

# **South Lewis Central School District**

## **Comprehensive K-12 School Counseling Programs**

### **Introduction**

South Lewis Central School is situated in Northern New York in southern Lewis County. The District currently comprises four buildings: Glenfield Elementary (PreK-4), Port Leyden Elementary (PreK-4), South Lewis Middle School (5-8) and South Lewis High School (9-12). The student population is approximately 1,035 students in grades PreK through 12. South Lewis is a high needs rural school district with approximately 65% of its student population being identified as economically disadvantaged with 25% of the student population being identified as students with disabilities.

The District offers many opportunities to students, including scholastic athletics, clubs and activities, and an extended school day program for elementary and middle school students. The District continuously looks for ways in which it can support the diverse needs of its student population in order to accomplish its goals and fulfill the District mission.

### *New York State PART 100.2(j)(2)*

#### **New York State Part 100.2(j)(2) Regulations - School Counseling Programs**

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

(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 twelve have access to a certified school counselor(s), which for the city school district of the City of New York and the city school district of the City of Buffalo shall include a licensed guidance counselor(s) pursuant to Part 80 of the Commissioner's regulations.

(i) For all grades kindergarten through twelve, district and building level comprehensive developmental school counseling/guidance programs shall prepare students to participate effectively in their current and future educational programs as age appropriate, and be designed to address multiple student competencies including career/college readiness standards, and academic and social/emotional development standards. The comprehensive developmental school counseling/guidance program ("program") shall include the following activities or services:

(a) In grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with the teaching staff, and any appropriate pupil personnel service providers, for the purpose of preparing students to participate effectively in their current and future educational programs, to provide information related to college and careers, and to assist students who may exhibit challenges to academic

success, including but not limited to attendance or behavioral concerns, and where appropriate make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports.

(b) For students in grades six through twelve, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans. For a student with disability, the plan shall be consistent with the student's individualized education program;

(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 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.

(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.

## **South Lewis Central School District Board of Education**

### ***District Mission Statement:***

The mission of the South Lewis School District is to assure that all students acquire knowledge and develop the skills and work habits to enable them to become productive members of society. This mission is best accomplished when school personnel maintain high expectations for all students, create a positive school climate, ensure a safe and orderly school environment, monitor students' progress on a frequent basis, and promote effective home-school communications.

### **K-12 Counseling Program Overview The Comprehensive Model**

The comprehensive school counseling program is a framework for the systemic development, implementation, and evaluation of school counseling programs. The process for delivery of the National Standards linked to the New York State Learning Standards is accomplished by utilizing each of the four components of the comprehensive model: school counseling curriculum, individual student planning, responsive services, and system support. The comprehensive model identifies the competencies for students and uses varying strategies to deliver the content of the program to every student. Most importantly, the comprehensive program links school counseling to the total educational process.

### ***Developmental School Counseling***

Recognizing that all children do not develop in a linear fashion according to a certain timetable and understanding the developmental progression of a student's growth throughout the K-12th grade experience is

essential. Developmental school counseling: *"...is for all students, has an organized and planned curriculum, is sequential and flexible, is an integrated part of the total educational process, involves all school personnel, helps students learn more efficiently and effectively, and includes counselors who provide specialized counseling services and interventions"* (Myrick, 1997).

Myrick's developmental approach emphasizes: programs for all students; the importance of using an integrated approach involving all school personnel in the delivery of "guidance activities;" and a school counseling curriculum that is sequential, age appropriate, planned and organized. Thus, the school counseling program must include age appropriate and sequential learning experiences to deliver the standards and competencies to every student.

### ***Result-Based Accountability***

"Result-based" counseling is also a competency-based approach. An emphasis is placed on a total pupil service approach. This approach emphasizes the importance of students acquiring competencies to become successful in school and in the transition to postsecondary education and/or employment. At the heart of "result-based" school counseling is accountability to the students and to the building administrator. Management agreements between the principal and the individual counselor are means of measuring accomplishments.

The competencies delivered emphasize early intervention, prevention, and response services. The standards and the competencies guide the development of the program contact for student growth and achievement in the academic, career, and personal/social domains are an integral part of the individual planning, school counseling curriculum, responsive services, and system support.

School counseling programs are now organized as an integral and essential part of the broader school mission. The evolution of comprehensive and developmental school counseling models clearly support the imminent need for school counseling programs to be aligned with and tied to the mission of schools. School counseling programs promote educational excellence through individual excellence, provide preventative programs and experiences, create a collaborative model that integrates the expertise of school counselors, other pupil service personnel, and business and community leaders into the total program. Additionally, it is current with the needs and expectations of education agenda and societal issues. *Random acts of guidance are no longer acceptable in 21st century schools.*

### ***Department Members:***

Mrs. Julie Birmingham, High School Counselor  
Ms. Marianne Green, High School Counselor  
Mrs. Amanda Kogut, Middle School Counselor  
Mrs. Kelly Whalen, Elementary Counselor

### ***Principals and District Administrative Supervisor:***

Mrs. Deborah Domagala, Curriculum/Data Coordinator  
Ms. Judith Duppert, Middle School Principal  
Mr. Chad Luther, High School Principal  
Mrs. Christine Sobel, Elementary Principal  
Mr. Christopher Villiere, Elementary Principal

***Advisory Council Members:***

An advisory committee is a representative group of persons appointed to review, advise, and support implementation of the school counseling program within a school district. The South Lewis Counseling Program Advisory Committee is advisory in nature and will offer suggestions about the counseling program and services, assist with continuous evaluation, revision, and improvement of the program, and express concerns from the community. Advisory council members reflect the community's diversity and include parents or guardians, counselors, business and community members. The council will meet no less than two times a year and create and submit an annual report to the Board of Education.

**Foundation/Management:**  
***The Essential Role of the School Counselor***

All essential educators are committed to providing the optimal educational experience for their students through their academic journey. The teacher, the administrator and the school counselor are all significant to the precise balance needed for the student to attend an optimally functioning school and school system.

The role of the school counselor is one that is growing with the times. As our society faces increasing challenges, financial, cultural, social, so do our students, teachers and administrators. The school counselor is central to all the participants involved in the education of the child while having the equally important role of identifying the individual needs of all students.

The school counselor is often thought of as the intermediary of all active participants contributing to the education of all children, but intermediary often connotes an "after-the fact" contribution. The school counselor has the challenging role of warding off "situations" or problems in the making for kids and teachers. Their critical function of evaluating and viewing each student with a discerning and caring eye is an important part of the role of the school counselor. Equally as important though, is the counselor's job of working toward finding a solution or path, which works, for the essential educator and the student not only for the present, but for the future. The school counselor is a partner in the educational journey of the child. By virtue of their training, they are the optimistic link, in the academic career of the student. Along with each student, the school counselor through evaluation sees the possibilities, and works with each child through their educational career to become their personal best. The balance between the student, teacher and administrator, at times can become complicated, to say the least. The school counselor works hard at maintaining that balance at all levels. It is an indispensable, monumental and forward thinking position, which is irreplaceable in the education of a child.

Both the ASCA School Counselor Competencies and the ASCA School Ethical Standards guide the practice of the School Counselor and can be found in the appendix of this document.

### **South Lewis School Counseling Department Philosophy and Belief Statements**

The South Lewis School Counselors believe every student can learn and all have an equal right to access a certified school counselor and to participate in a comprehensive school counseling program designed to support student success. The following principles are the foundation for the South Lewis School Counseling Program:

#### **The South Lewis School Counselors believe:**

- \* All students can learn and should be given the opportunity to do so.
  - \* All students have dignity and worth and have a right to a safe, mutually respectful, healthy and orderly learning environment.
- \* Learning involves the education of the whole person and is a continuous lifelong process.
- \* All students have the right to participate in the school counseling program.
  - \* Learning requires the active participation, mutual respect and individual accountability of students, teachers, staff, parents and community members.
  - \* Diversity is to be respected and appreciated as we foster unity among our students, faculty, staff and community.

#### **The South Lewis School Counseling Program will:**

- \* Be student-centered and based on specified goals and developmental student competencies.
  - \* Include education that extends beyond the classroom environment and allows students to develop lifelong skills that can assist them in the pursuit of their life goals.
  - \* Consider all students' ethnic, cultural, racial, sexual orientation, gender identification, socioeconomic background and special needs when planning and implementing the school counseling program.
  - \* Be data-driven. The data will be used in assessing the needs and effectiveness of the school counseling programs, and drive future program development and evaluations.

#### **The South Lewis School Counselors:**

- \* Will be employees who hold state certification and have a Master's Degree in School Counseling. They will deliver the school counseling programs as outlined in the New York State Counseling Standards of academic, career and personal/social domains.
- \* Will abide by the professional school counseling ethics as advocated by the American School Counselor Association.

\* Will participate in professional development essential to maintaining a high-quality school counseling program.

**Student Standards**  
ASCA Student Mindsets/Behaviors

**Category 1: Mindset Standards**

School Counselors encourage the following mindsets for all students.

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

**Category 2: Behavior Standards**

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

Learning Strategies	Self-Management Skills	Social Skills
1. Demonstrate critical-thinking skills to make informed decisions	1. Demonstrate ability to assume responsibility	1. Use effective oral and written communication skills and listening
2. Demonstrate creativity	2. Demonstrate self-discipline and self-control	2. Create positive and supportive relationships with other students
3. Use time-management, organizational and study skills	3. Demonstrate ability to work independently	3. Create relationships with adults that support success

4. Apply self-motivation and self-direction to learning	4. Demonstrate ability to delay immediate gratification for long-term rewards	4. Demonstrate empathy
5. Apply media and technology skills	5. Demonstrate perseverance to achieve long- and short-term goals	5. Demonstrate ethical decision-making and social responsibility
6. Set high standards of quality	6. Demonstrate ability to overcome barriers to learning	6. Use effective collaboration and cooperation skills
7. Identify long- and short-term academic, career and social/emotional goals	7. Demonstrate effective coping skills when faced with a problem	7. Use leadership and teamwork skills to work effectively in diverse teams
8. Actively engage in challenging coursework	8. Demonstrate the ability to balance school, home and community activities	8. Demonstrate advocacy skills and ability to assert self, when necessary
9. Gather evidence and consider multiple perspectives to make informed decisions	9. Demonstrate personal safety skills	9. Demonstrate social maturity and behaviors appropriate to the situation and environment
10. Participate in enrichment and extracurricular activities	10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

## **LEARNING STANDARDS FOR CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (CDOS) AT THREE LEVELS**

### **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.

### **Standard 2: Integrated Learning**

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

### **Standard 3a: Universal Foundation Skills**



Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

*And*

#### 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.

#### Learning Standards for Levels

CAREER PLAN as prescribed in these learning standards is intended to promote exploration and research into broad career areas of interest to individual students. Basic principles of career planning such as decision-making, self-evaluation, and goal setting have been integrated within the sample tasks. It is not the intent of these learning standards to limit options or narrowly define the educational preparation of students.

#### **ASCA School Counselor Competencies** *Revised, 2012*

The ASCA School Counselor Competencies outline the knowledge, abilities, skills and attitudes that ensure school counselors are equipped to meet the rigorous demands of the profession and the needs of K-12 students. These competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a comprehensive school counseling program addressing academic achievement, career planning, and personal/social development.

Organized around and consistent with “The ASCA National Model: A Framework for School Counseling Programs (Third Edition),” the competencies can be used in a variety of ways including:

#### **School counselors**

- Self-assess their own competencies

- Formulate an appropriate professional development plan

#### **School administrators**

- Guide the recruitment and selection of competent school counselors

- Develop or inform meaningful school counselor performance evaluation

#### **School counselor education programs**

- Establish benchmarks for ensuring school education students graduate with the knowledge, skills and attitudes needed for developing comprehensive school counseling programs.

#### **SCHOOL COUNSELING PROGRAMS**

School counselors should possess the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program that aligns with the ASCA National Model.

#### **I-A: Knowledge**

ASCA's position statement, *The Professional School Counselor and School Counseling Preparation Programs*, states that school counselors should articulate and demonstrate an understanding of:

- I-A-1. The organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices
- I-A-2. The organizational structure and components of an effective school counseling program that aligns with the ASCA National Model
- I-A-4. Leadership principles and theories
- I-A-5. Individual counseling, group counseling and classroom instruction ensuring equitable access to resources promoting academic achievement, career development and personal/social development for every student
- I-A-6. Collaborations with stakeholders such as parents and guardians, teachers, administrators and community leaders to create learning environments that promote educational equity and success for every student
- I-A-7. Legal, ethical and professional issues in pre-K-12 schools
- I-A-8. Developmental theory, learning theories, social justice theory, multiculturalism, counseling theories and career counseling theories
- I-A-9. The continuum of mental health services, including prevention and intervention strategies to enhance student success

#### **I-B: Abilities and Skills**

*An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.*

- I-B-1. Plans, organizes, implements and evaluates a school counseling program aligning with the ASCA National Model
  - I-B-1a. Creates a vision statement examining the professional and personal competencies and qualities a school counselor should possess
  - I-B-1b. Describes the rationale for a comprehensive school counseling program
  - I-B-1c. Applies the school counseling themes of leadership, advocacy, collaboration and systemic change, which are critical to a successful school counseling program
  - I-B-1d. Describes, defines and identifies the qualities of an effective school counseling program
  - I-B-1e. Describes the benefits of a comprehensive school counseling program for all stakeholders, including students, parents, teachers, administrators, school boards, department of education, school counselors, counselor educators, community stakeholders and business leaders
  - I-B-1f. Describes the history of school counseling to create a context for the current state of the profession and comprehensive school counseling programs
  - I-B-1g. Uses technology effectively and efficiently to plan, organize, implement and evaluate the comprehensive school counseling program
  - I-B-1h. Demonstrates multicultural, ethical and professional competencies in planning, organizing, implementing and evaluating the comprehensive school counseling program
- I-B-2. Serves as a leader in the school and community to promote and support student success
  - I-B-2a. Understands and defines leadership and its role in comprehensive school counseling programs
  - I-B-2b. Identifies and applies a model of leadership to a comprehensive school counseling program
  - I-B-2c. Identifies and demonstrates professional and personal qualities and skills of effective leaders
  - I-B-2d. Identifies and applies components of the ASCA National Model requiring leadership, such as an advisory council, management tools and accountability
  - I-B-2e. Creates a plan to challenge the non-counseling tasks that are assigned to school counselors
- I-B-3. Advocates for student success

- I-B-3a. Understands and defines advocacy and its role in comprehensive school counseling programs
- I-B-3b. Identifies and demonstrates benefits of advocacy with school and community stakeholders
- I-B-3c. Describes school counselor advocacy competencies, which include dispositions, knowledge and skills
- I-B-3d. Reviews advocacy models and develops a personal advocacy plan
- I-B-3e. Understands the process for development of policy and procedures at the building, district, state and national levels
- I-B-4. Collaborates with parents, teachers, administrators, community leaders and other stakeholders to promote and support student success
- I-B-4a. Defines collaboration and its role in comprehensive school counseling programs
- I-B-4b. Identifies and applies models of collaboration for effective use in a school counseling program and understands the similarities and differences between consultation, collaboration and counseling and coordination strategies
- I-B-4c. Creates statements or other documents delineating the various roles of student service providers, such as school social worker, school psychologist or school nurse, and identifies best practices for collaborating to affect student success
- I-B-4d. Understands and knows how to apply a consensus-building process to foster agreement in a group
- I-B-4e. Understands how to facilitate group meetings to effectively and efficiently meet group goals
- I-B-5. Acts as a systems change agent to create an environment promoting and supporting student success
- I-B-5a. Defines and understands system change and its role in comprehensive school counseling programs
- I-B-5b. Develops a plan to deal with personal (emotional and cognitive) and institutional resistance impeding the change process
- I-B-5c. Understands the impact of school, district and state educational policies, procedures and practices supporting and/or impeding student success

## **I-C: Attitudes**

*School counselors believe:*

- I-C-1. Every student can learn, and every student can succeed
- I-C-2. Every student should have access to and opportunity for a high-quality education
- I-C-3. Every student should graduate from high school and be prepared for employment or college and other post-secondary education
- I-C-4. Every student should have access to a school counseling program
- I-C-5. Effective school counseling is a collaborative process involving school counselors, students, parents, teachers, administrators, community leaders and other stakeholders
- I-C-6. School counselors can and should be leaders in the school and district
- I-C-7. The effectiveness of school counseling programs should be measurable using process, perception and outcome data

## **FOUNDATIONS**

School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program aligning with the ASCA National Model.

### **II-A: Knowledge**

*School counselors should articulate and demonstrate an understanding of:*

- II-A-1. Beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level

II-A-2. Educational systems, philosophies and theories and current trends in education, including federal and state legislation

II-A-3. Learning theories

II-A-4. History and purpose of school counseling, including traditional and transformed roles of school counselors

II-A-5. Human development theories and developmental issues affecting student success

II-A-6. District, state and national student standards and competencies, including ASCA Student Standards and other student standards that may complement and inform the comprehensive school counseling program

II-A-7. Legal and ethical standards and principles of the school counseling profession and educational systems, including district and building policies

II-A-8. The three domains of academic achievement, career planning and personal/social development

## **II-B: Abilities and Skills**

*An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:*

II-B-1. Develops the beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level

II-B-1a. Examines personal, district and state beliefs, assumptions and philosophies about student success, specifically what they should know and be able to do

II-B-1b. Demonstrates knowledge of a school's particular educational vision and mission

II-B-1c. Conceptualizes and writes a personal philosophy about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission

II-B-1d. Writes a school counseling vision statement that describes a future world in which the school counseling goals and strategies are being successfully achieved

II-B-2. Develops a school counseling mission statement aligning with the school, district and state mission

II-B-2a. Critiques a school district mission statement and identifies or writes a mission statement aligning with beliefs

II-B-2b. Writes a school counseling mission statement that is specific, concise, clear and comprehensive, describing a school counseling program's purpose and a vision of the program's benefits for every student

II-B-2c. Communicates the vision and mission of the school counseling program to all appropriate stakeholders

II-B-3. Uses student standards, such as ASCA Student Standards and other appropriate student standards such as district or state standards, to drive the implementation of a comprehensive school counseling program

II-B-3a. Crosswalks the ASCA Student Standards with other appropriate student standards

II-B-3b. Prioritizes student standards that align with the school's goals

II-B-4. Applies the ethical standards and principles of the school counseling profession and adheres to the legal aspects of the role of the school counselor

II-B-4a. Practices ethical principles of the school counseling profession in accordance with the ASCA Ethical Standards for School Counselors

II-B-4b. Understands the legal and ethical nature of working in a pluralistic, multicultural and technological society

II-B-4c. Understands and practices in accordance with school district policy and local, state and federal statutory requirements

II-B-4d. Understands the unique legal and ethical nature of working with minor students in a school setting

II-B-4e. Advocates responsibly for school board policy and local, state and federal statutory requirements in students' best interests

II-B-4f. Resolves ethical dilemmas by employing an ethical decision-making model appropriate to work in schools

II-B-4g. Models ethical behavior

II-B-4h. Continuously engages in professional development and uses resources to inform and guide ethical and legal work

II-B-4i. Practices within the ethical and statutory limits of confidentiality

II-B-4j. Continually seeks consultation and supervision to guide legal and ethical decision making and to recognize and resolve ethical dilemmas

II-B-4k. Understands and applies an ethical and legal obligation not only to students but to parents, administration and teachers as well

## **II-C: Attitudes**

*School counselors demonstrate their attitudes and beliefs that all students deserve access to a comprehensive program that:*

II-C-1. Has an impact on every student rather than a series of services provided only to students in need

II-C-2. Is an integral component of student success and the overall mission of the school and school district

II-C-3. Promotes and supports academic achievement, career planning and personal/social development for every student

II-C-4. Adheres to school and district policies, state laws and regulations and professional ethics standards

II-C-5. Is intentional in addressing the information, opportunity and achievement gaps

## **MANAGEMENT**

*School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a school counseling program aligning with the ASCA National Model.*

### **III-A: Knowledge**

School counselors should articulate and demonstrate an understanding of:

III-A-1. Leadership principles, including sources of power and authority and formal and informal leadership

III-A-2. Organization theory to facilitate advocacy, collaboration and systemic change

III-A-3. Presentation skills for programs such as teacher in-services, parent workshops and presentation of results reports to school boards

III-A-4. Time management, including long- and short-term management using tools such as schedules and calendars

III-A-5. Data-driven decision making

III-A-6. Current and emerging technologies such as use of the Internet, Web-based resources and information management systems

### **III-B: Abilities and Skills**

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:

III-B-1. Self-evaluates his/her own competencies leading to and resulting in the formulation of an appropriate professional development plan

III-B-1a. Conducts a school counseling program assessment

III-B-1b. Negotiates a management plan for the comprehensive school counseling program with the administrator

III-B-1c. Discusses and develops the management component of the school counseling program with the other members of the school counseling staff

III-B-1d. Presents school counseling management tools to the principal, and finalizes an annual school counseling agreement

III-B-1e. Discusses the anticipated program results when implementing the action plans for the school year

III-B-1f. Participates in school counseling and education-related professional organizations

III-B-1g. Develops a yearly professional development plan demonstrating how the school counselor advances relevant knowledge, skills and dispositions

III-B-1h. Communicates effective goals and benchmarks for meeting and exceeding expectations consistent with the administrator/school counselor annual agreement and district performance appraisals

III-B-1i. Uses personal reflection, consultation and supervision to promote professional growth and development

III-B-2. Establishes and convenes an advisory council for the comprehensive school counseling program

III-B-2a. Uses leadership skills to facilitate vision and positive change for the comprehensive school counseling program

III-B-2b. Determines appropriate education stakeholders who should be represented on the advisory council

III-B-2c. Develops effective and efficient meeting agendas

III-B-2d. Reviews school data, school counseling program assessment and school counseling program goals with the advisory council

III-B-2e. Records meeting notes and distributes as appropriate

III-B-2f. Analyzes and incorporates feedback from the advisory council related to school counseling program goals as appropriate

III-B-3. Accesses or collects relevant data, including process, perception and outcome data, to monitor and improve student behavior and achievement

III-B-3a. Reviews and disaggregates student achievement, attendance and behavior data to identify and implement interventions as needed

III-B-3b. Uses data to identify policies, practices and procedures leading to successes, systemic barriers and areas of weakness

III-B-3c. Uses student data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps

III-B-3d. Understands and uses data to establish goals and activities to close the achievement, opportunity and/or information gap

III-B-3e. Knows how to use data to identify gaps between and among different groups of students

III-B-3f. Uses school data to identify and assist individual students who do not perform at grade level and do not have opportunities and resources to be successful in school

III-B-3g. Knows and understands theoretical and historical basis for assessment techniques

III-B-4. Assesses use of time in direct and indirect student services and program management and school support

III-B-4a. Organizes and manages time to effectively implement a comprehensive school counseling program

III-B-4b. Identifies appropriate distribution of school counselor's time based on the school data and program goals

III-B-4c. Creates a rationale for school counselor's use of time in the delivery component to focus on the goals of the comprehensive school counseling program

III-B-4d. Identifies and evaluates fair-share responsibilities, which articulate appropriate and inappropriate counseling and non-counseling activities

III-B-5. Develops calendars to ensure the effective implementation of the school counseling program

III-B-5a. Creates annual and weekly calendars to plan activities to reflect school counseling program goals

III-B-5b. Demonstrates time-management skills including scheduling, publicizing and prioritizing time and tasks

III-B-6. Designs and implements action plans aligning with school and school counseling program goals

- III-B-6a. Uses appropriate academic and behavioral data to develop school counseling core curriculum, small-group and closing-the-gap action plans and determines appropriate students for the target group or interventions
- III-B-6b. Identifies ASCA domains, standards and competencies being addressed by each plan
- III-B-6c. Creates lesson plans related to the school counseling core curriculum identifying what will be delivered, to whom it will be delivered, how it will be delivered and how student attainment of competencies will be evaluated
- III-B-6d. Determines the intended impact on academics, attendance and behavior
- III-B-6e. Identifies appropriate activities to accomplish objectives
- III-B-6f. Identifies appropriate resources needed
- III-B-6g. Identifies data-collection strategies to gather process, perception and outcome data
- III-B-6h. Shares results of action plans with staff, parents and community
- III-B-7. Implements program management and school support activities for the comprehensive school counseling program
- III-B-7a. Creates a program management and school support planning document addressing school counselor's responsibilities for program management and professional development
- III-B-7b. Coordinates activities that establish, maintain and enhance the school counseling program as well as other educational programs
- III-B-8. Conducts self-appraisal related to school counseling skills and performance
- III-C: Attitudes
- School counselors believe:
  - III-C-1. A school counseling program/department must be managed like other programs and departments in a school
  - III-C-2. Planning, organizing, implementing and evaluating a school counseling program are critical responsibilities for a school counselor
  - III-C-3. Management of a school counseling program must be done in collaboration with administrators

## **DELIVERY**

*School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program aligning with the ASCA National Model.*

### **IV-A: Knowledge**

School counselors should articulate and demonstrate an understanding of:

- IV-A-1. The distinction between direct and indirect student services
- IV-A-2. The concept of a school counseling core curriculum
- IV-A-3. Counseling theories and techniques that work in school, such as rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems
- IV-A-4. Counseling theories and techniques in different settings, such as individual planning, group counseling and classroom lessons
- IV-A-5. Classroom management
- IV-A-6. Principles of career planning and college admissions, including financial aid and athletic eligibility
- IV-A-7. Principles of working with various student populations based on characteristics such as ethnic and racial background, English language proficiency, special needs, religion, gender and income
- IV-A-8. Principles of multi-tiered approaches within the context of a comprehensive school counseling program

IV-A-9. Responsive services (counseling and crisis response) including grief and bereavement

IV-A-10. The differences between counseling, collaboration and consultation, especially the potential for dual roles with parents, guardians and other caretakers

#### **IV-B: Abilities and Skills**

*An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.*

##### *Direct Student Services*

##### **School Counseling Core Curriculum**

IV-B-1. Implements the school counseling core curriculum

IV-B-1a. Identifies appropriate curriculum aligned to ASCA Student Standards

IV-B-1b. Develops and presents a developmental school counseling core curriculum addressing all students' needs based on student data

IV-B-1c. Demonstrates classroom management and instructional skills

IV-B-1d. Develops materials and instructional strategies to meet student needs and school goals

IV-B-1e. Encourages staff involvement to ensure the effective implementation of the school counseling core curriculum

IV-B-1f. Knows, understands and uses a variety of technology in the delivery of school counseling core curriculum activities

IV-B-1g. Understands multicultural and pluralistic trends when developing and choosing school counseling core curriculum

IV-B-1h. Understands and is able to build effective, high-quality peer helper programs

##### **Individual Student Planning**

IV-B-2. Facilitates individual student planning

IV-B-2a. Understands individual student planning as a component of a comprehensive program

IV-B-2b. Develops strategies to implement individual student planning, such as strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or post-secondary planning

IV-B-2c. Helps students establish goals and develops and uses planning skills in collaboration with parents or guardians and school personnel

IV-B-2d. Understands career opportunities, labor market trends and global economics and uses various career assessment techniques to help students understand their abilities and career interests

IV-B-2e. Helps students learn the importance of college and other post-secondary education and helps students navigate the college admissions process

IV-B-2f. Understands the relationship of academic performance to the world of work, family life and community service

IV-B-2g. Understands methods for helping students monitor and direct their own learning and personal/social and career development

##### **Responsive Services**

IV-B-3. Provides responsive services

IV-B-3a. Lists and describes interventions used in responsive services, such as individual/small-group counseling and crisis response

IV-B-3b. Understands appropriate individual and small-group counseling theories and techniques such as rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems

IV-B-3c. Demonstrates an ability to provide counseling for students during times of transition, separation, heightened stress and critical change

IV-B-3d. Understands what defines a crisis, the appropriate response and a variety of intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response



## **IV-B: Abilities and Skills**

*An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.*

### **Direct Student Services**

#### **School Counseling Core Curriculum**

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IV-B-1c. Demonstrates classroom management and instructional skills

IV-B-1d. Develops materials and instructional strategies to meet student needs and school goals

IV-B-1e. Encourages staff involvement to ensure the effective implementation of the school counseling core curriculum

IV-B-1f. Knows, understands and uses a variety of technology in the delivery of school counseling core curriculum activities

IV-B-1g. Understands multicultural and pluralistic trends when developing and choosing school counseling core curriculum

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IV-B-2e. Helps students learn the importance of college and other post-secondary education and helps students navigate the college admissions process

IV-B-2f. Understands the relationship of academic performance to the world of work, family life and community service

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## **IV-B: Abilities and Skills**

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#### *Direct Student Services*

##### School Counseling Core Curriculum

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IV-B-1a. Identifies appropriate curriculum aligned to ASCA Student Standards

IV-B-1b. Develops and presents a developmental school counseling core curriculum addressing all students' needs based on student data

IV-B-1c. Demonstrates classroom management and instructional skills

IV-B-1d. Develops materials and instructional strategies to meet student needs and school goals

IV-B-1e. Encourages staff involvement to ensure the effective implementation of the school counseling core curriculum

IV-B-1f. Knows, understands and uses a variety of technology in the delivery of school counseling core curriculum activities

IV-B-1g. Understands multicultural and pluralistic trends when developing and choosing school counseling core curriculum

IV-B-1h. Understands and is able to build effective, high-quality peer helper programs

##### Individual Student Planning

IV-B-2. Facilitates individual student planning

IV-B-2a. Understands individual student planning as a component of a comprehensive program

IV-B-2b. Develops strategies to implement individual student planning, such as strategies for appraisal, advisement, goal-setting, decision-making, social skills, transition or post-secondary planning

IV-B-2c. Helps students establish goals and develops and uses planning skills in collaboration with parents or guardians and school personnel

IV-B-2d. Understands career opportunities, labor market trends and global economics and uses various career assessment techniques to help students understand their abilities and career interests

IV-B-2e. Helps students learn the importance of college and other post-secondary education and helps students navigate the college admissions process

IV-B-2f. Understands the relationship of academic performance to the world of work, family life and community service

IV-B-2g. Understands methods for helping students monitor and direct their own learning and personal/social and career development

##### Responsive Services

IV-B-3. Provides responsive services

IV-B-3a. Lists and describes interventions used in responsive services, such as individual/small-group counseling and crisis response

IV-B-3b. Understands appropriate individual and small-group counseling theories and techniques such as rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Adlerian, solution-focused brief counseling, person-centered counseling and family systems

IV-B-3c. Demonstrates an ability to provide counseling for students during times of transition, separation, heightened stress and critical change

IV-B-3d. Understands what defines a crisis, the appropriate response and a variety of intervention strategies to meet the needs of the individual, group or school community before, during and after crisis response

IV-B-3e. Provides team leadership to the school and community in a crisis

IV-B-3f. Involves appropriate school and community professionals as well as the family in a crisis situation

IV-B-3g. Understands the nature of academic, career and personal/social counseling in schools and the similarities and differences among school counseling and other types of counseling, such as mental health, marriage and family and substance abuse counseling, within a continuum of care

IV-B-3h. Understands the role of the school counselor and the school counseling program in the school crisis plan

### ***Indirect Student Services***

#### **Referrals**

IV-B-4a. Understands how to make referrals to appropriate professionals when necessary

IV-B-4b. Compiles referral resources to utilize with students, staff and families to effectively address issues

IV-B-4c. Develops a list of community agencies and service providers for student referrals

#### **Consultation**

IV-B-5a. Shares strategies that support student achievement with parents, teachers, other educators and community organizations

IV-B-5b. Applies appropriate counseling approaches to promoting change among consultees within a consultation approach

IV-B-5c. Works with education stakeholders to better understand student needs and to identify strategies that promote student achievement

#### **Collaboration**

IV-B-6a. Partners with parents, teachers, administrators and education stakeholders for student achievement and success

IV-B-6b. Conducts in-service training or workshops for other stakeholders to share school counseling expertise

IV-B-6c. Understands and knows how to provide supervision for school counseling interns consistent with the principles of the ASCA National Model

### **IV-C: Attitudes**

*School counselors believe:*

IV-C-1. School counseling is one component in the continuum of care that should be available to all students

IV-C-2. School counselors coordinate and facilitate counseling and other services to ensure all students receive the care they need, even though school counselors may not personally provide the care themselves

IV-C-3. School counselors engage in developmental counseling and short-term responsive counseling

IV-C-4. School counselors should refer students to district or community resources to meet more extensive needs such as long-term therapy or diagnoses of disorders

## **ACCOUNTABILITY**

*School counselors should possess the knowledge, abilities, skills and attitudes necessary to monitor and evaluate the processes and results of a school counseling program aligning with the ASCA National Model.*

### **V-A: Knowledge**

*School counselors should articulate and demonstrate an understanding of:*

V-A-1. Basic concepts of results-based school counseling and accountability issues

V-A-2. Basic research sampling, methodology and analysis concepts to understand research outcomes and conduct action research

V-A-3. Use of data to evaluate program effectiveness and to determine program needs

V-A-4. School counseling program assessments and results reports

### **V-B: Abilities and Skills**

*An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.*

V-B-1. Analyzes data from school data profile and results reports to evaluate student outcomes and program effectiveness and to determine program needs

- V-B-1a. Analyzes use of time to determine how much time is spent in school counseling program components and considers best use of time compared to student needs as identified through student data
- V-B-1b. Analyzes results from school counseling program assessment
- V-B-1c. Uses formal and informal methods of program evaluation to design and enhance comprehensive school counseling programs
- V-B-1d. Uses student data to support decision-making in designing effective school counseling programs and interventions
- V-B-1e. Measures and analyzes results attained from school counseling core curriculum, small group and closing-the-gap activities
- V-B-1f. Works with members of the school counseling team and with the administration to decide how school counseling programs are evaluated and how results are shared
- V-B-1g. Analyzes and interprets process, perception and outcome data
- V-B-1h. Reviews progress toward program goals
- V-B-1i. Uses technology in conducting research and program evaluation
- V-B-1j. Reports program results to the school counseling community
- V-B-1k. Uses data to demonstrate the value the school counseling program adds to student achievement
- V-B-1l. Uses results obtained for program improvement
- V-B-2. Understands and advocates for appropriate school counselor performance appraisal process based on school counselor competencies and implementation of the comprehensive school counseling program
- V-B-2a. Analyzes self-assessment related to school counseling skills and performance
- V-B-2b. Identifies how school counseling activities fit within categories of a performance appraisal instrument
- V-B-2c. Encourages administrators to use a performance appraisal instrument reflecting appropriate responsibilities for school counselors
- V-B-3a. Compares current school counseling program implementation with the ASCA National Model
- V-B-3b. Shares the results of the program assessment with administrators, the advisory council and other appropriate stakeholders
- V-B-3c. Identifies areas for improvement for the school counseling program

#### **V-C: Attitudes**

*School counselors believe:*

- V-C-1. School counseling programs should achieve demonstrable results
- V-C-2. School counselors should be accountable for the results of the school counseling program
- V-C-3. School counselors should use quantitative and qualitative data to evaluate their school counseling program and to demonstrate program results
- V-C-4. The outcomes of the school counseling program should be analyzed and presented in the context of the overall school and district performance

### **ASCA Ethical Standards**

#### **A. RESPONSIBILITY TO STUDENTS**A.1. Supporting Student Development

- A.2. Confidentiality
- A.3. Comprehensive Data-Informed Program
- A.4. Academic, Career and Social/Emotional Plans
- A.5. Dual Relationships and Managing Boundaries
- A.6. Appropriate Referrals and Advocacy

- A.7. Group Work
- A.8. Student Peer-Support Program
- A.9. Serious and Foreseeable Harm to Self and Others
- A.10. Underserved and At-Risk Populations
- A.11. Bullying, Harassment and Child Abuse
- A.12. Student Records
- A.13. Evaluation, Assessment and Interpretation
- A.14. Technical and Digital Citizenship
- A.15. Virtual/Distance School Counseling

#### **B. RESPONSIBILITIES TO PARENTS/GUARDIANS, SCHOOL AND SELF**

- B.1. Responsibilities to Parents/Guardians
- B.2. Responsibilities to the School
- B.3. Responsibilities to Self

#### **C. SCHOOL COUNSELOR ADMINISTRATORS/SUPERVISORS**

#### **D. SCHOOL COUNSELING INTERN SITE SUPERVISORS**

#### **E. MAINTENANCE OF STANDARDS**

#### **F. ETHICAL DECISION MAKING**

### **Professional Development Plan**

School Counselors are life-long learners who are committed to perfecting their interpersonal, counseling and programmatic delivery skills and knowledge. School Counselors will participate in district-wide professional development offerings as well as individual, grade level and department determined professional development opportunities.

### **Delivery/Accountability**

#### **DELIVERY SYSTEM**

The South Lewis Central School District's Comprehensive School Counseling Program is based on the core beliefs, philosophies and missions identified in the foundation. The delivery system describes the activities, interactions and methods necessary to deliver the programs to the school community. South Lewis's Comprehensive School Counseling Programs integrate academic, career and personal/social development. The components of a comprehensive school counseling program include the school counseling curriculum, individual planning, responsive services, and system support.

**School Counseling Core Curriculum:** The counseling curriculum consists of structured developmental lessons to assist students in achieving the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The counseling curriculum is infused throughout the school's overall curriculum and is presented systematically through K-12 classroom instruction and group activities.

- **Classroom activities:** School counselors present lessons in the classroom setting.
  - **Group activities:** School counselors may also conduct large group activities to address students' particular needs.
  - **Interdisciplinary activities:** School counselors participate in teams to develop curriculum.
- **Career and College Awareness:** Every year, school counselors sponsor college and career awareness activities throughout the district.
  - **Digital Literacy:** School counselors employ technology based career and college awareness programs.

**Individual Student Planning:** School counselors coordinate ongoing systematic activities designed to assist students individually in establishing personal goals and developing future plans.

- **Case Management:** School counselors monitor individual student progress.
  - **Individual Appraisal:** School counselors use test information and other data to assist students in analyzing and evaluating their interests, skills, and abilities.
  - **Individual Advisement:** School counselors work directly with students on developing an appropriate educational plan.
  - **Placement:** School counselors assist students in determining the proper educational setting as they meet their academic and career goals.

**Responsive Services:** Responsive services, which are the traditional duties of school counselors, consist of activities meeting individual student's immediate needs, usually necessitated by life events, situations and/or conditions in the student's life. These needs require counseling, consultation, referral, peer mediation and/or information.

- **Student Advocate:** School counselors will participate in RTI, 504, CSE, CPS and attendance meetings.
- **Consultation and Collaboration:** School counselors work with parents, teachers, students and other involved parties to develop strategies to assist students.
- **Personal Counseling:** School counselors provide a student maximum privacy in which to freely explore ideas, feelings, and behaviors.
- **Crisis Counseling:** School counselors provide prevention and interventions. Such counseling is short term in nature addressing a particular student's concern(s).
- **Referral:** School counselors refer students and their families to appropriate school community agencies when needed.

**System Supports/Indirect Student Services:** Like organized activity, a school counseling program requires administration and management to establish, maintain, and enhance the total counseling program.

- **Professional Development:** School counselors update knowledge and skills by participating in training, professional meetings, conferences and relevant coursework.
- **Program Promotion:** School counselors provide orientation and information regarding the programs to the greater community via websites, counseling newsletters, mailings, social media and community presentations.
- **Consultation with teachers and staff:** School counselors work with teachers and other staff members to provide information regarding the needs of a student. School Counselors should participate in district committees and in-service programs.
- **Parent and Community Outreach:** School counselors provide ongoing support and information to the greater community regarding student needs.
- **Research:** School counselors utilize research in the development of their programs and participate in research designed to improve their programs.
- **Program Evaluation:** School counselors collect and analyze data to evaluate the program and continue updating program activities.

**Use of Calendars:** Monthly calendars are used by counselors to guide program delivery. The South Lewis School Counseling Department's annual calendars reflect the school's mission and the vision of having a comprehensive school counseling curriculum. The annual calendar provides a framework for the school counseling programs and helps guide the counselors in their individual daily and weekly calendars.

**Use of Data** - A comprehensive school counseling program is data driven. School counselors must show that each activity implemented is part of the program, and was developed from analysis of the students' needs, achievements, and/or related data. To do this, school counselors need to evaluate process, perception, and results data.

At each level (Elementary, Middle, and High School), school counselors will review and discuss data driven needs for the student population. This may include review of graduation rates, attendance, and standardized test scores. For every desired competency and result there must be a plan how the desired competency will be achieved. Each action plan should include: competencies addressed, a description of activities, timeline in which the activity will be completed, who is responsible for delivery, means of evaluating student success, and expected results.

Each counseling department will decide on a plan of action to meet student needs. Counselors and the school district leadership team will agree on how services will be assigned to specific counselors.

## **Accountability System**

To achieve the best results for students, South Lewis Central school counselors will regularly evaluate their program to determine its effectiveness. South Lewis Central school counselors use accountability strategies to monitor student achievement and to evaluate and improve the school counseling program. The school

counseling program components may be accessed through data analysis, program results and evaluation and improvement.

**Data Analysis** - Counselors collect, analyze, and report data by specific subgroups and ensure that decisions about student instruction and learning are driven by achievement data for every subgroup. The process begins with needs and strengths assessment and moves through what changes need to be made. The use of data replaces hunches and hypotheses with factual information instead and guides the school counselor and student support staff in planning and delivering learning support programs for all students.

**Program Results** - Counselors analyze the school counseling program using information collected through process, perception, or outcomes data samples. This data will be used to inform decisions related to program improvements. The South Lewis Central School Counseling Advisory Council at the high school along with each counseling department will review the programs to identify trends and areas of success and areas in need of improvement.

**Evaluation and Improvement** - Program evaluation and improvement has four components: self-analysis of the school counselor's strengths and areas of improvement using the School Counselor Competencies Assessment, self-analysis of the school counseling program's strengths and areas of improvement, evaluation of the school counselor's performance using the South Lewis Central School APPR document, and review of program goals created at the beginning of the year.

#### **DELIVERY SYSTEM CHART**

<u><b>Counseling Curriculum</b></u>	<u><b>Responsive Services</b></u>	<u><b>Individual Student Planning</b></u>	<u><b>System Support</b></u>
Provides developmental, comprehensive counseling program content in a systematic way to all students K - 12 <sup>th</sup> grade	Addresses students' immediate concerns	Engage students and their parents/guardians in development of academic and career plans	Includes program, staff and school support activities and services
<i><b>Purpose:</b></i>	<i><b>Purpose:</b></i>	<i><b>Purpose:</b></i>	<i><b>Purpose:</b></i>
* Student awareness, skills development and application of skills needed in everyday life	* Prevention and intervention	* Individual student academic and occupational planning, decision making, goal setting and preparing for academic transition	* Program delivery and support



<p><b><i>Academic:</i></b></p> <ul style="list-style-type: none"> <li>* Effective learning in school and across the life span</li> <li>* Academic preparation for post-secondary options</li> <li>* Relationship of academics, work, family and community</li> </ul>	<p><b><i>Academic:</i></b></p> <ul style="list-style-type: none"> <li>* Any immediate academic concerns</li> <li>* School-related concerns including tardiness, absences and truancy, misbehavior, school avoidance, dropout, suspensions</li> <li>* CPS</li> <li>* 504</li> <li>* RTI</li> <li>* Attendance</li> </ul>	<p><b><i>Academic:</i></b></p> <ul style="list-style-type: none"> <li>* Facilitation and/or interpretation of criterion and norm-referenced tests</li> <li>* Academic preparation essential for postsecondary options</li> <li>* Appropriate course selection</li> <li>* Development of K-12 Academic and career plan/portfolio</li> <li>* Development of a post-secondary educational plan.</li> <li>* Use of diverse assessment results</li> <li>*Participate in CSE and 504 meetings</li> </ul>	<p><b><i>Total Support:</i></b></p> <ul style="list-style-type: none"> <li>* School counselor professional development</li> <li>* Advocacy and public relations for comprehensive school counseling programs</li> <li>* Advisory Board</li> <li>* Program planning and development</li> <li>* Evaluation and assessment of comprehensive school counseling programs, and student results</li> <li>* School improvement planning</li> <li>*Consultation/involvement with staff, parents and community resources</li> </ul>
<p><b><i>Career:</i></b></p> <ul style="list-style-type: none"> <li>* Investigate the world of work to make informed decisions</li> <li>*Strategies to achieve future career goals</li> <li>* Relationship of personal qualities, education, training and work</li> </ul>	<p><b><i>Career:</i></b></p> <ul style="list-style-type: none"> <li>* Individual discussions on how current behavior can impact future career goals</li> </ul>	<p><b><i>Career:</i></b></p> <ul style="list-style-type: none"> <li>* Utilize career information resources in school and community</li> <li>* Explore career clusters</li> <li>* Interest and skill inventories</li> <li>* Career exploration inventories</li> <li>* Self-knowledge relating to career choices</li> <li>* Appropriate course selections, tech prep, work-based learning including job shadowing and internships.</li> </ul>	<p><b><i>Career:</i></b></p> <ul style="list-style-type: none"> <li>*Use of websites and technology applications</li> </ul>
<p><b><i>Personal/Social:</i></b></p> <ul style="list-style-type: none"> <li>* Interpersonal skills to respect self and others</li> <li>* Decision-making, setting goals and taking action to achieve goals</li> <li>* Understanding everyday safety and survival skills</li> </ul>	<p><b><i>Personal/Social:</i></b></p> <ul style="list-style-type: none"> <li>* Crises(i.e physical, sexual or emotional abuse; grief, loss and death; substance abuse, family issues; relationship concerns; divorce; legal issues)</li> <li>* Referral Plans</li> <li>* Coping Skills</li> <li>* Contact and maintain relationships with mental</li> </ul>	<p><b><i>Personal/Social:</i></b></p> <ul style="list-style-type: none"> <li>* Skills and competencies related to student and employee success</li> </ul>	<p><b><i>Personal/Social :</i></b></p> <ul style="list-style-type: none"> <li>*Use of technology</li> <li>*Use of community/agency services and resources</li> </ul>

	health resources in your area		
<b><i>Counselor Role:</i></b>  * Counseling curriculum implementation (small and large groups settings) * Consultation with administration, faculty and other school counselors	<b><i>Counselor Role:</i></b>  * Individual counseling * Small-group counseling * Referral process * Consultation and collaboration with administration, students, staff, parents, and community agencies	<b>Counselor Role:</b>  * Assessment * Planning * Placement *Consultation/Collaboration	<b>Counselor Role:</b>  * Development and management of program * Coordination * Develop relationships and partnerships * Consultation

## SOUTH LEWIS CENTRAL SCHOOLS COUNSELING PROGRAMS

## ASCA MINDSETS & BEHAVIORS FOR STUDENT SUCCESS

# K-12 College and Career Readiness Standards for Every Student

[illegible]

**Category 2: Behavior Standards-**  
Students will demonstrate the following standards through classroom lessons, activities, and/or individualized group counseling.

[illegible]

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

School counselors will work collaboratively with teachers, administrators, support staff and community based organizations to support the success of South Lewis Central School students through the provision of the comprehensive school counseling program.

School counselors will meet on a regular basis to assess the effectiveness of their program and to make recommendations for improvement and additional resources necessary in order to accomplish the school counseling program mission.

School counselors will also be life-long learners and continue to adjust their curriculum based upon assessment of the program, data and current research best practices.

Non-Instructional/Business  
Operations

**SUBJECT: PURCHASING**

The District's purchasing activities will be part of the responsibilities of the Business Office, under the general supervision of the Purchasing Agent designated by the Board of Education. The purchasing process should enhance school operations and educational programs through the procurement of goods and services deemed necessary to meet District needs.

**Competitive Bids and Quotations**

As required by law, the Superintendent will follow normal bidding procedures in all cases where needed quantities of like items will total the maximum level allowed by law during the fiscal year, (similarly for public works-construction, repair, etc.) and in such other cases that seem to be to the financial advantage of the School District.

A bid bond may be required if considered advisable.

No bid for supplies shall be accepted that does not conform to specifications furnished unless specifications are waived by Board action. Contracts shall be awarded to the lowest responsible bidder who meets specifications. However, the Board may choose to reject any bid.

Rules shall be developed by the administration for the competitive purchasing of goods and services.

The Superintendent may authorize purchases within the approved budget without bidding if required by emergencies and are legally permitted.

The Superintendent is authorized to enter into cooperative bidding for various needs of the School District.

**Request for Proposal Process for the Independent Auditor**

In accordance with law, no audit engagement shall be for a term longer than five (5) consecutive years. The District may, however, permit an independent auditor engaged under an existing contract for such services to submit a proposal for such services in response to a request for competitive proposals or be awarded a contract to provide such services under a request for proposal process.

**Procurement of Goods and Services**

The Board of Education recognizes its responsibility to ensure the development of procedures for the procurement of goods and services not required by law to be made pursuant to competitive bidding requirements. These goods and services must be procured in a manner so as to:

- a) Assure the prudent and economical use of public moneys in the best interest of the taxpayer;

(Continued)

Non-Instructional/Business  
Operations

**SUBJECT: PURCHASING (Cont'd.)**

- b) Facilitate the acquisition of goods and services of maximum quality at the lowest possible cost under the circumstances; and
- c) Guard against favoritism, improvidence, extravagance, fraud and corruption.

These procedures shall contain, at a minimum, provisions which:

- a) Prescribe a process for determining whether a procurement of goods and services is subject to competitive bidding and if it is not, documenting the basis for such determination;
- b) With certain exceptions (purchases pursuant to General Municipal Law, Article 5-A; State Finance Law, Section 162; State Correction Law, Section 184; or those circumstances or types of procurements set forth in (f) of this section), provide that alternative proposals or quotations for goods and services shall be secured by use of written request for proposals, written quotations, verbal quotations or any other method of procurement which furthers the purposes of General Municipal Law Section 104-b;
- c) Set forth when each method of procurement will be utilized;
- d) Require adequate documentation of actions taken with each method of procurement;
- e) Require justification and documentation of any contract awarded to other than the lowest responsible dollar offer, stating the reasons;
- f) Set forth any circumstances when, or the types of procurement for which, the solicitation of alternative proposals or quotations will not be in the best interest of the District; and
- g) Identify the individual or individuals responsible for purchasing and their respective titles. Such information shall be updated biennially.

Any unintentional failure to fully comply with these provisions shall not be grounds to void action taken or give rise to a cause of action against the District or any District employee.

The Board of Education shall solicit comments concerning the District's policies and procedures from those employees involved in the procurement process. All policies and procedures regarding the procurement of goods and services shall be reviewed annually by the Board.

**Alternative Formats for Instructional Materials**

Preference in the purchase of instructional materials will be given to vendors who agree to provide materials in a usable alternative format (i.e., any medium or format, other than a traditional print textbook, for presentation of instructional materials that is needed as an accommodation for each student with a disability, including students requiring Section 504 Accommodation Plans, enrolled in

(Continued)

**SUBJECT: PURCHASING (Cont'd.)**

the School District). Alternative formats include, but are not limited to, Braille, large print, open and closed captioned, audio, or an electronic file in an approved format as defined in Commissioner's Regulations.

District Plan

As required by federal law and New York State Regulations, the District has adopted the National Instructional Materials Accessibility Standard (NIMAS) to ensure that curriculum materials are available in a usable alternative format for students with disabilities. To facilitate this process, the District will participate in the National Instructional Materials Access Center (NIMAC) and will require that all contracts with publishers for textbooks and other printed core materials executed after December 2006 include a provision requiring the publisher to produce NIMAS files and send them to NIMAC.

**Environmentally Sensitive Cleaning and Maintenance Products**

In accordance with Commissioner's Regulations, State Finance Law and Education Law, effective with the 2006-2007 school year, the District shall follow guidelines, specifications and sample lists when purchasing cleaning and maintenance products for use in its facilities. Such facilities include any building or facility used for instructional purposes and the surrounding grounds or other sites used for playgrounds, athletics or other instruction.

Environmentally sensitive cleaning and maintenance products are those which minimize adverse impacts on health and the environment. Such products reduce as much as possible exposures of children and school staff to potentially harmful chemicals and substances used in the cleaning and maintenance of school facilities. The District shall identify and procure environmentally sensitive cleaning and maintenance products which are available in the form, function and utility generally used. Coordinated procurement of such products as specified by the Office of General Services (OGS) may be done through central state purchasing contracts to ensure that the District can procure these products on a competitive basis.

The District shall notify their personnel of the availability of such guidelines, specifications and sample product lists.

**Contracts for Goods and Services**

No contracts for goods and services shall be made by individuals or organizations in the school that involve expenditures without first securing approval for such contract from the Purchasing Agent.

No Board member or employee of the School District shall have an interest in any contract entered into by the Board or the School District.

(Continued)

Non-Instructional/Business  
Operations

**SUBJECT: PURCHASING (Cont'd.)**

Upon the adoption of a resolution by a vote of at least three-fifths (3/5) of all Board members stating that for reasons of efficiency or economy there is need for standardization, purchase contracts for a particular type or kind of equipment, materials or supplies of more than ten thousand dollars may be awarded by the Board to the lowest responsible bidder furnishing the required security after advertisement for sealed bids in the manner provided in law.

20 United States Code (USC) Section 1474(e)(3)(B)

Education Law Sections 305(14), 409-i, 701, 1604, 1709, 1950, 2503, 2554 and 3602

General Municipal Law Articles 5-A and 18

State Finance Law Sections 162 and 163-b

8 New York Code of Rules and Regulations (NYCRR) Sections 155, 170.2, 200.2(b)(10), 200.2(c)(2) and 200.2(i)

Adoption Date: 5/12/09



**SUBJECT: PURCHASING: COMPETITIVE BIDDING AND OFFERING**

Except as otherwise provided by law, all contracts for public work involving an expenditure of more than \$35,000 and all purchase contracts involving an expenditure of more than \$20,000 will be awarded by the District to the lowest responsible bidder furnishing the required security after advertisement for sealed bids. However, the District may, in its discretion, award purchase contracts on the basis of "best value" to a responsive and responsible bidder or offerer, provided the Board has authorized this action by rule, regulation, or resolution adopted at a public meeting.

No bid or offer will be accepted that does not conform to specifications furnished unless those specifications are waived by Board action. The District may, in its discretion, reject all bids or offers and readvertise for new bids or offers in a manner consistent with New York State law.

All contracts requiring public advertising and competitive bidding or offering will be awarded by resolution of the Board.

Except as authorized by law, no Board member or employee of the District will have an interest in any contract entered into by the District.

**Standardization**

Upon the adoption of a standardization resolution by a vote of at least 3/5 of all Board members, purchase contracts for a particular type or kind of equipment, materials, or supplies of more than \$20,000 may be awarded by the Board to the lowest responsible bidder or offerer furnishing the required security after advertisement for sealed bids in the manner provided in law. This resolution must state that, for reasons of efficiency or economy, there is a need for standardization and must contain a full explanation of those reasons. Upon the adoption of a valid standardization resolution, the District may provide in its specifications for a particular make or brand to the exclusion of others.

**"Piggybacking" Exception to Competitive Bidding**

The District may, in its discretion, purchase certain goods and services (apparatus, materials, equipment, and supplies) at costs beyond the above-referenced thresholds through the use of contracts let by the United States or any agency thereof, any state, and any county, political subdivision, or district of any state.

This method of procurement is permitted on contracts issued by other governmental entities, provided that the original contract:

- a) Has been let by the United States or any agency thereof, any state (including New York State) or any other political subdivision or district;

(Continued)

**SUBJECT: PURCHASING: COMPETITIVE BIDDING AND OFFERING (Cont'd.)**

- b) Was made available for use by other governmental entities and agreeable with the contract holder; and
- c) Was let in a manner that constitutes competitive bidding consistent with New York State law, or was awarded on the basis of best value, and is not in conflict with other New York State laws.

**Annual Review**

Periodically, comments concerning the District's bidding and purchasing policies and procedures will be solicited from those District employees involved in the procurement process.

The Board will annually review its bidding and purchasing policies and procedures. The School Business Official will be responsible for conducting an annual review of such policies and for an evaluation of the internal control structure established to ensure compliance with the procurement policy.

General Municipal Law Articles 5-A and 18  
State Finance Law §§ 162, 163, and 163-b  
Education Law § 305(14)(g)

NOTE: Refer also to Policies #5411 -- Procurement of Goods and Services  
#5412 -- Alternative Formats for Instructional Materials  
#5413 -- Procurement: Uniform Grant Guidance for Federal Awards

Adoption Date: 5/12/09

Revised: 11/17/20

**SUBJECT: PROCUREMENT OF GOODS AND SERVICES**

**Purchasing Authority**

The District's purchasing activities will be part of the responsibilities of the Business Office, under the general supervision of the Purchasing Agent designated by the Board. The Purchasing Agent is authorized to enter into cooperative bidding and cooperative purchasing arrangements to meet the various needs of the District. No contracts for goods and services will be made by individuals or organizations in the school that involve expenditures without first securing approval for the contract from the Purchasing Agent.

Except as authorized by law, no Board member or employee of the District will have an interest in any contract entered into by the District.

**Purchasing Process**

The Board recognizes its responsibility to ensure the development of procedures for the procurement of goods and services not required by law to be made pursuant to competitive bidding requirements. These goods and services will be procured in a manner so as to:

- a) Assure the prudent and economical use of public moneys in the best interests of the taxpayer;
- b) Facilitate the acquisition of goods and services of maximum quality at the lowest possible cost under the circumstances; and
- c) Guard against favoritism, improvidence, extravagance, fraud, and corruption.

These procedures will contain, at a minimum, provisions which:

- a) Prescribe a process for determining whether a procurement of goods and services is subject to competitive bidding and if it is not, documenting the basis for such determination;
- b) With certain exceptions, provide that alternative proposals or quotations for goods and services will be secured by use of written request for proposals, written quotations, verbal quotations, or any other method of procurement which furthers the purposes of General Municipal Law Section 104-b;
- c) Set forth when each method of procurement will be utilized;
- d) Require adequate documentation of actions taken with each method of procurement;
- e) Require justification and documentation of any contract awarded to other than the lowest responsible dollar offer, stating the reasons;

(Continued)

**SUBJECT: PROCUREMENT OF GOODS AND SERVICES (Cont'd.)**

- f) Set forth any circumstances when, or the types of procurement for which, the solicitation of alternative proposals or quotations will not be in the best interest of the District; and
- g) Identify the individual or individuals responsible for purchasing and their respective titles. This information will be updated biennially.

Any unintentional failure to fully comply with these provisions will not be grounds to void action taken or give rise to a cause of action against the District or any District employee.

The District will develop administrative regulations to establish procedures for the procurement of goods and services.

Professional Services

Professional services are generally those services that require specialized skills, training, professional judgment, expertise, and creativity. Examples include attorneys, architects, and engineers. The procurement of professional services falls within an exception to competitive bidding. In order to procure professional services, the District will use the request for proposals (RFP) process as set forth in General Municipal Law in order to protect the District's interests and to avoid the appearance of favoritism or impropriety. Although not necessarily bound to select the lowest bidder in response to its RFP, the District will adequately document its selection process to demonstrate its economical and prudent use of public monies and to ensure fair competition.

Education Law §§ 1604, 1709, 1950, 2503, 2554, and 3602  
General Municipal Law Articles 5-A and 18  
General Municipal Law §§ 104-b and 119-o

NOTE: Refer also to Policies #5410 -- Purchasing: Competitive Bidding and Offering  
#5412 -- Alternative Formats for Instructional Materials  
#5413 -- Procurement: Uniform Grant Guidance for Federal Awards

Adoption Date: 11/17/20

**SUBJECT: ALTERNATIVE FORMATS FOR INSTRUCTIONAL MATERIALS**

Preference in the purchase of instructional materials will be given to vendors who agree to provide materials in a usable alternative format (i.e., any medium or format, other than a traditional print textbook, for presentation of instructional materials that is needed as an accommodation for each student with a disability, including students requiring Section 504 Accommodation Plans, enrolled in the District). Alternative formats include, but are not limited to, Braille, large print, open and closed captioned, audio, or an electronic file in an approved format as defined in Commissioner's regulations.

The District has adopted the National Instructional Materials Accessibility Standard (NIMAS) to ensure that curriculum materials are available in a usable alternative format for students with disabilities. The District will ensure that each student who requires instructional materials in an alternate format will receive it in a timely manner and in a format that meets NIMAS standards.

The District will establish a plan to ensure that instructional materials in a usable alternative format for each student with a disability (including students requiring Section 504 Accommodation Plans) are based upon the student's educational needs and course selections, and will be available at the same time as those instructional materials are available to non-disabled students.

The Plan will:

- a) Specify that the District gives a preference in the purchase of instructional materials it has selected for its students to those vendors who agree to provide such instructional materials in alternative formats;
- b) Specify when an electronic file is provided, how the format will be accessed by students and/or how the District will convert to an accessible format;
- c) Specify the process to be used when ordering materials to identify the needs of students with disabilities residing in the District for alternative format materials;
- d) Specify ordering timelines to ensure that alternative format materials are available at the same time as regular format materials are available; and
- e) Include procedures so that when students with disabilities move into the District during the school year, the process to obtain needed materials in alternative formats for those students is initiated without delay.

20 USC § 1474(e)(3)(B)

8 NYCRR §§ 200.2(b)(9), 200.2(c)(2) and 200.2(i)

Adoption Date: 11/17/20

**SUBJECT: PROCUREMENT: UNIFORM GRANT GUIDANCE FOR FEDERAL AWARDS**

The District will follow all applicable requirements in the Uniform Grant Guidance (2 CFR Part 200) whenever it procures goods or services using federal grant funds awarded through formula and/or discretionary grants, including funds awarded by the United States Department of Education as grants or funds awarded to a pass-through entity, such as the New York State Education Department, for subgrants.

**Uniform Grant Guidance Requirements**

Under the Uniform Grant Guidance, the District will, among other things:

- a) Use its own documented procurement procedures which reflect applicable state, local and tribal laws and regulations, provided that the procurements conform to applicable federal law and the standards identified in the Uniform Grant Guidance.
- b) Establish and maintain effective internal controls that provide reasonable assurance that the District is managing the federal award in compliance with federal statutes, regulations, and the terms and conditions of the federal award. Internal controls means a process, implemented by the District, designed to provide reasonable assurance regarding the achievement of objectives in the following categories:
  1. Effectiveness and efficiency of operations;
  2. Reliability of reporting for internal and external use; and
  3. Compliance with applicable laws and regulations.
- c) Comply with federal statutes, regulations, and the terms and conditions of the federal awards.
- d) Evaluate and monitor the District's compliance with statutes, regulations, and the terms and conditions of federal awards.
- e) Take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings.
- f) Take reasonable measures to safeguard protected personally identifiable information and other information the federal awarding agency or pass-through entity designates as sensitive or the District considers sensitive consistent with applicable federal, state, local, and tribal laws regarding privacy and obligations of confidentiality.
- g) Maintain oversight to ensure contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.

(Continued)

**SUBJECT: PROCUREMENT: UNIFORM GRANT GUIDANCE FOR FEDERAL AWARDS (Cont'd.)**

- h) Maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award, and administration of contracts.
- i) Have procurement procedures in place to avoid acquisition of unnecessary or duplicative items. Consideration should be given to consolidating or breaking out procurements to obtain a more economical purchase.
- j) Award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to matters such as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.
- k) Maintain records that sufficiently detail the history of the procurement including, but not limited to:
  - 1. Rationale for the method of procurement;
  - 2. Selection of contract type;
  - 3. Contractor selection or rejection; and
  - 4. The basis for the contract price.
- l) Use time and material contracts, only after a determination that no other contract is suitable and the contract includes a ceiling price that the contractor exceeds at its own risk.
- m) Conduct all procurement transactions in a manner providing full and open competition consistent with the standards of the Uniform Grant Guidance.
- n) Conduct procurements in a manner that prohibits the use of statutorily or administratively imposed state, local or tribal geographical preferences in the evaluation of bids or proposals, except in those cases where applicable federal statutes expressly mandate or encourage geographic preference.
- o) Have written procedures for procurement to ensure that all solicitations:
  - 1. Incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured; and
  - 2. Identify all requirements which the offerors must fulfill and all other factors to be used in evaluating bids.

(Continued)

**SUBJECT: PROCUREMENT: UNIFORM GRANT GUIDANCE FOR FEDERAL  
AWARDS (Cont'd.)**

- p) Ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition.
- q) Use one of the following methods of procurement, which include:
  - 1. Micro-purchases;
  - 2. Small purchase procedures;
  - 3. Sealed bids;
  - 4. Competitive proposals; and
  - 5. Noncompetitive proposals.
- r) Have a written method for conducting technical evaluations of the proposals received and for selecting recipients.
- s) Take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible.
- t) Include in all contracts made by the District the applicable provisions contained in Appendix II of the Uniform Grant Guidance -- Contract Provisions for Non-Federal Entity Contracts Under Federal Awards.
- u) Perform a cost or price analysis in connection with every procurement action in excess of the Simplified Acquisition Threshold including contract modifications.
- v) Negotiate profit as a separate element of the price for each contract in which there is not price competition and in all cases where an analysis is performed.
- w) Comply with the non-procurement debarment and suspension standards which prohibit awarding contracts to parties listed on the government-wide exclusions in the System for Award Management (SAM).



**SUBJECT: PROCUREMENT: UNIFORM GRANT GUIDANCE FOR FEDERAL  
AWARDS (Cont'd.)**

NOTE: Refer also to Policies #5410 -- Purchasing: Competitive Bidding and Offering  
#5411 -- Procurement of Goods and Services  
#5570 -- Financial Accountability  
#5670 -- Records Management  
#6110 -- Code of Ethics for Board Members and All  
District Personnel  
#6161 -- Conference/Travel Expense Reimbursement

**MEMORANDUM OF AGREEMENT  
BETWEEN THE  
SOUTH LEWIS CENTRAL SCHOOL DISTRICT  
AND THE  
SOUTH LEWIS TEACHERS' ASSOCIATION**

This Memorandum of Agreement ("Agreement") is entered into on this 2<sup>nd</sup> day of November 2020 by and between the South Lewis Central School District (the "District") and the South Lewis Teachers' Association (the "Association") (collectively the "Parties") for the purpose of addressing the unprecedented circumstances surrounding the ongoing COVID-19 pandemic.

**WHEREAS**, the South Lewis Central School District ("District") and the South Lewis Teachers' Association ("Association", collectively, the "Parties") are parties to a negotiated agreement dated July 1, 2018 to June 30, 2022, (the "Negotiated Agreement"); and

**WHEREAS**, the Lewis County Board of Legislators has ordered schools closed for student attendance beginning from March 16, 2020 to April 17, 2020 due to the threat from COVID-19 pandemic and may be extended further by Executive Order(s); and

**WHEREAS**, the Governor of the State of New York declared an emergency under Executive Order 202, *et seq* due to the outbreak of COVID19, a pandemic infectious disease; and

**WHEREAS**, the Governor's Executive Order 202, *et seq* and the resulting emergency have resulted in the numerous required changes to the District's method and mode of instruction and school programming, including but not limited to physical closure of the District, use of online and remote instruction, and modifications to the District's operations; and

**WHEREAS**, many of these required changes may now and may continue for the school year to impact both express and potential terms and conditions of employment for members of the Association or the Association under the Parties' Negotiated Agreement and the Taylor Law.

**NOW THEREFORE, the parties agree to the following:**

1. The Parties acknowledge and agree that due to the highly unusual and unprecedented circumstances regarding the COVID-19 pandemic, the District may be required to take actions or make decisions in response to legal requirements, or to protect the health and safety of students and employees.
2. To the extent the District's required actions involve changes to the terms and conditions of employment, both Parties recognize that their rights under the Taylor Law and those respective rights are not waived or diminished with this Memorandum of Agreement.
3. Nothing herein shall be construed as limiting either the District's or the Association's rights under the Negotiated Agreement, including its the grievance provisions.


4. The Parties recognize that due to these highly unusual circumstances, any changes in terms and conditions of employment during or as a result of this period of emergency closure, reopening and/or the Governor's Executive Orders 202, et seq, whether known or unknown to either party, shall not set a precedent or establish a past practice for either party, or extinguish any past practice that is acknowledged and agreed upon by both parties, or be used in any way to prejudice the School District or Association or diminish the School District's or Association's rights.
5. The Parties agree that it may be necessary to meet and confer and to engage in impact negotiations specifically related to the coronavirus/COVID-19 pandemic for 2020-2021 school year in the spirit of seeking problem resolution in good faith.
6. The School District agrees to provide required leave time in accordance with the New York State Paid Sick Leave Act and the Federal Emergency Paid Sick Leave Act (EPSLA) and the Emergency Family and Medical Leave Expansion Act (EFMLEA) under allowable and required circumstances during the time the statutes are in effect up to June 30, 2021.
7. The terms of this Memorandum of Agreement and all other agreements or MOAs related to the COVID-19 pandemic shall sunset and expire on June 30, 2021 or earlier in the event that the State of Emergency and the Governor's Executive Orders related to the State of Emergency are ended.
8. This Memorandum of Agreement may be executed in counterparts, each of which will be deemed an original document and will, together, be deemed to be one and the same instrument.
9. This Memorandum of Agreement shall not be effective unless and until it is approved by public vote of the Board of Education of the South Lewis Central School District at the Board's meeting on November 17, 2020.

**For the District:**

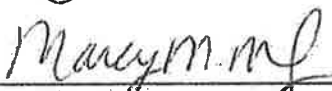
  
\_\_\_\_\_  
**Superintendent of Schools**

11/2/20  
\_\_\_\_\_  
**Date**

**For the Association:**

  
\_\_\_\_\_  
**Co-President of the Association**

11/2/20  
\_\_\_\_\_  
**Date**

  
\_\_\_\_\_  
**Co-President of the Association**

11/2/20  
\_\_\_\_\_  
**Date**

**MEMORANDUM OF AGREEMENT  
BETWEEN THE  
SOUTH LEWIS CENTRAL SCHOOL DISTRICT  
AND THE  
SOUTH LEWIS SCHOOL RELATED PERSONNEL**

This Memorandum of Agreement ("Agreement") is entered into on this 4<sup>th</sup> day of November 2020 by and between the South Lewis Central School District (the "District") and the South Lewis School Related Personnel (the "Association") (collectively the "Parties") for the purpose of addressing the unprecedented circumstances surrounding the ongoing COVID-19 pandemic.

**WHEREAS**, the South Lewis Central School District ("District") and the South Lewis School Related Personnel ("Association", collectively, the "Parties") are parties to a negotiated agreement dated July 1, 2020 to June 30, 2024, (the "Negotiated Agreement"); and

**WHEREAS**, the Lewis County Board of Legislators has ordered schools closed for student attendance beginning from March 16, 2020 to April 17, 2020 due to the threat from COVID-19 pandemic and may be extended further by Executive Order(s); and

**WHEREAS**, the Governor of the State of New York declared an emergency under Executive Order 202, *et seq* due to the outbreak of COVID19, a pandemic infectious disease; and

**WHEREAS**, the Governor's Executive Order 202, *et seq* and the resulting emergency have resulted in the numerous required changes to the District's method and mode of instruction and school programming, including but not limited to physical closure of the District, use of online and remote instruction, and modifications to the District's operations; and

**WHEREAS**, many of these required changes may now and may continue for the school year to impact both express and potential terms and conditions of employment for members of the Association or the Association under the Parties' Negotiated Agreement and the Taylor Law.

**NOW THEREFORE, the parties agree to the following:**

1. The Parties acknowledge and agree that due to the highly unusual and unprecedented circumstances regarding the COVID-19 pandemic, the District may be required to take actions or make decisions in response to legal requirements, or to protect the health and safety of students and employees.
2. To the extent the District's required actions involve changes to the terms and conditions of employment, both Parties recognize that their rights under the Taylor Law and those respective rights are not waived or diminished with this Memorandum of Agreement.
3. Nothing herein shall be construed as limiting either the District's or the Association's rights under the Negotiated Agreement, including its the grievance provisions.

4. The Parties recognize that due to these highly unusual circumstances, any changes in terms and conditions of employment during or as a result of this period of emergency closure, reopening and/or the Governor's Executive Orders 202, et seq, whether known or unknown to either party, shall not set a precedent or establish a past practice for either party, or extinguish any past practice that is acknowledged and agreed upon by both parties, or be used in any way to prejudice the School District or Association or diminish the School District's or Association's rights.
5. The Parties agree that it may be necessary to meet and confer and to engage in impact negotiations specifically related to the coronavirus/COVID-19 pandemic for 2020-2021 school year in the spirit of seeking problem resolution in good faith.
6. The School District agrees to provide required leave time in accordance with the New York State Paid Sick Leave Act and the Federal Emergency Paid Sick Leave Act (EPSLA) and the Emergency Family and Medical Leave Expansion Act (EFMLEA) under allowable and required circumstances during the time the statutes are in effect up to June 30, 2021.
7. The terms of this Memorandum of Agreement and all other agreements or MOAs related to the COVID-19 pandemic shall sunset and expire on June 30, 2021 or earlier in the event that the State of Emergency and the Governor's Executive Orders related to the State of Emergency are ended.
8. This Memorandum of Agreement may be executed in counterparts, each of which will be deemed an original document and will, together, be deemed to be one and the same instrument.
9. This Memorandum of Agreement shall not be effective unless and until it is approved by public vote of the Board of Education of the South Lewis Central School District at the Board's meeting on November 17, 2020.

**For the District:**

  
\_\_\_\_\_  
Superintendent of Schools

\_\_\_\_\_  
Date 11/4/20

**For the Association:**

  
\_\_\_\_\_  
President of the Association

\_\_\_\_\_  
Date 11/4/20

**AFFILIATION AGREEMENT**  
**BETWEEN**  
**SOUTH LEWIS CENTRAL SCHOOL DISTRICT**  
**AND**  
**UTICA COLLEGE**

THIS AGREEMENT, dated the 20<sup>TH</sup> of October 2020 is entered into by and between **SOUTH LEWIS CENTRAL SCHOOL DISTRICT** located at, 4264 East Road, Post Office Box 10, Turin New York 13473 (hereinafter "SCHOOL"), and **UTICA COLLEGE**, an educational institution of higher education operating pursuant to an absolute Charter granted by the Regents of the University of the State of New York, 1600 Burrstone Road, Utica, New York 13502 (hereinafter "COLLEGE").

**RECITALS:**

WHEREAS, COLLEGE offers a High School Bridge program intended to provide high school students the opportunity to earn college credit, improve their readiness for college, and participate in mentorship and internship programs.

WHEREAS, COLLEGE and SCHOOL, are committed to providing academic excellence and resource opportunities for all students

WHEREAS, the parties desire to set forth their respective rights and responsibilities under this Agreement.

NOW, in consideration of the foregoing and the mutual benefits bestowed upon the parties to this Agreement, the amount and sufficiency of which are hereby acknowledged, it is agreed as follows:

**1. TERM:**

This Agreement shall be for a period of three years and shall commence at 12:00 a.m. on the 20<sup>th</sup> day of October 2020, and terminate at 11:59 p.m. on the 19<sup>th</sup> day of October 2023, unless sooner terminated in accordance with the terms and provisions of this Agreement. This Agreement shall be renewable for an additional two (2) year period upon prior written notice by one party to the other, at least ninety (90) days, or such other time if mutually agreed in writing by the parties, prior to the expiration of the current term, of their intent to renew said Agreement.

2. **COLLEGE RESPONSIBILITIES:**

- a. Will provide a list of eligible courses on the program website <https://www.utica.edu/admissions/high-school-bridge>.
- b. To allow students to take up to one course a semester from a prescribed list of courses as a junior, or two courses a semester, as a senior.
- c. Students applying to Utica College, and indicating an intention to matriculate, will be granted a Utica College student mentor in their senior year of high school.
- d. Bridge students who attend Utica College will also have the opportunity to apply for an alumni mentor.
- e. College will ensure that all student mentors receive training on:
  - i. Mentorship rules and responsibilities;
  - ii. Sexual harassment/Title 9;
  - iii. Student services, counseling services and procedures for reporting concerns;
  - iv. Career paths and mentoring services.
- f. College will be responsible for registering all students and providing official Utica College transcripts at the request of the student.
- g. College will provide detailed information to students concerning the costs and options for purchasing textbooks, digital materials and other course materials from the Utica College Bookstore or other third-party sources. The information shall include estimated costs for each course in which students are eligible to enroll.
- g. The students and faculty shall respect the confidential nature of all information that they have access to, including but not limited to the student's academic record.

3. **HIGH SCHOOL RESPONSIBILITIES:**

- a. To confirm that the student has met with their guidance counselor, and that attendance in the Bridge program is recommended and supports the student's schedule and learning goals.
- b. To work with the College to schedule appropriate events for student to learn about the High School Bridge program.
- c. To collaborate with faculty and staff on program needs.
- d. To share with students the program link and application, and allow Utica College to communicate partnership through the program website.

4. **STUDENT/PARENT RESPONSIBILITIES:**

- a. To complete the Utica College Bridge application, including the parental signature.
- b. To work directly with SCHOOL guidance counselor to confirm schedule and approval at least thirty days prior to the start of a course.

- c. To complete all tuition payments (\$99 per credit hour—i.e., tuition for a three-credit course is \$297) and applicable fees directly to Utica College.
- d. To notify Utica College as to whether or not they (the student) will be taking advantage of the digital resources available through the Utica College Bookstore or if they (the student) will be responsible for purchasing course materials from a third-party source. If the student chooses to opt out of the All Access textbook bundle program Utica College will provide a list of course materials required to be purchased for each course together with information concerning contact information concerning third-party sources. It is expected that all students will have access to their course materials at the start of each semester.

5. **TERMINATION OF AGREEMENT:**

Either party may terminate this Agreement on one hundred and twenty (120) days prior written notice to the other party. Any student currently enrolled in a Program, and who is not in material breach thereof, shall be permitted to complete said Program despite said Notice.

6. **GOVERNING LAW:**

This Agreement shall be deemed to have been executed and delivered in the State of New York and shall be governed by and construed in accordance with the laws of the State of New York, without reference to choice of law rules or principles. All disputes arising out of this Agreement shall be resolved by a court of competent jurisdiction in the State of New York, and both parties consent to the exclusive jurisdiction and venue of the state and federal courts of the County of Lewis in the State of New York and the United States District Court for the Northern District in Utica and Syracuse, New York.

7. **NOTICE:**

Whenever, under the terms of this Agreement, notice is required or permitted to be given by any party or to any other party, such notice shall be deemed to have been sufficiently given if written, deposited in the United States mail, in a properly stamped envelope, certified or registered mail, return receipt requested, addressed to the party to whom it is to be given at the address hereinafter set forth. Either party may change its respective address by written notice in accordance with this paragraph.

If to SCHOOL:

With a copy to:

Douglas E. Premo  
Superintendent of Schools  
South Lewis Central School District  
4264 East Road  
Post Office Box 10



Turin, New York 13473

If to COLLEGE:

With a copy to:

Utica College:  
Andrew Beakman  
Vice President for  
Legal Affairs and  
General Counsel

8. IN WITNESS WHEREOF, this Agreement has been executed by the parties hereto on behalf of the academic programs of COLLEGE and SCHOOL named below.

**SCHOOL**

**UTICA COLLEGE**

1600 Burrstone Road  
Utica, NY 13502-4892

By: \_\_\_\_\_

By: Todd R. H. [Signature]

Title: Superintendent of Schools

Title: Provost & Sr. V.P. for Academic Affairs

Date: \_\_\_\_\_

Date: 11/3/2020

By: \_\_\_\_\_

Title: President, Board of Education

Date: \_\_\_\_\_

# ***2020-21 Budget Board of Education Sub-Committees:***

*(Approved at the 11/19/19 BOE Meeting)*

## **Physical Education, Athletics, and Health/Nursing– Brian Oaks/Chris Villiere**

Mike Lisk, Justin Szucs, Richard Ventura

## **Buildings and Grounds- Rich Poniktera and Barry Yette**

Tom Burmingham, Andy Liendecker, Mike Lisk, Justin Szucs

## **Music Department – Judy Duppert/Chad Luther**

Tom Burmingham, Paul Campbell, Richard Ventura

## **Student Transportation – Andy Krokowski and Barry Yette**

Tom Burmingham, Jessica Carpenter

## **High School Instructional – Chad Luther**

Christine Chaufy, Mike Lisk, Dawn Ludovici

## **Middle School Instructional – Judy Duppert**

Paul Campbell, Andy Liendecker, Dawn Ludovici

## **Elementary Instructional – Christine Sobel and Chris Villiere**

Jessica Carpenter, Dawn Ludovici, Justin Szucs

## **Special Education – Cathy Littlefield**

Andy Liendecker, Jessica Carpenter

## **Technology- Scott Carpenter**

Christine Chaufy, Richard Ventura

## **BOCES/RIC, Debt Service, and Administration – Doug Premo and Barry Yette**

Tom Burmingham, Paul Campbell, Christine Chaufy

## **Staffing and Programs (as needed)– Doug Premo and Barry Yette** (Principals/Directors/Supervisors as needed)

Tom Burmingham, Christine Chaufy, Andy Liendecker, Mike Lisk