For Hate
60.	OSD Parent University
61.	Parent Academy
62.	Parent-Teacher Conferences
63.	Personal Safety
64.	Provide consultation/staff development
65.	R.U.L.E.R. Program
66.	School Specific Character Development and Recognition programs
67.	Senior Sendoff
68.	Senior Interview Day
69.	Junior Interview Day
71.	Social Skills/ Feelings/ Friendship Groups
72.	Student Support Groups
74.	Team Meetings - OMS

#	Social-Emotional Literacy: Program Activities/Services
3.	6th Grade into 7th Grade Articulation
4.	6th Grade into 7th Grade Meet and Greet
5.	7th Grade Orientation
7.	8th Grade into 9th Grade Articulation
9.	9th Grade Push Ins
10.	10th Grade Push Ins
11.	11th Grade Push Ins
13.	Alumni College Experience
14.	Annual Individual Progress Review Meeting
18.	Be-YOU-tiful Club/Beautiful Me
19.	Career Awareness and Exploration
20.	Career Forum
21.	Caring Majority
28.	Counsel students regarding social/emotional issues
30.	CSE Meetings
32.	Decision Day
33.	Digital Citizenship/ Internet Safety/Cyber Bullying
35.	Freshman Groups
36.	Freshmen Orientation
39.	Group Guidance Program
40.	Growth Mindset/ Mindfulness/ Your future College and Career
46.	Individual assessment & intervention with students exhibiting behavioral concerns
48.	K.E.L.S.O. Choice Conflict Management Program
50.	McKinney-Vento Annual Review
53.	Middle School Matters
54.	Morning Meeting
55.	Multi team teacher articulation
57.	New Entrant Orientation Day
58.	No Place For Hate
60.	OSD Parent University
61.	Parent Academy
62.	Parent-Teacher Conferences
63.	Personal Safety
64.	Provide consultation/staff development
65.	R.U.L.E.R. Program
66.	School Specific Character Development and Recognition programs
67.	Senior Sendoff
75.	Teens on the Job
76.	The G.R.E.A.T. Program
77.	Too Good for Drugs
80.	OHS Wellness Center - See Description on page 16

School Counseling Goal: College & Career Readiness

Foundation

The Oceanside School District prioritizes the need to promote programs and services that help prepare students for life after high school. We believe that repeated exposure to college and career programs helps students identify their own individual strengths, weaknesses, hobbies and interests, and ultimately promotes feelings of belonging and connectedness to school and the greater community. We incorporate components of college and career readiness throughout its programs.

ASCA Standards (Appendix B) Addressed:

B-LS 1, B-LS 2, B-LS 3, B-LS 4, B-LS 5, B-LS 6, B-LS 7, B-LS 8, B-LS 9, B-LS 10, B-SMS 1, B-SMS 2, B-SMS 3, B-SMS 4, B-SMS 5, B-SMS 6, B-SMS 7, B-SMS 8, B-SMS 9, B-SMS 10, B-SS 1, B-SS 2, B-SS 3, B-SS 3, B-SS 4, B-SS 5, B-SS 6, B-SS 7, B- SS 8, B-SS 9, M1, M2, M3, M4, M5, M6

NYSED CDOS Standards (Appendix C) Addressed:

1.1, 2.1, 3A.1, 3A.2, 3A.3, 3A.4, 3A.5, 3A.6, 3A.7, 3A.8, 3B

Accountability

Goal: To meet or exceed the rates from the previous year for (1) the proportion of students enrolled in Dual Enrollment/AP level courses and (2) the rate of students earning an Advanced Regents Diploma.

Assessment: Annual ESSA Accountability Report

Management

Programs and services targeting college and career readiness will be implemented by staff; including, but not limited to, school counselors, administrators, psychologists, social workers, and teachers. In addition, the Oceanside School Counseling Department will bolster its programs through continued collaboration with members of the community, college admissions representatives, and appropriate outside agencies.

Delivery

The following program activities and services have been designed to address and support students and families, grades K-12, in the area of college and career readiness. For a full description of these programs and activities, specifically in the areas of foundation, management, and accountability, please see Appendix

#	College & Career Readiness: Program Activities/Services
1.	11th Grade Class Push In
2.	504 Meetings
9.	9th Grade Push Ins
10.	10th Grade Push Ins
11.	11th Grade Push Ins
12.	ACCESS Meetings
13.	Advise college-bound athletes regarding NCAA eligibility requirements and recruitment trends.
14.	AIS
15.	Alumni College Experience
16.	Annual Individual Progress Review Meeting
17.	Barry Tech Vocational Training Center
19.	Career Awareness and Exploration
20.	Career Forum
22.	Collaboration with Armed Forces representatives and the planning of Armed Forces Day
23.	College Admission Representative Visits
24.	College Admission Test Preparation Program
25.	College Admission Testing
26.	College Application Night
27.	College Application Support (Fall Application Workshop/Jumpstarts)
28.	Common Application Workshops (Junior Year)
29.	Create, maintain and provide guidance materials/resources such as the College Planning Guide, Course Offering Guide and guidance website.
30.	CSE Meetings
31.	504 Meetings
32.	Decision Day
33.	Digital Citizenship/ Internet Safety/Cyber Bullying
34.	Financial Aid Night
36.	Freshmen Orientation
38.	Getting into College Night
40.	Growth Mindset/ Mindfulness/ Your future College and Career
42.	HOLLER College Fair
47.	Junior Conferences
49.	Looking Ahead: College Awareness 101
52.	Meeting with Junior students in small groups
53.	Middle School Matters
56.	NCC Accuplacer/Accuplacer Preparation
57.	New Entrant Orientation Day
59.	On-Site Admissions
60.	OSD Parent University
64.	Provide consultation/staff development
67.	Senior Sendoff
69.	Junior Interview Day
70.	Senior Post-Secondary Meetings
72.	Student Support Groups - Based on needs

75. Teens on the Job
78. Vocational Awareness Fair
79. Write letters of recommendation for students

School Counseling Goal: Family Involvement

Foundation

The Oceanside School District recognizes the importance of family involvement, and the role that it plays in student academic achievement, social-emotional development, and college and career readiness. We believe strongly in school and community partnerships, and we work diligently to build and maintain positive, long-lasting relationships with students and families.

ASCA Standards (Appendix B) Addressed:

B-LS 1, B-LS 2, B-LS 3, B-LS 4, B-LS 5, B-LS 6, B-LS 7, B-LS 8, B-LS 9, B-LS 10, B-SMS 1, B-SMS 2, B-SMS 3, B-SMS 4, B-SMS 5, B-SMS 6, B-SMS 7, B-SMS 8, B-SMS 9, B-SMS 10, B-SS 1, B-SS 2, B-SS 3, B-SS 3, B-SS 4, B-SS 5, B-SS 6, B-SS 7, B-SS 8, B-SS 9, M1, M2, M3, M4, M5, M6

NYSED CDOS Standards (Appendix C) Addressed:

1.1, 3A.1, 3A.2, 3A.3, 3A.4, 3A.5, 3A.6, 3A.7, 3A.8, 3B

Accountability

Goal:	To promote family involvement, connectedness, and knowledge that supports their child's academic, social, and emotional growth.
Assessment:	Formal and informal family feedback (e.g., conversations, feedback forms, surveys, etc…)

Management

Programs and services targeting family involvement will be implemented by staff; including, but not limited to, school counselors, administrators, psychologists, social workers and teachers. In addition, the Oceanside School Counseling Department will bolster its programs through continued collaboration with members of the community and appropriate outside agencies.

Delivery

The following program activities and services have been designed to address and support students and families, grades K-12, in the area of family involvement. For a full description of these programs and activities, specifically in the areas of foundation, management, and accountability, please see Appendix A.

#	Family Involvement: Program Activities/Services
2.	504 Meetings
8.	8th Grade into 9th Grade Parent Orientation
10.	ACCESS Meetings
11.	Advise college-bound athletes regarding NCAA eligibility requirements and recruitment trends.
14.	Annual Individual Progress Review Meeting
15.	Automatic attendance notification
16.	Back to School Night
17.	Barry Tech Vocational Training Center
26.	College Application Night
29.	Create, maintain and provide guidance materials/resources such as the College Planning Guide, Course Offering Guide and guidance website.
30.	CSE Meetings
31.	504 Meetings
34.	Financial Aid Night
37.	Freshman Parent Orientation
38.	Getting into College Night
40.	Growth Mindset/ Mindfulness/ Your future College and Career
41.	Guidance Newsletter
42.	HOLLER College Fair
43.	Incoming 7th grade parent meeting
47.	Junior Conferences
49.	Looking Ahead: College Awareness 101
51.	Meet the Counselor Night
53.	Middle School Matters
54.	Morning Meeting
60.	OSD Parent University
61.	Parent Academy
62.	Parent-Teacher Conferences
65.	R.U.L.E.R. Program
66.	School Specific Character Development and Recognition programs
69.	Senior Post-Secondary Meetings
70.	Social Media Accounts- OHS Guidance Instagram
71.	Social Skills/ Feelings/ Friendship Groups
73.	Summer School
74.	Team Meetings - OMS

Appendix A: Oceanside School District: K-12 School Counseling Plan Map

	Delivery		Foundation			Management			Accountability
				Student Standard					
#	Direct/Indirect	*Program Activity or Service	*NYSED Regulation	*Program Objective	ASCA Standard	NYSED CDOS	Timeline	Student Focus	Staff & Resources	District/Program Goal
1.	Direct	11th Grade Class Push In	7-12 (ii.1, ii.4.1)	School counselors push in to 11th grade English classes to describe, in detail, what is expected of them as they prepare for upcoming Junior Conferences and/or the college application process.	M 2, M 4, M 5, B- LS 1, B-LS 3, B- LS 4, B-LS 5, B- LS 6, B-LS 7, B- LS 9, B-LS10, B- SMS 1, B-SMS 2, B-SMS 3, B-SMS 8, B-SMS 10 B-SS 3, B-SS 5	3A.3, 3A.6, 3A.7	Winter	11th grade students	School counselors	To educate juniors about application timelines, procedures and best practices to ensure a seamless application process.
2.	Indirect	504 Meetings	7-12 (ii.2)	Counselors will participate as members in their student 504 meetings. They will provide information pertaining to academic progress, scheduling, diploma types and progress towards graduation.	M 1, M 2, M 3, M 4, M 6	N/A	Throughout the year	All students, K-12, who are referred to the 504 committee, or students with a current 504 plan.	School counselors	School Counselors will be in attendance and prepared to discuss academic progress, scheduling, diploma types and progress towards graduation.
3.	Indirect	6th Grade into 7th Grade Articulation	7-12 (ii.1)	To ease student transition from Elementary School to Middle School. Members of the Counseling Departments will meet to discuss a student's social, emotional, academic and behavioral progress.	N/A	N/A	Spring	6th grade students	PPS Department	To ensure that school counselors are knowledgeable about the areas of need for each student.
4.	Direct	6th Grade into 7th Grade Meet and Greet	7-12 (ii.1)	Incoming students visit the middle school and spend the morning with their team. They are introduced to their school counselor and administrators, and review expectations and middle school opportunities to look forward to. Students tour the building, eat lunch with their team and participate in other activities to support the transition to middle school.	M 3, B-SMS 10, B- SS 2, B-SS 3, B- SS 9	N/A	Spring	6th grade students	School counselors	To facilitate the transition of rising 7th grade students to the middle school environment.
5.	Direct	7th Grade Orientation	7-12 (ii 4.1)	Rising 7th grade students will become familiar with the middle school building, and review the policies, expectations and opportunities available for their academic, social, emotional growth and well being.	M 2, M 3, M 5, B- LS 1, B-LS 2, B- LS 3, B-LS 7, B- SMS 10, B-SS 1, B-SS 2, B- SS 3, B- SS 6, B-SS 7, B- SS 9	3A.2, 3A.4	August: prior to beginning of school year	6th grade students	School counselors, teachers & building administrators	To facilitate the transition of rising 7th grade students to the middle school environment.
6.	Direct	8th Grade Group High School planning meetings	7-12 (ii.3.4)	Students will gain knowledge of their OHS course offerings, sequence requirements, and local and state graduation requirements.	M1, B-LS 1, B-LS 1.1 6, B-LS 7, B-LS 9, B-SMS 1, B-SMS 7, B-SMS 10, B- SS 1, B-SS 3, B- SS 6, B-SS 8, B- SS 9		Winter	8th grade students	School counselors, teachers and support staff	Students will explore various HS options, and will understand their projected programs.

7. Indirect	8th Grade into 9th Grade Articulation	7-12 (ii.1)	To ease student transition from Middle School to High School. Members of the Counseling Departments meet to discuss student social, emotional, academic and behavioral progress.	N/A	N/A	Spring	8th grade students	PPS Department	To ensure that school counselors are knowledgeable about the areas of need for each student.

Appendix A: Oceanside School District: K-12 School Counseling Plan Map

	Delivery	*Foundation*				*Management*			*Accountability*
				Student Standard					
#	Direct/Indirect	*Program Activity or Service	*NYSED Regulation	*Program Objective	ASCA Standard	NYSED CDOS	Timeline	Student Focus	Staff & Resources	District/Program Goal
8.	Indirect	8th Grade into 9th Grade Parent Orientation	7-12 (ii.4.7)	The parents of 8th grade students will become familiar with the high school, state and local graduation requirements and OHS curriculum.	N/A	N/A	January of their 8th grade year	Parents of 8th grade students	School counselors & district administrators	To facilitate the transition of 8th grade students to the high school environment by involving their parents/guardians.
9.	Direct	9th Grade Push Ins	7-12 (ii.1, ii.4.1, ii.4.6)	To promote career exploration through targeted activities and assessments.	M 1, M 4, M 5, B-LS 2, B-LS 4, B-LS 5, B-LS 7, B-LS 9	1.1, 3A.3, 3A.5, 3A.6, 3.A7	Fall	9th grade students	School counselors	To assist students with identifying relative strengths and weaknesses that can be used to guide future career choices.
10.	Direct	10th Grad Push Ins	7-12 (ii.1, ii.4.1, ii.4.6)	To promote career exploration through targeted activities and assessments.	M 1, M 4, M 5, B-LS 2, B-LS 4, B-LS 5, B-LS 7, B-LS 9	1.1, 3A.3, 3A.5, 3A.6, 3.A7	Fall	10th grade student	School counselors	To assist students with identifying relative strengths and weaknesses that can be used to guide future career choices.
10.	Direct	11th Grad Push Ins	7-12 (ii.1, ii.4.1, ii.4.6)	To promote career exploration through targeted activities and assessments.	M 1, M 4, M 5, B-LS 2, B-LS 4, B-LS 5, B-LS 7, B-LS 9	1.1, 3A.3, 3A.5, 3A.6, 3.A7	Fall	11th grade student	School counselors	To assist students with identifying relative strengths and weaknesses that can be used to guide future career choices
10.	Indirect	ACCESS Meetings	7-12 (ii.4.7)	To connect differently-abled students with representatives from ACCESS.	M 1, M 2, M 4, M 5, M 6, B-LS 4, B-LS 7, B-LS 9, B-SMS 6, B-SS 3	3A.7	Throughout the school year	12th grade students	School counselors and ACCESS representatives	To ensure that students and their families are knowledgeable about potential external resources that are available to assist them with their post-secondary transition.
11.	Direct	Advise college-bound athletes regarding NCAA eligibility requirements and recruitment trends.	7-12 (ii 4.6)	Students will be aware of NCAA requirements including clearinghouse registration and recruitment trends.	M 4, M 5, B-SMS 1, B-SMS 4, B-SMS 5, B-SMS 8, B-SMS 10, B-LS 10, B-SS 3, B-SS 9	3A.3, 3A.7	Throughout the school year	Student-athletes who are being actively recruited, or who are interested in competing on the collegiate level	School counselors in consultation with coaches, parents, and the NCAA advisor	To educate students and families about NCAA standards and opportunities.
12.	Indirect	AIS	7-12 (ii.2, ii.4.1)	Counselors will monitor the academic progress of students requiring Academic Intervention Services each year.	N/A	N/A	Throughout the year	All students, K-12, requiring Academic Intervention Services	School counselors in collaboration with teachers	To assist students in need of an academic intervention services.
13.	Direct	Alumni College Experience	7-12 (ii.4.6)	Students will gain an enriched perspective of life in college after listening to OHS graduates describe their college experiences/transitions.	M 2, M 5, M 6, B-LS 1, B-LS 4, B-LS 7, B-LS 9, B-SMS 7, B-SMS 10, B-SS 2, B-SS 5, B-SS 6, B-SS 9	3A.3, 3A.4, 3A.3	Winter	11th and 12th grade students	School counselors in collaboration with alumni and administrators	Students will have a more realistic sense of the social/emotional/academic transition to college.

Appendix A: Oceanside School District: K-12 School Counseling Plan Map

		Deliver y	Foundation				Management			Accountability
					Student Standard					
#	Direct/Indirect	*Program Activity or Service	*NYSED Regulation	*Program Objective	ASCA Standard	NYSED CDOS	Timeline	Student Focus	Staff & Resources	District/Program Goal
8.	Indirect	8th Grade into 9th Grade Parent Orientation	7-12 (ii.4.7)	The parents of 8th grade students will become familiar with the high school, state and local graduation requirements and OHS curriculum.	N/A	N/A	January of their 8th grade year	Parents of 8th grade students	School counselors & district administrators	To facilitate the transition of 8th grade students to the high school environment by involving their parents/guardians.
9.	Direct	9th Grade Push Ins	7-12 (ii.1, ii.4.1, ii.4.6)	To promote career exploration through targeted activities and assessments.	M 1, M 4, M 5, B-LS 2, B-LS 4, B-LS 5, B-LS 7, B-LS 9	1.1, 3A.3, 3A.5, 3A.6, 3.A7	Fall	9th grade students	School counselors	To assist students with identifying relative strengths and weaknesses that can be used to guide future career choices.
10.	Direct	10th Grad Push Ins	7-12 (ii.1, ii.4.1, ii.4.6)	To promote career exploration through targeted activities and assessments.	M 1, M 4, M 5, B-LS 2, B-LS 4, B-LS 5, B-LS 7, B-LS 9	1.1, 3A.3, 3A.5, 3A.6, 3.A7	Fall	10th grade student	School counselors	To assist students with identifying relative strengths and weaknesses that can be used to guide future career choices.
10.	Direct	11th Grad Push Ins	7-12 (ii.1, ii.4.1, ii.4.6)	To promote career exploration through targeted activities and assessments.	M 1, M 4, M 5, B-LS 2, B-LS 4, B-LS 5, B-LS 7, B-LS 9	1.1, 3A.3, 3A.5, 3A.6, 3.A7	Fall	11th grade student	School counselors	To assist students with identifying relative strengths and weaknesses that can be used to guide future career choices
14.	Direct	Annual Individual Progress Review Meeting	K-6 (i.2, i.6);7-12 (ii .2, ii.4.1)	These meetings will focus on age and developmentally appropriate topics ranging from course selection, progress towards graduation, discussion about career interests, etc.	M2, M4, M5, M6, B-LS 6, B-LS 9	3A.3, 3A.7	Winter/Spring	All students, grades 6-12	School counselors in consultations with teachers, students and parents	To personalize student schedules to their academic/career and postsecondary goals while evaluating their progress toward graduation.
15.	Indirect	Automatic attendance notification	7-12 (ii.4.2)	Intervention based on automatic attendance notifications.	B-SMS 1, B-SMS 10	3A.3	Throughout the school year	All students, grades 7-12	School counselors in consultation w/ attendance counselor, PPS staff, administration, teachers, parents and (if applicable) appropriate outside agencies	To improve individual student attendance.
16.	Indirect	Back to School Night	K-6 (i.3, i.4, i.5, i.6,i.8 7-12 (ii.1, ii.4.2 ii.4.3, ii.4.4, ii.4.5, ii.4.7)	To provide parents/families an opportunity to meet their child's teacher, and discuss expectations in the areas of academics, attendance, etc.	M3	N/A	Fall	All students, grades K-12	All staff	To promote student achievement through family involvement.
17.	Indirect	Barry Tech Vocational Training Center	7-12 (ii.2, ii.4.6)	Students with vocational interests in line with the offerings at BOCES may explore this option.	M1, M2, M3, M5, M6, B-LS 7, B-LS 9, B-SS 3	1.1, 3B	Throughout the school year	All students, grades 10-12	School counselors in collaboration with administration, BOCES staff, students and parents	Counselors will educate students and parents expressing an interest in learning more about BOCES offerings

Appendix A: Oceanside School District: K-12 School Counseling Plan Map

	Delivery	*Foundation*				*Management*			*Accountability*
				Student Standard					
#	Direct/Indirect	*Program Activity or Service	*NYSED Regulation	*Program Objective	ASCA Standard	NYSED CDOS	Timeline	Student Focus	Staff & Resources	District/Program Goal
18.	Direct	Be-YOU-tiful Club/Beautiful Me	K-6 (i.2, i.6, i.7)	Extra Curricular Activity (i.e. Club) to promote self-esteem in girls	M1, M2, M3, M5, M6, B-SMS 1, B-SMS 2, B-SMS 7, B-SMS 9, B-SS 2, B-SS 3, B-SS 4, B-SS 5, B-SS 6, B-SS 7, B-SS 8, B-SS 9	N/A	Throughout the school year	Selected students in grades 3-6.	PPS staff	*To foster self awareness, self-management, social awareness, responsible decision making, and relationship skills.
19.	Direct	Career Awareness and Exploration	7-12 (ii.3, ii4.1)	Students will gain an understanding of post-secondary education and life long learning as related to careers and career success.	M4, M5, B-LS 1, B-LS 4, B-LS 7, B-LS 9, B-SMS 1, B-SMS 3, B-SMS 5	1.1, 3A.5, 3A.6	7th grade introduction and exposure to various career instruments with an additional three week module to be completed during the 8th grade year	All students, grades 7-8	School counselors	All 7th grade students will have a basic understanding of themselves as related to the world of work. All 8th graders will be given an opportunity to explore careers and career readiness through the Naviance program and offerings.
20.	Direct	Career Forum	7-12 (ii.3, ii.4.6)	11th grade students have the opportunity to identify a career of interest and then learn more about that career from a representative in that profession.	M3, M4, M5, B-LS 7, B-LS 9, B-SS 3	1.1	Spring	11th grade students	School counselors in collaboration with teachers and community professionals	To provide students with an opportunity to explore their professional interests and potential college majors.
21.	Direct	Caring Majority	K-6 (i.1, i.2)	Curriculum & Instruction program that utilizes positive peer influences to create a more inclusive environment and promote bullying prevention strategies	M1, M2, B-LS 1, B-SMS 1, B-SMS 2, B-SMS 7, B-SMS 9, B-SS 2, B-SS 3, B-SS 4, B-SS 5, B-SS 7, B-SS 8, B-SS 9	N/A	Throughout the school year	6th grade students	PPS staff	*To foster self awareness, self-management, social awareness, responsible decision making, and relationship skills.
22.	Indirect	Collaboration with Armed Forces representatives and the planning of Armed Forces Day	7-12 (ii.4.6)	Counselors will facilitate conversations between students interested in the military and the appropriate Armed Forces representative. Counselors will also host multiple Armed Forces Days, where representatives from all factions of the Armed Forces are invited to speak with interested students.	N/A	3B	Fall and Spring	Students who are interested in pursuing a career in the Armed Forces, grades 9-12	School counselors and Armed Forces representatives	To provide students with an opportunity to explore their professional/post-secondary interests.

23. Indirect	College Admission Representative Visits	7-12 (ii.2)	To provide students access to college admissions representatives, who will describe their institutions and outline application requirements.	M4, B-LS 7, B-SS 3	N/A	Fall	11th and 12th grade students	School counselors in collaboration with colleges/universities.	To foster a two-way dialogue between students and admissions representatives.

Appendix A: Oceanside School District: K-12 School Counseling Plan Map

	Delivery		*Foundation*			*Management*			*Accountability*
				Student Standard					
#	Direct/Indirect	*Program Activity or Service	*NYSED Regulation	*Program Objective	ASCA Standard	NYSED CDOS	Timeline	Student Focus	Staff & Resources	District/Program Goal
24.	Indirect	College Admission Test Preparation Program	7-12 (ii.4.6)	To provide students access to an affordable test preparation program that helps them prepare for high stakes college admissions testing.	M2, B-LS 3, B-LS 6	N/A	Throughout the school year.	All students, grades 9-12	School counselors in collaboration with independent test preparation organizations.	To ensure equitable student access to college admission testing preparation.
25.	Indirect	College Admission Testing	7-12 (ii.4.6)	To offer students in the Oceanside community an opportunity to complete high stakes college admissions testing in the comfort of their own building.	N/A	N/A	Throughout the school year	All students, grades 9-12	K-12 Lead Counselor in collaboration with the College Board/ACT.	To ensure all students have access to high stakes college admissions testing.
26.	Direct	College Application Night	7-12 (ii.4.7,ii.4.6)	Students and parents will have an increased awareness of the college application processing procedure with emphasis on the Common Application.	M2, B-LS 1, B-LS 3, B-LS 4, B-LS 5, B-LS 6, B-LS 7, B-LS 9, B-SMS 1, B-SMS 5, B-SMS 10, B-SS 3, B-SS 6	3A.5, 3A.6, 3A.7, 3A.8	Fall	12th grade students and their families	School counselors	Senior students and their families will gain knowledge regarding the procedure for submitting a college application.
27.	Direct	College Application Support (Fall Application Workshop/Jumpstarts)	7-12 (ii.2, ii.1, ii.4.6)	To encourage students to access and begin completing college applications.	M2, B-LS 3, B-LS 4, B-LS 5, B-SMS 1, B-SMS 3, B-SS 3	3A.6, 3A.7	Fall/Spring	11th and 12th grade students	School Counselors	To ensure that all students are knowledgeable about the college application process, and the platforms they will be using to apply.
28.	Direct	Counsel students regarding social/emotional issues	K-12 (ii.4.4, ii.4.5, ii.4)	Students will be encouraged to share with their counselors topics that may be affecting their ability to learn/function at an optimal level.	M3, M5, M6, B-LS 4, B-LS 6, B-LS 7, B-SMS 1, B-SMS 2, B-SMS 4, B-SMS 5, B-SMS 6, B-SMS 7, B-SMS 8, B-SMS 9, B-SMS 10, B-SS 2, B-SS 3, B-SS 4, B-SS 5, B-SS 8, B-SS 9	3A.3	Throughout the school year	All students, grades K-12	School Counselors	Students will feel supported emotionally. School counselors will work with school psychologists, social workers and families to outsource for more substantial support if necessary.
29.	Indirect	Create, maintain and provide guidance materials/resources such as the College Planning Guide, Course Offering Guide and guidance website.	7-12 (ii.4.1)	Counselors will keep all materials disseminated to the community up-to-date and accurate.	N/A	N/A	Throughout the school year	OHS community	School counselors in collaboration with outside agencies (if applicable)	To provide pertinent information to our community of guidance related topics including (but not limited to) college admissions, standardized testing

30. Indirect	CSE Meetings	7-12 (ii.4.1, ii.2)	Counselors will participate as members in their student CSE meetings. They will provide information pertaining to academic progress, scheduling, diploma types and progress towards graduation.	N/A	N/A	Throughout the year	Classified students and students seeking classification	PPS	School counselors will be in attendance and prepared to discuss scheduling, diploma types and progress towards graduation.
31. Indirect	CST Meetings	7-12 (ii.4.1, ii.4.2, ii.4.3, ii.4.4, ii.4.5)	PPS members will discuss students with social/emotional/academic/familial issues in order to plan effective intervention strategies.	N/A	N/A	Throughout the year	Students exhibiting social/emotional/academic/ familial issues	PPS	Students exhibiting the before-mentioned issues will be discussed in this forum and an appropriate intervention strategy(ies) will be enacted
32. Direct	Decision Day		To celebrate the post-secondary decisions of graduating seniors.	M3, B-SS 2, B-SS 9	N/A	May	12th grade students	School counselors in collaboration with college admissions representatives and members of the school community.	To recognize and validate the work completed by graduating seniors.

Appendix A: Oceanside School District: K-12 School Counseling Plan Map

		Delivery	*Foundation*				*Management*			*Accountability*
					Student Standard					
#	**Direct/Indirect**	***Program Activity or Service**	***NYSED Regulation**	***Program Objective**	**ASCA Standard**	**NYSED CDOS**	**Timeline**	**Student Focus**	**Staff & Resources**	**District/Program Goal**
33.	Direct	Digital Citizenship/ Internet Safety/ Cyber Bullying	K-6 (i.1, i.3, i.4, i.5, i.6, i.8)	Curriculum & Instruction on Internet safety, online privacy, cyberbullying, media balance, online relationships, news and media literacy and utilizing social media to further college and career goals	B-LS 1, B-LS 6, B-SMS 1, B-SMS 2, B-SMS 3, B-SMS 7, B-SMS 9, B-SMS 10, B-SS 1, B-SS 2, B-SS 3, B-SS 4, B-SS 5, B-SS 6, B-SS 7, B-SS 8, B-SS 9	3A.3, 3A.5	Throughout the school year	All students	Classroom teacher/Library Media Specialist	*To foster self awareness, self-management, social awareness, responsible decision making, and relationship skills. To provide students strategies and skills for the safe and responsible use of technology and to support making smart choices online.
34.	Direct	Financial Aid Night	7-12 (ii.4.7)	This night will inform students and families on the financial aid process with emphasis on the FAFSA	B-SMS 1	N/A	Fall	12th grade students and their families	School counselors in collaboration with a guest speaker	Senior students and their families will become knowledgeable regarding the procedure for applying for financial aid
35.	Direct	Freshman Groups	7-12 (ii.1, ii.3)	Counselors will meet with freshman in small groups to describe their role in the building and how to access their assistance. Information on extra-curricular offerings and expectations of the high school will also be covered.	M3, B-LS 4, B-LS 6, B-LS 7, B-LS 10, B-SMS 3, B-SMS 8, B-SMS 10, B-SS 2, B-SS 3, B-SS 6, B-SS 9	3A.3, 3A.4	Fall	9th grade students	School counselors	To increase freshman students degree of comfort with their counselor and insure their ability to access help when/if they should need it
36.	Direct	Freshmen Orientation	7-12 (ii .4)	Freshman students will become familiar with the high school B-LS building along with the policies, expectations and opportunities available at OHS.	M1, M2, M3, M5, M6, B-LS 7, 10, B-SMS 10, B-SS 2, B-SS 3, B-SS 7	3A.3, 3A.4, 3A.5, 3A.7	August: prior to beginning of school year	All incoming freshman students	School counselors, teachers & administrators	To facilitate the transition of freshman students to the high school environment.

37. Indirect	Freshmen Parent Orientation	7-12 (ii.4.7)	To introduce parents of freshman N/A students to the high school building along with the policies, expectations and opportunities available at OHS.		N/A	Fall	Parents/guardians of 9th grade students	School counselors & administrators	To facilitate the transition of freshman students to the high school environment by involving their parents/guardians
38. Direct	Getting into College Night	7-12 (ii.4.7)	Students and their families will be introduced to the college exploration process with emphasis on finding the "right fit" for a student	M5	1.1, 3A.2, 3A.3, 3A.6, 3A.7, 3B	Fall	9th through 12th grade students and their families	School counselors in conjunction with an outside professional serving as the keynote speaker	Students and families will become familiar with an overview of the college exploration process
39. Direct	Group Guidance Program	7-12 (ii.4.1, ii. 4.6)	Counselors meet with their 7th and 8th grade students in a small group setting	M3, B-LS 1, B-LS 3, B-LS 4, B-LS 7, B-LS 9, B-SMS 1, B-SMS 2, B-SMS 4, B-SMS 5, B-SMS 6, B-SMS 7, B-SMS 8, B-SMS 9, B-SMS 10, B-SS 1, B-SS 2, B-SS 3, B-SS 4, B-SS 5, B-SS 6, B-SS 7, B-SS 8, B-SS 9	1.1, 3A.3	September through June, once per six day cycle	7th and 8th grade students	School counselors	Students will develop knowledge and skills related to their academic, social and emotional development.

Appendix A: Oceanside School District: K-12 School Counseling Plan Map

	Delivery		*Foundation*			*Management*			*Accountability*
				Student Standard					
#	**Direct/Indirect**	***Program Activity or Service**	***NYSED Regulation**	***Program Objective**	**ASCA Standard**	**NYSED CDOS**	**Timeline**	**Student Focus**	**Staff & Resources**	**District/Program Goal**
40.	Direct	Growth Mindset/ Mindfulness/ Your future College and Career	K-6 (i.1, i.2, i.3, i.8)	Curriculum & Instruction to promote a growth mindset, teach Mindfulness practices for social and emotional regulation, and support habits that promote goal setting for future college and career aspirations	M1, M2, M3, M5, M6, B-LS 1, B-LS 3, B-LS 4, B-LS 5, B-LS6, B-LS 7, B-LS 9, B-SMS 1, B-SMS 2, B-SMS 3, B-SMS 5, B-SMS 6, B-SMS 7, B-SMS 8, B-SMS 9, B-SMS 10, B-SS 3, B-SS 5, B-SS 6	1.1, 3A.1, 3A.2, 3A.3, 3.A4, 3A.7, 3A.8	Throughout the school year	All students, grades 4-6	PPS staff	*To foster self awareness, self-management, social awareness, responsible decision making, and relationship skills. To cultivate a mindset that supports academic achievement.
41.	Indirect	Guidance Newsletter	7-12 (ii.4.6, ii.4.7, ii.1)	The school counseling department will publish a monthly newsletter compiling important information for students and families	M3	N/A	Throughout the year- monthly	All OHS families	School counselors	Keep families aware of department happenings/ offerings as well as post-secondary planning trends especially as they pertain to the college application process
42.	Indirect	HOLLER College Fair	7-12 (ii.4.6, ii.4.7)	Counselors collaborate with other local high schools to host a college fair for the community	N/A	N/A	Event takes place in May with planning throughout the year	Students and families interested in the college admission process	School counselors in collaboration with other high school representatives and college representatives	Event will successfully commence with advertisements going out to the community
43.	Indirect	Incoming 7th grade parent meeting	7-12 (ii.4.7)	To introduce parents of 7th grade students to the middle school building along with the policies, expectations and opportunities available at OMS.	N/A	N/A	March of their 6th grade year	Parents of rising 7th graders	School counselor & administrators	To facilitate the transition of sixth grade students to the middle school environment by involving their parents/guardians

44. Direct	Individual assessment & intervention of students exhibiting academic struggles	7-12 (ii.4.3)	Students will receive intervention that will help them to improve their academic progress	M2, M5, M6, B-LS 1, B-LS 2, B-LS 3, B-LS 4, B-LS 5, B-LS 6, B-LS 7, B-LS 8, B-SMS 1, B-SMS 2, B-SMS 3, B-SMS 6, B-SMS 10, B-SS 1, B-SS 2, B-SS 3, B-SS 6	3A.1, 3A.3, 3A.7	Intervention will commence based on (but not limited to) progress report, report card and/or teacher/ parent concern.	All students exhibiting academic issues	PPS staff, administration, teachers, parents and (if applicable) appropriate outside agencies	Improve individual student's academic performance
45. Direct	Individual assessment & intervention with students exhibiting absenteeism	7-12 (ii.1, ii.4.2, ii.4.7)	To support students and their families throughout the school year. Interventions may include referrals to the PPS staff, referrals to CST and/or referrals to members of the administration.	N/A	N/A	Throughout the school year	All grades	Attendance Counselor/PPS	To improve and increase student attendance.
46. Direct	Individual assessment & intervention with students exhibiting behavioral concerns	7-12 (ii.4.4)	Students will be knowledgeable of appropriate behavior and learn to utilize strategies to avoid/diffuse a situation.	M1, B-SS 2, B-SS 3, B-SS 4, B-SS 5, B-SS 8, B-SS 9, B-SMS 1, B-SMS 2, B-SMS 4, B-SMS 5, B-SMS 6, B-SMS 7, B-SMS 8, B-SMS 9, B-SMS 10	3A.2, 3A.3, 3A.4	Intervention will commence based on (but not limited to) dean, administrator, teacher/parent concern.	All students exhibiting behavioral issues	PPS staff, administration, teachers, parents and (if applicable) appropriate outside agencies	Decrease student's behavioral issues

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47. Direct		Junior Conferences	7-12 (ii.4.7, ii.2, ii.3)	Students and families will be given an overview of their post-secondary options.	M5, B-LS 1, B-LS 3, B-LS 4, B-LS 5, B-LS 6, B-LS 7, B-LS 9, B-SMS 5, B-SMS 10, B-SS 3, B-SS 5, B-SS 6	1.1, 3B	Winter/Spring	11th grade students and families	School counselors & outsides agencies (if appropriate)	Junior students and families will begin to explore a post-secondary goal in line with their values and aptitudes
48. Direct		K.E.L.S.O. Choice Conflict Management Program	K (i.2, i.5)	Curriculum & Instruction on conflict management	B-LS 1, B-LS 2, B-LS 6, B-LS 7, B-LS 9, B-LS 10, B-SS 2, B-SS 4, B-SS 5, B-SS 6, B-SS 8, B-SS 9	N/A	Throughout the school year	All students	PPS staff	*To provide skills and strategies for developing self awareness, self-management, social awareness, responsible decision making and relationship skills. ***As per C.A.S.E.L. S.E.L Competencies**
49. Direct		Looking Ahead: College Awareness 101	7-12 (ii.4.6, ii.4.7)	To provide information regarding the college admissions process. Topics may include (but are not limited to) test-taking timelines and strategies, course selection, resume building and demonstrated interest.	M2, B-LS 4, B-LS 6, B-LS 9, B-SMS 1, B-SMS 3, B-SMS 8, B-LS 3, B-LS 7, B-LS 9	3A.6	Spring	10th grade students and families	School counselors in collaboration with college admissions representatives	To promote college readiness, and to raise awareness of the college application process.

50. Direct	McKinney-Vento Annual Review	7-12 (ii.1, ii.2)	Annual meeting with McKinney-Vento students to review academic progress, progress towards graduation, address SEL areas of need, as well as to provide information about available resources.	B-SMS 5, B-SMS 6, B-SMS 7, B-SMS 8, B-SMS 9, B-SMS 10, B-SS 2, B-SS 8	N/A	Spring	McKinney-Vento Eligible Students	School Counselors/Social Workers	To ensure that our homeless students are properly supported and are aware of the resources available to them.
51. Indirect	Meet the Counselor Night	7-12 (ii.4.7)	To help parents gain more insight into middle school life, by exploring the schedule, opportunities for engagement and how to help their children navigate their middle school years.	N/A	N/A	June of their 6th grade year	Parents of rising 7th graders	School counselors	To facilitate the transition of rising 7th grade students to the middle school by involving their families.
52. Direct	Meeting with junior students in small groups	7-12 (ii.3, ii.4.6)	Junior year students will meet with their counselor in a small group setting to gain a better understanding of standardized testing strategy, interpretation of PSAT results, and the procedure for preparing for the Junior Conference.	M2, M4, M5, B-LS 1, B-LS 3, B-LS 4, B-LS 7, B-LS 9, B-SMS 5, B-SS 6	3A.3, 3A.6, 3A.7, 3B LS	Winter	11th grade students	School counselors	Juniors will be more knowledgeable of standardized testing strategy, interpretation of PSAT results, and the procedure for preparing for the Junior Conference.
53. Direct	Middle School Matters	7-12 (ii.4, ii.4.7)	This presentation will stress the importance of attendance/academic achievement/SEL/and family involvement at the Middle School, and the role that they play in one's future success.	M1, M2, M3, M4, M5, M6, B-LS 4, B-LS 6, B-LS 7, B-LS 8, B-SMS 1, B-SMS 2, B-SMS 4, B-SMS 5, B-SMS 8, B-SMS 10, B-SS 5	N/A	Fall	7th grade students and families	PPS Staff and Middle School Administrators	To educate the Middle School community on the importance of academic achievement and involvement at the Middle School.
54. Direct	Morning Meeting	K-6 (i.1)	School-Wide Practice through a monthly meeting that encompasses the whole school community for the purpose of promoting positive character traits and positive active citizenship	M3, M6, B-SMS 1, B-SMS 2, B-SMS 7, B-SMS 9, B-SS 2, B-SS 3, B-SS 4, B-SS 5, B-SS 6, B-SS 7, B-SS 8, B-SS 9		Throughout the school year	All students	Principal & Special Guests Faculty	To foster self awareness, self-management, social awareness, responsible decision making, relationship skills. To engage parents as partners in developing these competencies.

Appendix A: Oceanside School District: K-12 School Counseling Plan Map

	Delivery	*Foundation*				*Management*			*Accountability*
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#	Direct/Indirect	*Program Activity or Service	*NYSED Regulation	*Program Objective	ASCA Standard	NYSED CDOS	Timeline	Student Focus	Staff & Resources	District/Program Goal
55.	Indirect	Multi team teacher articulation	7-12(ii.1)	Middle school counselors will discuss students with social/emotional/academic/familial issues with team staff in order to plan effective classroom strategies.	N/A	N/A	Once per 10 week marking period	Students exhibiting social/emotional/academic/ familial issues	Middle school counselors in collaboration with teachers	Students exhibiting the before-mentioned issues will be discussed in this forum and appropriate classroom strategy(ies) will be enacted
56.	Indirect	NCC Accuplacer/Accuplacer Preparation	7-12 (ii.4.6, ii.4.1)	Students planning to attend Nassau Community College will prepare for the placement exams by having the opportunity to take a practice test and attend before/after school tutoring sessions.	B-LS 3, B-LS 4, B-SMS 1, B-SMS 2, B-SMS 3, B-SMS 6, B-SMS 10	1.1, 3A.1, 3A.2, 3A.6	Spring	12th grade students planning to attend NCC	School counselors in collaboration with administration, NCC representatives and teachers	To better prepare students for the academic requirements of community college
57.	Direct	New Entrant Orientation Day	7-12 (ii.1, ii.4.1)	To offer new entrants the opportunity to learn about policies and procedures at the high school, and to tour the building.	M3, B-SS 2, B-SS 3, B-SS 7, B-SS 8, B-SS 9	N/A	August	All grades	OHS Counselors and teacher volunteers	To not only ensure that new students understand the school's practices and policies, but to also provide them with an opportunity to become familiar with the school staff and their peers.
58.	Direct	No Place For Hate	K-6 (i.1, i.3, i.4, i.5, i.6)	Extra Curricular Activity (I.e. Club) that uses positive peer influence to build inclusive and safe schools in which all students can thrive.	M1, M3, M5, B-SMS 1, B-SMS 2, B-SMS 9, B-SS 2, B-SS 3, B-SS 4, B-SS 5, B-SS 7, B-SS 8, B-SS 9	N/A	Throughout the school year	All students	PPS staff	To foster self awareness, self-management, social awareness, responsible decision making and relationship skills.
59.	Indirect	On-Site Admissions	7-12 (ii. 4.6)	Counselors will arrange for several local colleges to visit OHS in order to meet with students and gain instant admissions decisions.	N/A	N/A	Fall	12th grade students interested in applying to the invited school(s)	School counselors in collaboration with college representatives, administration and building staff	To invite several local schools popular with students in an effort to provide students with more college options
60.	Indirect	OSD Parent University	K-6 (i.1, i.8), 7-12 (ii.4.7)	To provide workshops, informational presentations and parenting resources related to college and career readiness, academic skills, social-emotional development, and any other areas of interest to the Oceanside parent community.	B-LS 4, B-LS 7, B-LS 9, B-SMS 1, B-SMS 2, B-SMS 8, B-SS 3, B-SS 5	1.1	Throughout the school year	All K-12 Parents and Families	Various Faculty, outside speakers and organizations	To promote family involvement, develop the parent-school partnership, and provide information, strategies, and resources that support parenting for the purpose of furthering student academic achievement, social-emotional development and college and career readiness.
61.	Indirect	Parent Academy	7-12 (ii.4.7)	Counselors will participate in parent training at least twice a year.	N/A	N/A	Throughout the school year	Families of middle school children are provided training on a range of topics	Counselors and PPS Staff	To promote student achievement through family involvement.
62.	Indirect	Parent-Teacher Conferences	K-6 (i.3, i.4, i.5, i.6, i.8)	To provide parents/families an opportunity to meet and discuss their child's progress with teacher(s).	M3	N/A	Winter	All students, grades K-6	All staff	To promote student achievement through family involvement.

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	Delivery	*Foundation*				*Management*			*Accountability*
				Student Standard					
#	Direct/Indirect	*Program Activity or Service	*NYSED Regulation	*Program Objective	ASCA Standard	NYSED CDOS	Timeline	Student Focus	Staff & Resources	District/Program Goal
63.	Direct	Personal Safety	K-6 (i.1, i.3, i.4, i.5, i.6, i.7, i.8)	Curriculum & Instruction designed to promote self-awareness, greater self-confidence and better interpersonal skills among students.	M1, M2, M5, M6, B-LS 1, B-LS 3, B-LS 4, B-LS 5, B-SMS 1, B-SMS 2, B-SMS 3, B-SMS 6, B-SMS 7, B-SMS 8, B-SMS 9, B-SMS 10, B-SS 3, B-SS 4, B-SS 8	N/A	Throughout the school year	All students, grades K-3	PPS Staff	To foster self awareness, self-management, social awareness, responsible decision making, and relationship skills.
64.	Indirect	Provide consultation/staff development	7-12(ii.1)	Counselors will provide ongoing support to staff concerning best practices.	N/A	N/A	Throughout the school year	Districtwide	School counselors will communicate with staff, through staff development workshops, individual consultations, group meetings and correspondence to share supportive strategies and expertise	To provide support in order to increase staff effectiveness
65.	Direct	R.U.L.E.R. Program	K-6 (i.1, i.2, i.3, i.4, i.5, i.6, i.7)	Curriculum & Instruction and a School-Wide Practice and approach to social and emotional learning that supports positive emotional climates and the development of these skills in both students and the adults in their lives	M1, M2, M3, M5, M6, B-LS 2, B-LS 3, B-LS 4, B-LS 6, B-LS 7, B-SMS 1, B-SMS 2, B-SMS 3, B-SMS 7, B-SMS 9, B-SMS 10, B-SS 1, B-SS 2, B-SS 3, B-SS 4, B-SS 5, B-SS 6, B-SS 7, B-SS 8, B-SS 9	N/A	Throughout the school year	All elementary community	All faculty and staff	*To foster self awareness, self-management, social awareness, responsible decision making, and relationship skills. To engage families and provide skills and anchor strategies to support emotional regulation at home.
66.	Direct	School Specific Character Development and Recognition programs	K-6 (i.1, i.5, i.6)	School-Wide Practice to foster positive character traits and teach Habits of the Mind	M1, M5, B-SMS 1, B-SMS 2, B-SMS 5, B-SMS 8, B-SMS 9, B-SS 4, B-SS 5, B-SS 7, B-SS 9	N/A	Throughout the school year	All students	All staff	*To foster social awareness, responsible decision making, relationship skills and characteristics that support academic achievement. To engage parents as partners in developing these competencies.
67.	Direct	Senior Sendoff	7-12 (ii.1)	Counselors will plan a breakfast for graduating seniors to celebrate their time as part of the Oceanside School District.	N/A	N/A	June	All graduating seniors	School counselors in collaboration with administration and building staff	All graduating seniors will be invited to attend
68.	Direct	Junior Interview Day	7-12 (ii.3, ii.4.6)	Students will gain an enriched perspective of the interview process through mock interviews given by staff and professionals from the community. Preparation will include a letter of introduction, resume, and thank you letter writing.	M2, B-LS 4, B-LS 5, B-LS 6, B-LS 7, B-LS 8, B-SMS 2, B-SMS 5, B-SS 1, B-SS 3, B-SS 8, B-SS 9	1.1, 3A.3	Fall	12th grade students	School counselors in collaboration with English teachers, administrators and community members.	To assist students in developing the job readiness skills that will help them in the competitive job market.

69. Direct	Senior Post-Secondary Meetings	7-12 (ii.4.6, ii.3)	Students will discuss, review, and take action towards their post-secondary transition plans.	B-LS 1, B-LS 7, B-LS 9, B-SMS 5, B-SMS 10	1.1, 3B	Fall	12th grade students	School counselors, families & outsides agencies (if appropriate)	All seniors will have explored and chosen a post-secondary goal in line with their values and aptitudes

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70.	Indirect	Social Media Accounts- OHS guidance Instagram	7-12 (ii.1, ii.4.7,	Counselors will disseminate department offerings to students and families via social media (e.g., Twitter).	N/A ii.4.1)	N/A	Throughout the year	All OHS students and families	School counselors	To reach more students and families by adapting to the communication channels of the social media generation
71.	Direct	Social Skills/ Feelings/ Friendship Groups	K-6 (i.1, i.3, i.4, i.5, i.6)	Support Services provided by PPS	M1, M2, M3, M5, M6, B-SMS 1, B-SMS 2, B-SMS 7, B-SMS 9, B-SS 2, B-SS 4, B-SS 5, B-SS 6, B-SS 7, B-SS 8, B-SS 9	N/A	Throughout the school year	All elementary community	PPS staff	*To foster self-management, social awareness, responsible decision making and relationship skills in order to support regular attendance and promote academic achievement.
72.	Direct	Student Support Groups	7-12 (ii.4.2, ii.4.3, ii.4.4, ii.4.5, ii.4)	School Counseling groups are designed to support students in targeted areas dependent on the needs of our student population as determined by PPS staff. This program is to be proactive, and as fluent as necessary to meet the needs any subgroups of students that have a shared area that requires support.	B-LS 1, B-LS 3, B-LS 4, B-LS 7, B-LS 8, B-SMS 1, B-SMS 2, B-SMS 3, B-SMS 4, B-SMS 6, B-SMS 7, B-SMS 8, B-SMS of 10, B-SS 1, B-SS 2, B-SS 3, B-SS 4, B-SS 5, B-SS 8, B-SS 9	N/A	Throughout the school year	Students grade 9 through 12	School counselors in collaboration with school psychologist/social worker	To ensure that students are receiving support in the areas of SEL and other areas of need to allow them to strengthen their coping skills, self-awareness skills, decision making skills, etc. to increase their chances to realize a level of comfort and success within school and the future.
73.	Direct	Summer School	7-12 (ii.1, ii.2, ii.4.1)	Counselors will inform students and parents of summer school in the event the student fails a class and/ or Regents exam that may be remediated during the summer.	B-SMS 1, B-SMS 4, B-SS 9	N/A	June	Students in need of academic remediation	School counselors in collaboration with administration	All students eligible for summer school will be informed of the opportunity
74.	Indirect	Team Meetings - OMS	7-12 (ii.4.7)	Counselors will facilitate conversations between staff, families, outside providers and agencies, regarding student's academic performance, social and emotional well being.	N/A	N/A	Four to six times per week, throughout the year	All students, 7th through 8th grade	PPS staff, teachers and staff, administrators, mentors, parents and outside providers	To improve the academic performance and social emotional well being of our students.

75. Direct	Teens on the Job	7-12 (ii.3)	Teens on the job provides 10th grade students with a unique opportunity to learn about a chosen career field and the work world. Job shadowing enables students to shadow a workplace mentor as he/she goes through a normal day on the job. The program provides an up close look at how the skills learned in school are put into action in the workplace.	M2, M3, M4, M5, B-LS 4, B-LS 6, B-LS 7, B-LS 9, B-LS 10, B-SMS 1, B-SMS 2, B-SMS 3, B-SMS 10, B-SS 3, B-SS 8, B-SS 9	1.1, 2.1, 3B	April	10th grade students	School Counselors in conjunction with the Advisory Board	To allow students an opportunity to explore a career they find interesting
76. Direct	The G.R.E.A.T. Program	K-6 (i.2, i.8)	Curriculum & Instruction on violence and gang resistance strategies, including making good choices and handling peer pressure	M1, M2, B-LS 1, B-SMS 1, B-SMS 2, B-SMS 7, B-SMS 9, B-SS 2, B-SS 3, B-SS 4, B-SS 5, B-SS 7, B-SS 8, B-SS 9	N/A	Throughout the school year	All 6th grade students	Nassau County Police Department in conjunction with PPS staff	*To foster self awareness, self-management, social awareness and responsible decision making.

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77. Direct		Too Good for Drugs	K-6 (i.5, i.6)	Curriculum & Instruction designed to prevent and mitigate the risk factors and enhance protective factors related to alcohol, tobacco, and other drug use.	M1, B-SMS 1, B-SMS 2, B-SMS 7, B-SMS 9, B-SS 3, B-SS 5, B-SS 8, B-SS 9	N/A	Throughout the school year	All 6th grade students	PPS Staff	*To foster self awareness, self-management, social awareness, responsible decision making, and relationship skills. To provide means and understandings for obtaining and sustaining positive mental health and enhancing help-seeking efficacy.
78. Direct		Vocational Awareness Fair	7-12 (ii.2)	To give students access to post-secondary options other than traditional 2-4 year degree programs.	B-LS 7, B-LS 9, B-SS 3	3A.7	Spring	Grades 9-12	School counselors in collaboration with outside agencies	To build community partnerships and to expose students to alternatives to a traditional college bound pathway.
79. Indirect		Write letters of recommendation for students	7-12 (ii.2)	Counselors will prepare letters of recommendation tailored to detail each student's academic/extracurricular achievements, as well as social-emotional growth.	N/A	N/A	Throughout the school year	All students applying to post-secondary institutions, organizations or other places of employment	School Counselors/ Teachers	Provide all students with a letter of recommendation from their counselor, and at least 1 teacher.

***Based upon CASEL SEL Competencies**

Appendix B

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

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

Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

M 2. Self-confidence in ability to succeed

M 3. Sense of belonging in the school environment

M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success

M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes

M 6. Positive attitude toward work and learning

Category 2: Behavior Standards

Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	**B-SMS 1.** Demonstrate ability to assume responsibility	**B-SS 1.** Use effective oral and written communication skills and listening skills
B-LS 2. Demonstrate creativity	**B-SMS 2.** Demonstrate self-discipline and self-control	**B-SS 2.** Create positive and supportive relationships with other students
B-LS 3. Use time-management, organizational and study skills	**B-SMS 3.** Demonstrate ability to work independently	**B-SS 3.** Create relationships with adults that support success
B-LS 4. Apply self-motivation and self-direction to learning	**B-SMS 4.** Demonstrate ability to delay immediate gratification for long-term rewards	**B-SS 4.** Demonstrate empathy
B-LS 5. Apply media and technology skills	**B-SMS 5.** Demonstrate perseverance to achieve long- and short-term goals	**B-SS 5.** Demonstrate ethical decision-making and social responsibility
B-LS 6. Set high standards of quality	**B-SMS 6.** Demonstrate ability to overcome barriers to learning	**B-SS 6.** Use effective collaboration and cooperation skills
B-LS 7. Identify long- and short-term academic, career and social/emotional goals	**B-SMS 7.** Demonstrate effective coping skills when faced with a problem	**B-SS 7.** Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8. Actively engage in challenging coursework	**B-SMS 8.** Demonstrate the ability to balance school, home and community activities	**B-SS 8.** Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	**B-SMS 9.** Demonstrate personal safety skills	**B-SS 9.** Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participate in enrichment and extracurricular activities	**B-SMS 10.** Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

Appendix C

NYSED Career Development & Occupational Studies (CDOS) Student Standards

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

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

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

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

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

3a.1 Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions.

3a.2 Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.

3a.3 Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.

3a.4 Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.

3a.5 Technology is the process and product of human skill and ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants.

3a.6 Information management focuses on the ability to access and use information obtained from other people, community resources, and computer networks.

3a.7 Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.

3a.8 Systems skills include the understanding of and ability to work within natural and constructed systems.

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

B/IS	Business/Information Systems: Core, Specialized, and Experiential
HS	Health Services: Core, Specialized, and Experiential
E/T	Engineering/Technologies: Core, Specialized, and Experiential
HPS	Human and Public Services: Core, Specialized, and Experiential
NAS	Natural and Agricultural Sciences: Core, Specialized, and Experiential
A/H	Arts/Humanities: Core, Specialized, and Experiential

Adapted from:
http://www.p12.nysed.gov/cte/cdlearn/documents/cdoslea.pdf

Appendix D

NYSED REGULATIONS PART 100 .2(j) IMPLEMENTATION ASSESSMENT				
1= None 2= Beginning 3= Developing 4= In Full Practice IMPLEMENTATION RATING	1	2	3	4
Each district shall have a guidance program for all students:				
(i) The K-6 school counseling program:				
(i.1) is designed in coordination with the teaching staff				
(i.2) prepares students to participate effectively in their current and future educational programs				
(i.3) includes interventions for students with attendance problems				
(i.4) includes interventions for students with academic problems				
(i.5) includes interventions for students with behavioral problems				
(i.6) includes interventions for students with adjustment problems				
(i.7) educates students concerning avoidance of child sexual abuse				
(i.8) encourages parental involvement				
(ii) The 7-12 school counseling program is delivered by school counselors with the assistance of teachers and other staff				
(ii.1) includes the services of personnel certified or licensed as school counselors				
(ii.2) includes an annual review of each student's educational progress and career plans by a certified school counselor				
(ii.3) includes instruction at each grade level to help students learn about careers & career planning skills				
(ii.4) includes other advisory and individual and/or group counseling provided by school counselors; or school psychologists or school social workers in cooperation with school counselors				
(ii.4.1) enables students to benefit from the curriculum				
(ii.4.2) provides interventions for students with attendance problems				
(ii.4.3) provides interventions for students with academic problems				
(ii.4.4) provides interventions for students with behavioral problems				
(ii.4.5) provides interventions for students with adjustment problems				
(ii.4.6) provides advisement on developing and implementing postsecondary education and career plans				
(ii.4.7) encourages parental involvement				
(iii) The school district plan:				
(iii.1) is filed in district office and available for review by any individual				
(iii.2.1) includes program objectives which describe expectations of what students will learn from the program				
(iii.2.2) includes activities to accomplish the objectives				
(iii.2.3) includes specification of staff members and other resources assigned to accomplish objectives				
(iii.2.4) includes provisions for the annual assessment of program results				
(iii.3) is reviewed annually and revised as necessary				
Subscores				
Total Score ***(highest possible is 100)***				

Appendix E

Oceanside School District's

School Counseling Task Force Members

Launch Year 2020/21

Ms. Deirdre Broderick

Ms. Olivia Cariddi

Mr. Kevin Carbonetti

Ms. Roseanne Daly

Dr. Allison Glickman-Rogers

Ms. Jayne Gordon

Dr. Paul Guzzone

Ms. Joanna Kletter

Ms. Christina Lang

Ms. Renee Lochridge

Mr. John Madden

Ms. Jacqueline Nerney

Ms. Diane Provvido

Ms. Amy Rand

Ms. Mindy Stecklow

Ms. Carla Stillwell

Ms. Victoria Trum