



CENTRAL VALLEY SCHOOL DISTRICT

Comprehensive School Counseling Plan

New York State Part 100 Regulations - School Counseling Programs

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

- I) Public Schools: Each school district shall have a guidance program for all students.
- II) In grades k-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to education students concerning avoidance of child sexual abuse and to encourage parental involvement.
- III) In grades 7-12, the school counseling program shall include the following activities and services:

- A.) An annual review of each student's educational progress and career plans, with such reviews conducted with each student individually or with small groups by personnel certified or licensed as school counselors.

- B.) Instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselor, or by classroom teachers in cooperation with the school counselor.

- C.) Other advisory and individual or group counseling assistance to enable students to benefit from the curriculum to help students develop and implement postsecondary educational and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling shall be provided by certified or licensed school psychologists or certified or licensed school social workers in cooperation with certified and licensed school counselors.

- IV) Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. Such plan should be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specifications of the staff members and other resources assigned to accomplish the objectives; provisions for the annual assessment of the program results. The plan shall be reviewed annually by the school counselors, and revisions shall be made as necessary.

TABLE OF CONTENTS

Foundation

Mission Statement	5
Philosophy/Belief Statements	5
Counselor Role.....	6
Benefits of a Comprehensive Counseling Program	7
Program Standards	10

Delivery Systems

School Counseling Curriculum.....	12
Individual Student Planning.....	12
Responsive Services	12
System Support	13
Suggested Counselor Time Allotments.....	14

Management Systems

District Wide Advisory Committee	15
Yearly Counseling Program Calendar	15
Use of Community Resources.....	15

Developmentally Appropriate Student Competencies

Academic K-12.....	16
Career Development K-12	18
Personal/Social Development K-12	20
NYSED Career Development & Occupational Studies (CDOS) Standards ..	23
Mindsets & Behaviors for Student Success.....	24

➤ Individual District Activities & Curriculum (See Appendix)

Accountability	25
-----------------------------	----

Appendix

Individual District Activities & Curriculum	27-54
Action Plan Template	55

FOUNDATION

MISSION

The mission of the Herkimer County Counselors' Association Comprehensive School Counseling Program is to advocate and provide support for maximum student achievement in the areas of academic, career, and personal/social growth. School counselors work with parents, educators and the community to provide developmentally appropriate and comprehensive services that meet the needs of all students in order for them to become productive members of an ever-changing global society.

PHILOSOPHY/BELIEF

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

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

In addition, counselors:

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

COUNSELOR ROLE

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

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

BENEFITS OF A COMPREHENSIVE SCHOOL COUNSELING PROGRAM

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

Benefits for Students:

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

Benefits for Parents:

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

Benefits for Teachers:

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

Benefits for School Counselors:

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

Benefits for Administrators:

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

Benefits for Boards of Education:

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

Benefits for Student Services Personnel:

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

Benefits for the Community:

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

Benefits for Business and Industry:

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

Adapted from the
New York State School Counselor Association (2005). The New York State Model for Comprehensive K-12 School Counseling Programs. Leicester, NY: Author

PROGRAM STANDARDS

The National Standards for School Counseling Programs facilitate student development in three board areas: academic development, career development and personal/social development. The following are the nine national standards adopted by New York State. They serve as the foundation of the Central Valley Comprehensive School Counseling Program, and represent knowledge, attitudes and skills that all students will acquire and demonstrate in the areas of academic, career and personal/social development as a result of participation in the Central Valley Comprehensive School Counseling Program.

Academic Development:

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

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

Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

Career Development:

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

Standard C: Students will understand the relationship between personal qualities, education, training, and the world of work.

Personal/Social Development:

Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

DELIVERY SYSTEMS

DELIVERY SYSTEMS

The components of a comprehensive school counseling program include the school counseling curriculum, individual planning, responsive services, and systems support. The suggested amount of time that counselors spend in each area is taken from the American School Counselor Association National Model. The student to counselor ratio recommended by the American School Counselor Association is 250:1.

A. School Counseling Curriculum 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 across content areas.
- Career and College Awareness: School Counselors sponsor College and Career Awareness activities throughout the district.

B. Individual Student Planning

- 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.

C. Responsive Services

- Consultation: School Counselors work with parents, teachers, students and other involved parties to develop strategies to assist students.
- Personal Counseling: Provides a student maximum privacy in which to freely explore ideas, feelings and behaviors.
- Crisis Counseling: Provides prevention and interventions. Such counseling, is short term in nature addressing a particular student's concern.
- Referral: Counselors refer students and their families to appropriate community agencies when needed.

DELIVERY SYSTEMS (Cont.)

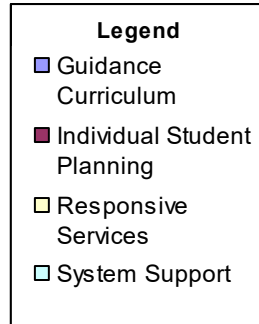
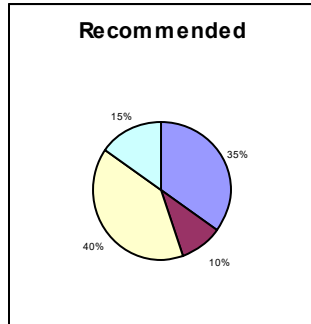
D. System Supports

- Professional Development: School Counselors must update knowledge and skills by participating in training, professional meetings, conferences and relevant course work.
- Program Promotion: School Counselors provide orientation and information regarding the programs to the greater community via websites, counseling newsletters, 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.

COUNSELOR RECOMMENDED TIME ALLOTMENTS

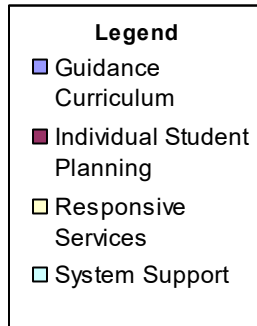
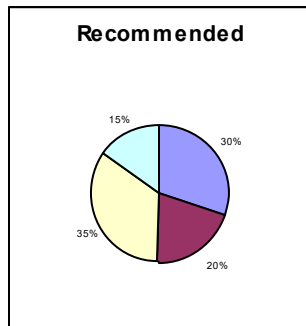
(Per ASCA/NYSSCA)

Elementary



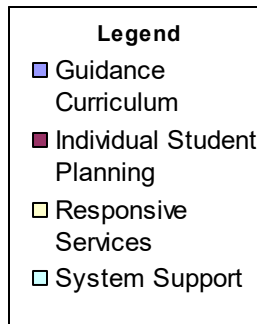
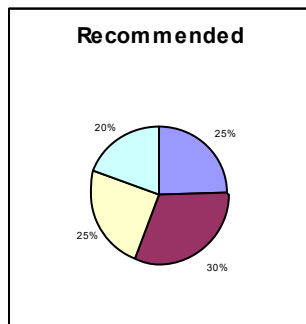
Delivery System Component	Recommended Percentage	
Guidance Curriculum	(35-45%)	35
Individual Student Planning	(5 -10%)	10
Responsive Services	(30-40%)	40
System Support	(10-15%)	15
		100

Middle/Jr. High



Delivery System Component	Recommended Percentage	
Guidance Curriculum	(25-35%)	30
Individual Student Planning	(15-25%)	20
Responsive Services	(30-40%)	35
System Support	(10-15%)	15
		100

High School



Delivery System Component	Recommended Percentage	
Guidance Curriculum	(15-25%)	25
Individual Student Planning	(25-35%)	30
Responsive Services	(25-35%)	25
System Support	(15-20%)	20
		100

MANAGEMENT SYSTEMS

District Wide Counseling Advisory Committee

An advisory committee is a representative group of persons appointed to both advise and assist the school counseling program within a school district. The Central Valley 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 at least once a year.

Yearly Counseling Program Calendar

A yearly calendar written by counselors in each school indicates overall counseling activities in that building. The yearly calendar indicates major activities, dates, and themes for the year. The yearly calendar will be made available to staff, students, and parents.

Use of Community Resources

Counselors will work with a variety of resources to implement the Comprehensive Counseling Program. Parents, students, community and business leaders, government officials, and school board members are utilized to provide counseling related services to students.

DEVELOPMENTALLY APPROPRIATE STUDENT COMPETENCIES

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

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

American School Counselor Association (2005):
The ASCA National Model: A Framework for School Counseling Program

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

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

American School Counselor Association (2005):
The ASCA National Model: A Framework for School Counseling Program

Career Development	K	1	2	3	4	5	6	7	8	9	10	11	12
Career Development: Standard B - Students will employ strategies to achieve future career goals with success and satisfaction.													
Acquire Career Information													
Apply decision-making skills to career planning, course selection, and career transitions							x	x	x	x	x	x	x
Identify personal skills, interests, and abilities and relate them to current career choices	x	x	x	x	x	x	x	x	x	x	x	x	x
Demonstrate knowledge of the career planning process								x	x	x	x	x	x
Know the various ways which occupations can be classified	x	x	x	x	x	x	x	x	x	x	x	x	x
Use research and information resources to obtain career information								x	x	x	x	x	x
Learn to use the internet to access career planning information								x	x	x	x	x	x
Describe traditional and non-traditional occupations and how these relate to career choice							x	x	x	x	x	x	x
Understand how changing economic and societal needs influence employment trends and future training								x	x	x	x	x	x
Identify Career Goals													
Demonstrate awareness of the education and training needed to achieve career goals	x	x	x	x	x	x	x	x	x	x	x	x	x
Assess and modify their educational plan to support career goals								x	x	x	x	x	x
Use employability and job readiness skills in internship, mentoring, shadowing and/or other world of work experiences										x	x	x	x
Select course work that is related to career interests								x	x	x	x	x	x
Maintain a career planning portfolio								x	x	x	x	x	x

American School Counselor Association (2005):
The ASCA National Model: A Framework for School Counseling Program

Career Development	K	1	2	3	4	5	6	7	8	9	10	11	12
Career Development: Standard C - Students will understand the relationship between personal qualities, education, training and the world of work.													
Acquire Knowledge to Achieve Career Goals													
Understand the relationship between educational achievement and career success						x	x	x	x	x	x	x	x
Explain how work can help to achieve personal success and satisfaction								x	x	x	x	x	x
Identify personal preferences and interests which influence career choices and success	x	x	x	x	x	x	x	x	x	x	x	x	x
Understand that the changing workplace requires lifelong learning and acquiring new skills								x	x				
Describe the effect of work on lifestyles								x	x	x	x	x	x
Understand the importance of equity and access in career choice								x	x				
Understand that work is an important and satisfying means of personal expression							x	x	x	x	x	x	x
Apply Skills to Achieve Career Goals													
Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational and career goals.							x	x	x	x	x	x	x
Learn how to use conflict management skills with peers and adults	x	x	x	x	x	x	x	x	x	x	x	x	x
Learn to work cooperatively with others as a team member	x	x	x	x	x	x	x						
Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences										x	x	x	x

American School Counselor Association (2005):
The ASCA National Model: A Framework for School Counseling Program

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

American School Counselor Association (2005):
The ASCA National Model: A Framework for School Counseling Program

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

American School Counselor Association (2005):
The ASCA National Model: A Framework for School Counseling Program

NYSED Career Development & Occupational Studies (CDOS) Student Standards

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

HS: Health Services: Core, Specialized, and Experiential

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

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

NAS: Natural and Agricultural Sciences: Core, Specialized, and Experiential

A/H: Arts/Humanities: Core, Specialized, and Experiential

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

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

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

Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

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. Sense 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

Students 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 skills
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	

ASCA (2014). Mindsets and Behaviors for Student Success: K-12 College- and Career Readiness Standards for Every Student. Alexandria, VA: Author

ACCOUNTABILITY

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

Counselor Action Plan

As a first step in determining how students are different as a result of the counseling activities, an action plan is drawn up annually to evaluate one specific counseling activity. A template of the Action Plan is contained in the Appendix. Information contained in the Action Plan should include:

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

Assessment Tools

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

APPENDIX



Central Valley School District Comprehensive School Counseling Program

	Delivery		Foundation			Management			Accountability	
Grade	Program Activity or Service	*NYSED Regulation 100.2 (j)	Program Objective	Student Standard		Timeline	Student Focus	Staff & Resources	District/ Program Goal	Assessment
				ASCA Standard	NYSED CDOS					
Elementary										
PK-1	Listening	K-6 (1-i)	Identify the 5 parts of whole body listening	Academic: A2.3 Personal/Social: A1.7, 2.7	3a.1, 3a.6, 3a.8	Sept. – Dec.	K-1	Social Worker, Classroom Teacher, School Psychologist	Skills to be effective learners	Observation
1-4	Research and Presentations on Career Interests - Individual Career Plans	K6 (1-i)	Students will identify and present current career Interests	Academic: A1.3-5, A2.2, A3.3, A3.5; B1.4, B2.1, B2.6, C1.3; Career: A1.2, A1.3, A1.6; B1.2, B1.5-7, B2.1; C1.3; Personal/Social: A1.1, A2.7	1.1, 2.1, 3b	March	4	Classroom Teacher	Identify areas of career interest and current goals	Evaluation
2-4	Study Skills	K-6 (1-i)	Improve students' knowledge of effective organization and study strategies	Academic: A1.1, A1.4, A1.5, A2.1, A2.2; B1.3, B1.4; Personal/Social: A1.1, A1.5; B1.3-5	2.1, 3a.1, 3a.2	Sept. – June	2-4	Classroom Teacher	Improve academic performance	Report Cards

	Delivery	Foundation				Management			Accountability	
Grade	Program Activity or Service	*NYSED Regulation 100.2 (j)	Program Objective	Student Standard		Timeline	Student Focus	Staff & Resources	District/ Program Goal	Assessment
3-4	Test Anxiety	K-6 (1-i)	Students will identify ways to cope with stress during a test	<u>Academic:</u> A1.1, A1.4, A1.5, A2.1, A2.2; B1.3, B1.4; <u>Personal/Social:</u> A1.1, A1.5; B1.3-5	3a.2	Sept. – June	3	Classroom Teacher Social Worker School Psychologist	Reduce test anxiety	Pre- and Post-Tests
PK-4	Feeling Identification and Expression	K-6 (1-i)	Ability to identify and label emotions	<u>Academic:</u> A1.1-5 <u>Personal/Social:</u> A1.1, 5, 2.6	3a.1-3a.8	Sept. – Dec.	K-4	Social Worker, Classroom Teacher, School Psychologist	Skills to be effective learners	Observation
PK-4	Personal Safety	K-6 (1-i)	Identify Personal Safety rules	<u>Academic:</u> A1-A5 <u>Personal/Social:</u> C1.1-6	3a.5, 3a.8	Sept. – June	K-4	Social Worker, Classroom Teacher, School Psychologist	Skills to be safe in school and the community	Pre- and Post-Tests
PK-4	Conflict Resolution	K-6(1-i)	Develop and utilize problem-solving strategies and skills	<u>Academic:</u> A2.1, 2.3; A3.1-2; B1.4; C1.5-6; <u>Career:</u> 2.2-3; <u>Personal/Social:</u> A1.6-7, A2.7-8, B1.6, C1.10	3a.1-3a.5	Sept – June	K-4	Social Worker, Classroom Teacher, School Psychologist	Develop conflict resolution skills to become effective school and community citizens	Observation
PK-4	Bullying Prevention	K-6 (1-i)	Identification and reduction of bullying	<u>Academic:</u> A1.5; A2.3; A3.1-2; B1.4; <u>Career:</u> C2.2-3; <u>Personal/Social:</u> A1.1-2, A1.4-8; A2.1-2; A2.6-8; B1.1-6; C1.2-7; C1.10	3a.1-3a.5	Sept – June	K-4	Social Worker, Classroom Teacher, Presenter, School Psychologist DASA Coordinators	Identify, report and reduce incidents of bullying	Reduce number of DASA reports

	Delivery	Foundation				Management			Accountability	
Grade	Program Activity or Service	*NYSED Regulation 100.2 (j)	Program Objective	Student Standard		Timeline	Student Focus	Staff & Resources	District/ Program Goal	Assessment
PK-4	Career Exploration	K6 (1-i)	Career Cluster Identification	<u>Academic:</u> A3.1-3; A3.4; B1.4, B2.1, B2.6; C1.3, C1.5-6; <u>Career:</u> A1.2-3; B1.2, B1.4; B2.1; C1.3	1.1, 2.1, 3b	Sept. – June	K-4	Classroom Teacher, Parent & Business/Community Speakers	Improve knowledge about Career Clusters and the World of Work	Questionnaire
PK-4	Business Tours	K6 (1-i)	Career Exploration Opportunities	<u>Academic:</u> A3.1-3; A3.4; B1.4, B2.1, B2.6; C1.3, C1.5-6; <u>Career:</u> A1.2-3; B1.2, B1.4; B2.1; C1.3	1.1, 2.1, 3a, 3b	Sept. – June	K-4	Classroom Teacher	Improve knowledge about Career Clusters and the World of Work	Survey
PK-4	Problem-Solving, Communication and Social Skills	K-6 (1-i)	Students will become self-directed learners	<u>Academic:</u> A1.4, A1.5; A2.2, A2.3, A3.1, A3.2; B1.4, B1.7; <u>Career:</u> C2.2, C2.3; <u>Personal/Social:</u> A1.4, A1.5-8, A2.1, A2.2, A2.6-8; B1.1-6; C1.2-6	3a.1-3a.8	Sept. – June	4-Feb	Social Worker, Classroom Teacher, School Psychologist	Skills to be effective learners	Observation and reduction of DASA reports
PK-4	Group Counseling (Changing Families, Social Skills)	K-6 (1-i)	Improve adjustment and focus to participate academic activities	<u>Personal/Social:</u> A1.4, A1.5-8, A2.1, A2.2, A2.6-8; B1.1-6; C1.2-6	3a.2, 3a.3, 3a.4	Sept. – June	K-4	Social Worker School Psychologist	Improve adjustment, transition and focus	Teacher/Parent Reports

	Delivery	Foundation				Management			Accountability	
Grade	Program Activity or Service	*NYSED Regulation 100.2 (j)	Program Objective	Student Standard		Timeline	Student Focus	Staff & Resources	District/ Program Goal	Assessment
PK-4	Individual Counseling	K-6 (1-i)	Improve adjustment and focus to participate in academic activities	<u>Personal/Social:</u> A1.4, A1.5-8, A2.1, A2.2, A2.6-8; B1.1-6; C1.2-6	3a.2, 3a.3, 3a.4	Sept – June	K-4	Social Worker	Improve adjustment, transition and focus	Teacher/Parent Reports
PK-4	Committee on Special Education (CSE) Meetings	K-6 (1-i)	Develop IEPs and 504 Accommodation Plans	School Counseling Curriculum	3a, 3b	All Year	Varies	CSE Committee	Improve Academic Performance and Transitions	Data Collection
Middle School										
4-5	Elementary to Middle School transition meetings with counselors, school psychologist, social workers	K-6 (1-i)	Discuss incoming 5th grade students to provide them with the services and supports needed when entering Middle School	<u>Academic:</u> ABC; <u>Career:</u> ABC; <u>Personal/Social:</u> ABC		1 time per year	5	School Counselor	Improve student success both behaviorally and academically	Report Cards
5	No Magic In Drugs	K-6 (1-i)	Provide students with the knowledge and understanding of the dangers of drugs	<u>Personal/Social:</u> A,B,C		1 time per year	5	Guest Speakers	Students will learn about the dangers of drugs and alcohol.	Survey
5	5th Grade Orientation	K-6 (1-i)	Allow students to meet tour the building, meet their advisory teacher and interact with all students entering grade 5	<u>Academic:</u> ABC; <u>Career:</u> ABC; <u>Personal/Social:</u> ABC		1 time per year	5	School Counselors	Incoming students will become familiar with the building and staff upon entering 5th grade.	N/A
5	Parent Orientation	K-6 (1-i)	Provide students with an overview and tour of the middle school for those students entering 5th grade	<u>Academic:</u> ABC; <u>Career:</u> ABC; <u>Personal/Social:</u> ABC		1 time per year	5	School Counselor	To assist parents in becoming more familiar with the middle school	N/A

	Delivery	Foundation				Management			Accountability	
Grade	Program Activity or Service	*NYSED Regulation 100.2 (j)	Program Objective	Student Standard		Timeline	Student Focus	Staff & Resources	District/ Program Goal	Assessment
5-7	Career Exploration/Career Development	K-6 (1-i) 7-12 (ii 1, 3, 4)	Students will be exposed to a variety of career related activities within their FCS classes	<u>Academic:</u> A,B,C; <u>Career:</u> A,B,C		annually	5-7	FCS Teacher	To improve a student's knowledge of careers and the world of work	Naviance Pre/Post Test
5-8	Internet Safety	K-6 (1-i) 7-12 (ii 1, 3, 4)	Students will gain an understanding and knowledge of safe internet practices.	<u>Academic:</u> A2, A3; B1; <u>Personal/Social:</u> A1		1 time per year	5-8	NCMEC	Improve student knowledge on internet safety.	Database of Date/Time/ Grade Levels
5-8	DASA Assembly	K-6 (1-i) 7-12 (ii 1, 3, 4)	Discuss the Dignity for All Student Act with all students to provide them with the knowledge of how and who to report incidences of bullying and harassment to	<u>Academic:</u> A2, A3, B1; <u>Personal/Social:</u> A1		1 time per year	5-8	School Counselor, DASA Coordinator	Students will gain an understanding of what DASA is and become familiar with the coordinator.	Database of Date/Time/ Grade Levels – Curriculum Outline
5-8	Journey's Beyond Jarvis	K-6 (1-i) 7-12 (ii 1, 3, 4)	Host speakers on a variety of careers	<u>Career:</u> A,B,C		2 times per month	5-8	Guest Speakers	Students will be exposed to a variety of different careers.	Database of Date/Time/ Grade Levels
5-8	End of the Year failure letters	K-6 (1-i) 7-12 (ii 1, 3, 4)	To notify parents/guardians of summer school registration	<u>Academic:</u> A,B,C		1 time per year	varies	School Counselor	Students and parents will be notified of failed course and possible need to attend summer school.	N/A
5-8	Peer Mediations	K-6 (1-i) 7-12 (ii 1, 3, 4)	To assist peers with conflict resolution	<u>Personal/Social:</u> A,B,C		as needed	varies	School Counselor, School Social Worker, Assistant Principal	Students will learn how to work out peer conflict in a safe environment.	Decrease in the need for adults to intervene in peer conflict.

	Delivery	Foundation				Management			Accountability	
Grade	Program Activity or Service	*NYSED Regulation 100.2 (j)	Program Objective	Student Standard		Timeline	Student Focus	Staff & Resources	District/ Program Goal	Assessment
5-8	Individual Counseling	K-6 (1-i) 7-12 (ii 1, 3, 4)	To assist students with any issues that they may have both in school and in the home.	Academic: ABC; Career: ABC; Personal/Social: ABC			varies	School Counselor, School Social Worker, School Psychologist	Improved student success academically, socially and behaviorally	Database of Date/Time/ Grade Levels
5-8	New Student Orientation	K-6 (1-i) 7-12 (ii 1, 3, 4)	To assist new students in becoming familiar with the building and to introduce them to a student in their grade.	Academic: A,B,C		as needed	varies	School Counselor	New students will feel more comfortable when starting school	Database of Date/Time/ Grade Levels
5-8	P/T Conferences	K-6 (1-i) 7-12 (ii 1, 3, 4)	To increase communication between parents and teachers regarding a student's academic and social progress	Academic: ABC; Career: ABC; Personal/Social: ABC		as needed	varies	School Counselor, Teacher	Improved communication between parents and staff	N/A
5-8	CSE Meetings	K-6 (1-i) 7-12 (ii 1, 3, 4)	To discuss programming and needs for our special education population	Academic: ABC; Career: ABC; Personal/Social: ABC		annually	varies	School Counselor, Teachers, Social Worker, School Psychologist	To provide the best possible program to our special education population	N/A
5-8	Team Meetings	K-6 (1-i) 7-12 (ii 1, 3, 4)	To meet with team members to discuss students amongst that team	Academic ABC/Personal Social ABC		bi-weekly	5-8	School Counselor, Teacher	To share information amongst teachers, support staff and administration	N/A
5-8	Grade Level Meetings	K-6 (1-i) 7-12 (ii 1, 3, 4)	To meet with all teachers within a grade level to discuss curriculum, programming and students	Academic: A2, A3, B1; Personal/Social: A1		bi-weekly	5-8	Grade level Chairs, Teachers	To share information amongst grade levels	N/A

	Delivery	Foundation				Management			Accountability	
Grade	Program Activity or Service	*NYSED Regulation 100.2 (j)	Program Objective	Student Standard		Timeline	Student Focus	Staff & Resources	District/ Program Goal	Assessment
5-8	Child Study Meetings	K-6 (1-i) 7-12 (ii 1, 3, 4)	To discuss students who are struggling academically and/or emotionally and develop strategies and plans to assist them	Academic: A,B,C; Personal/Social: A,B,C		bi-weekly	varies	School Counselor, Teachers, Principal, Assistant Principal, Social Worker, School Psychologist, SIP Worker, PINS Officer	Improved student success both academically and emotionally through the use of collaboration amongst faculty, administration, support staff and outside agencies	N/A
5-8	State Testing	K-6 (1-i) 7-12 (ii 1, 3, 4)	Administer and proctor state exams	Academic: A,B,C; Personal/Social: A,B,C		annually	5-8	School Counselor	Student improvement in the areas tested	Report Cards
5-8	Naviance Career Exploration	K-6 (1-i) 7-12 (ii 1, 3, 4)	Career exploration	Career: A,B,C		annually	5-8		Improve a students knowledge of career clusters and the world of work.	Naviance
5-8	SIP Services	K-6 (1-i) 7-12 (ii 1, 3, 4)	To assist families in crisis	Academic: A,B,C; Personal/Social: A,B,C		bi-weekly	varies	SIP Worker	To provide a liaison between school staff and parents who can provide additional services and resources	Database of Date/Time/ Grade Levels
5-8	PINS	K-6 (1-i) 7-12 (ii 1, 3, 4)	To assist students who are struggling to be successful in school and/or in the home	Academic: A,B,C; Personal/Social: A,B,C		as needed	varies	PINS worker	Improve student success both behaviorally and academically	Database of Date/Time/ Grade Levels
5-8	Crisis Counseling	K-6 (1-i) 7-12 (ii 1, 3, 4)	To assist students who are in crisis by providing them a safe, calming environment	Depends on topic of counseling		as needed	varies	School Counselor, Social Worker, School Psychologist	Student is deescalated and returned to routine as soon as possible.	Database of Date/Time/ Grade Levels

	Delivery	Foundation				Management			Accountability	
Grade	Program Activity or Service	*NYSED Regulation 100.2 (j)	Program Objective	Student Standard		Timeline	Student Focus	Staff & Resources	District/ Program Goal	Assessment
5-8	Resolve all building scheduling conflicts and balance class size for upcoming school year	K-6 (1-i) 7-12 (ii 1, 3, 4)	Master Schedule	Academic: ABC; Career: ABC; Personal/Social: ABC		ongoing	5-8	School Counselor	Scheduling	N/A
5-8	Input course selection	K-6 (1-i) 7-12 (ii 1, 3, 4)	Inputting course selection to determine course size and sections needed	Academic: A,B,C		annually	5-8	School Counselor	Scheduling	N/A
5-8	Scheduling	K-6 (1-i) 7-12 (ii 1, 3, 4)	Master Schedule	Academic: ABC; Career: ABC; Personal/Social: ABC		ongoing	5-8	School Counselor	Scheduling	N/A
5-8	Promotion/retention meetings	K-6 (1-i) 7-12 (ii 1, 3, 4)	Students in danger of being retained or qualify for promotion will be discussed	Academic: ABC; Career: ABC; Personal/Social: ABC		varies	varies		Improve student success both behaviorally and academically	N/A
5-8	New Student Placements	K-6 (1-i) 7-12 (ii 1, 3, 4)	New students will be placed in the appropriate program	Academic: B		ongoing	varies	School Counselor	Scheduling	N/A
5-8	Academic Counseling	K-6 (1-i) 7-12 (ii 1, 3, 4)	Improvement of student success	Academic: A,B,C; Personal/Social: A,B,C		ongoing	5-8	School Counselor	Improve student academic success	Ineligibility list
5-8	Group Counseling	K-6 (1-i) 7-12 (ii 1, 3, 4)	Depends on topic	Academic: ABC; Career: ABC; Personal/Social: ABC		ongoing	varies	Social Worker	Improve student success both behaviorally and academically	Database of Date/Time/ Grade Levels
5-8	Lunch Groups	K-6 (1-i) 7-12 (ii 1, 3, 4)	Depends on topic	Academic: ABC; Career: ABC; Personal/Social: ABC		ongoing	varies	Social Worker, School Psychologist, School Counselor	To improve students social skills	Database of Date/Time/ Grade Levels

	Delivery	Foundation				Management			Accountability	
Grade	Program Activity or Service	*NYSED Regulation 100.2 (j)	Program Objective	Student Standard		Timeline	Student Focus	Staff & Resources	District/ Program Goal	Assessment
5-8	Child Protective Services	K-6 (1-i) 7-12 (ii 1, 3, 4)	CPS will be called when deemed appropriate. School Counselors will sit in with students when CPS visits the school	Academic: ABC; Career: ABC; Personal/Social: ABC		ongoing	varies	School Counselor	To ensure students health and well being	Database of Date/Time/ Grade Levels
5-8	Field Trips	K-6 (1-i) 7-12 (ii 1, 3, 4)	Students will be exposed to a variety of educational field trips to explore culture and gain perspective in a variety of areas.	Academic: ABC; Career: ABC; Personal/Social: ABC			5-8	All staff	To provide students with both cultural and educational opportunities	N/A
5-8	Check and Connect	K-6 (1-i) 7-12 (ii 1, 3, 4)	Students will be paired up with an adult they trust and like in order to have someone checking in on them periodically throughout the year who can provide them with varying levels of support.	Academic: ABC; Career: ABC; Personal/Social: ABC		ongoing	5-8	School Counselor	Improve student/staff relationships	Survey
5-8	DASA	K-6 (1-i) 7-12 (ii 1, 3, 4)	The DASA coordinator will report and document incidences of bullying and harassment.	Personal/Social: A,B,C		ongoing	varies	School Counselor, DASA Coordinator	To decrease incidences of bullying and harassment	Database of Date/Time/ Grade Levels
5-8	Input New Student Grades	K-6 (1-i) 7-12 (ii 1, 3, 4)	New student educational records will be maintained.	Academic: A,B,C		ongoing	varies	School Counselor	Record maintenance	N/A

	Delivery	Foundation				Management			Accountability	
Grade	Program Activity or Service	*NYSED Regulation 100.2 (j)	Program Objective	Student Standard		Timeline	Student Focus	Staff & Resources	District/ Program Goal	Assessment
5-8	Classroom Management Plans/BIPS	K-6 (1-i) 7-12 (ii 1, 3, 4)	Plans will be put in place to assist students with their day to day interactions in the classroom and the building	<u>Academic:</u> A,B,C; <u>Personal/Social:</u> A,B,C		ongoing	varies	School Social Worker/School Psychologist	To decrease behaviors in the classroom and improve student success	Database of Date/Time/ Grade Levels
5-8	Coordinating with outside agencies	K-6 (1-i) 7-12 (ii 1, 3, 4)	Outside agencies will be utilized when deemed appropriate	<u>Academic:</u> A,B,C; <u>Personal/Social:</u> A,B,C		ongoing	varies	Social Worker, School Counselor, School Psychologist	To improve a students social and	N/A
5 & 8	Peer Mentoring	K-6 (1-i) 7-12 (ii 1, 3, 4)	Develop a positive relationship between an incoming 5th grade student and an 8th grade student	<u>Personal/Social:</u> A,B,C		1 time per month	All 5th grade students	School Counselor	Improve relationships between our 5th grade students and 8th grade students	Database of Date/Time/ Grade Levels
6	Treaty Program	K-6 (1-i)	Students will learn conflict resolution and positive coping strategies when dealing with peers.	<u>Personal/Social:</u> A,B,C		1 time per month	6	Catholic Charities	Students will demonstrate an improved understanding of conflict resolution.	Database of Date/Time/ Grade Levels
7-8	Anger Reduction Group	7-12 (ii 1, 3, 4)	To assist student with anger management needs learn coping strategies	<u>Personal/Social:</u> A,B,C		bi-weekly	varies	Outside speaker	Improved skills in the area of anger management.	Decrease in behavior referrals
7-8	Special Programs- Pathways, TIR	7-12 (ii 1, 3, 4)	To enroll students in special programs when needed	<u>Academic:</u> ABC; <u>Career:</u> ABC; <u>Personal/Social:</u> ABC		as needed	varies	School Counselor	Students will be placed in appropriate programs based on their individual needs.	N/A

	Delivery	Foundation				Management			Accountability	
Grade	Program Activity or Service	*NYSED Regulation 100.2 (j)	Program Objective	Student Standard		Timeline	Student Focus	Staff & Resources	District/ Program Goal	Assessment
7-8	Course Selection	7-12 (ii 1, 3, 4)	Providing students with their course selection for the following school year	Academic: A,B,C		annually	7-8	School Counselor	Scheduling	N/A
7-8	Summer School Registration	7-12 (ii 1, 3, 4)	Students who qualify for summer school will be registered	Academic: B		1 time per year	varies	School Counselor	Improve student knowledge of courses before entering the next school year	N/A
8	8th Grade Transition Meetings	7-12 (ii 1, 3, 4)	To discuss course selection; graduation requirements and opportunities available at the high school	Academic: ABC; Career: ABC; Personal/Social: ABC		1 time per year	8	School Counselor	Students and parents will be made aware of graduation requirements and will know the courses that they will take upon entering 9th grade.	N/A
8	8th Grade Parent Night	7-12 (ii 1, 3, 4)	To discuss graduation requirements; transition to 9th grade and opportunities at the high school level	Academic: ABC; Career: ABC; Personal/Social: ABC		1 time per year	varies	School Counselor	Parents will have a knowledge and understanding of course offerings and graduation requirements.	N/A
8	8 to Great	7-12 (ii 1, 3, 4)	Tour the CTC and learn about the programs available within the CTC	Academic: A,B,C; Career: A,B,C		1 time per year	8	School Counselor	Students will be familiarized with the programs offered at the Career Tech Center.	N/A

	Delivery	Foundation				Management		Accountability		
Grade	Program Activity or Service	*NYSED Regulation 100.2 (j)	Program Objective	Student Standard		Timeline	Student Focus	Staff & Resources	District/ Program Goal	Assessment
8	8th Grade tour of the High School	7-12 (ii 1, 3, 4)	Students will become familiar with the high school building and their teachers	<u>Academic:</u> A,B,C		1 time per year	8	School Counselor	Students will be familiar with the high school building and staff upon entering 9th grade.	N/A
8	VP Tech Assembly	7-12 (ii 1, 3, 4)	To learn about the VP Tech program housed at BOCES	<u>Academic:</u> A,B,C; <u>Career:</u> A,B,C			8	School Counselor	Students will gain knowledge of the VP Tech program and the opportunities that are available through this program.	
8	Regents testing	7-12 (ii 1, 3, 4)	Administer and proctor regents exams	<u>Academic:</u> A,B,C; <u>Personal/Social:</u> A,B,C		annually	varies	School Counselor	Student improvement in the areas tested	
8	Field Testing	7-12 (ii 1, 3, 4)	Administer and coordinate field tests	<u>Academic:</u> A,B,C; <u>Personal/Social:</u> A,B,C		annually	varies	School Counselor		
8-9	Middle School to High School transition meetings with counselors, school psychologist and social worker	7-12 (ii 1, 3, 4)	Discuss incoming 5th grade students to provide them with the services and supports needed when entering Middle School	<u>Academic:</u> ABC; <u>Career:</u> ABC; <u>Personal/Social:</u> ABC		1 time per year	8-9	School Counselor	Improve student success both behaviorally and academically	

	Delivery	Foundation			Management			Accountability	
Grade	Program Activity or Service	*NYSED Regulation 100.2 (j)	Program Objective	Student Standard	Timeline	Student Focus	Staff & Resources	District/ Program Goal	Assessment
High School									
9	9th grade orientation	7-12 (ii.4)	Transition Students from middle school	<u>Personal/Social:</u> A1.1, A1.9, A1.10; A2.2-8; C1.6	1.1, 2.1	One day in May and last week in August	9	School Counselor, Principal, Teachers and staff	Successful transition Database of Date/Time/ Grade Levels – Booklets
9	Group Presentation Introduction to HS and the HS transcript	7-12 (ii 1, 3, 4)	Understand NYS Graduation requirements and key terms associated with a transcript and grading	<u>Academic:</u> A1.1-5; A2.1-5; A3.1-6; B1.1-7, B2.8-9; <u>Career:</u> A1.7, A1.9, A1.10, A2.7-8; C1.1-6; C2.1-3	1.1	5 days- October	9	School Counselor	To become familiar with NYS Graduation requirements and importance of a HS transcript Database of Date/Time/ Grade Levels - Booklets
9	Clubs & Activities Fair	7-12 (ii 1, 3, 4)	Awareness of extracurricular activities at CVA			Sept.	9	Business Teacher, School Counselor	Expose students to extracurricular activities to improve involvement Sign-Ups
9	Naviance Presentation	7-12 (ii 1, 3, 4)	Become familiar with online guidance program	<u>Academic:</u> B1.1, B2.6, B2.9; C1.1, C1.3, C1.6; <u>Career:</u> A2.6; B1.3; <u>Personal/Social:</u> A1.10	1.1, 2.1, 3a, 3b	Oct.	9	School Counselor	View program options Pre- & Post-Test
9	Career Exploration – Naviance	7-12 (ii 1, 3, 4)	Become familiar with career components in Naviance and research careers	<u>Academic:</u> A3.1-3.6, B2.6, B2.9; C1.2-6, <u>Career:</u> A1.1-10; B1.2-6; B2.1-4; C1.1-4; C2.1	1.1, 2.1, 3a, 3b	Dec., March	9	School Counselor	Increase knowledge of career opportunities Pre & Post-Test

	Delivery	Foundation				Management			Accountability	
Grade	Program Activity or Service	*NYSED Regulation 100.2 (j)	Program Objective	Student Standard		Timeline	Student Focus	Staff & Resources	District/ Program Goal	Assessment
9	Career Day -- Held at HCCC; in conjunction with the Genesis Group; 50 career speakers.	7-12 (ii 1, 3, 4)	Become knowledgeable about careers	<u>Academic:</u> A1.1-5, A2.1-4, A3.1-6; B1.1, B1.2, B1.4-7 ; C1.4-6; <u>Career:</u> A1.1, A1.3; A1.5-C: A1.10; A2.3; A2.6; B1.1-B2.6; B2.1-3; C1.1-3; <u>Personal/Social:</u> A1.1-5, A1.8-10; A2.2,A2.3,A2.6, A2.7; B1.1,B1.2,B1.5, B1.8-12; C1.6, C1.8		March	9	School Counselor	Increase knowledge about career opportunities	Survey – Top 3 career fields that interest students and post-secondary level of education required.
9-12	DASA Assemblies	7-12 (ii 1, 3, 4)	Discuss the Dignity for All Student Act with all students to provide them with the knowledge of how and who to report incidences of bullying and harassment to, as well as ongoing assemblies on specific DASA topics.	<u>Academic:</u> A2, A3, B1; <u>Personal/Social:</u> A1		Ongoing throughout the school year	9-12	School Counselor, DASA Coordinator	Students will gain an understanding of what DASA is and become familiar with the coordinator.	Database of Date/Time/ Grade Levels
9-12	Individual Career Portfolios	7-12 (ii 1, 3, 4)	Organize and record employability skills, achievements, awards, interests, work experiences needed when you apply for jobs or schools after high school.	<u>Academic:</u> A2, A3, B1; <u>Personal/Social:</u> A1		Ongoing through the school year	9-12	School Counselor	Organize and record employability skills, achievements, awards, interests, work experiences needed when you apply for jobs or schools after high school.	Naviance online course planner

	Delivery	Foundation				Management			Accountability	
Grade	Program Activity or Service	*NYSED Regulation 100.2 (j)	Program Objective	Student Standard		Timeline	Student Focus	Staff & Resources	District/ Program Goal	Assessment
9-12	Behavior Management Plans	7-12 (ii 1, 3, 4)	Plans will be put in place to assist students with their day to day interactions in the classroom and the building	<u>Academic:</u> A,B,C; <u>Personal/Social:</u> A,B,C		ongoing	varies	School Social Worker/School Psychologist	To decrease behaviors in the classroom and improve student success	
9-12	Academic Counseling Mid quarter grades and report card grades/ struggling learners throughout the year Students at risk of failing grades	7-12 (ii 1, 3, 4)	Meet students to gain a better understanding of why they are struggling and together develop a plan for success	<u>Academic:</u> A1.1-5; A2.1-5; B1.1-7; B2.1-6; <u>Career:</u> A1.1-6; B1.1-2; C1.1-7; <u>Personal/Social:</u> A1.1-6; B1.1-12; C1.4; C1.6; C1.8-10	1.1, 2.1, 3a	Per quarter	9-12	School Counselor, Social Worker, Principal	Develop a plan for success	Ineligibility List
9-12	New student orientation- Tour, get to know activities and assign student helpers.	7-12 (ii.4)	Transition student	<u>Personal/Social:</u> A1.1,9-10; A2.2-8; C1.6	3a	Last week in August	9-12	School counselors	Successful transition	Database of Date/Time/ Grade Levels
9-12	Individual student follow up meeting with new entrants to monitor their transition	7-12 (ii.4)	Transition student	<u>Academic:</u> A1.2; A2.1-5; A3.1-6; B1.1-7; B2.5,7-8; C1.1-6; 1.2, <u>Career:</u> B2.1; <u>Personal/Social:</u> A1.1-12; B1.1-12	3a	Sept.	9-12	School Counselor, Social Worker	Successful transition	Database of Date/Time/ Grade Levels

	Delivery	Foundation				Management			Accountability	
Grade	Program Activity or Service	*NYSED Regulation 100.2 (j)	Program Objective	Student Standard		Timeline	Student Focus	Staff & Resources	District/ Program Goal	Assessment
9-12	Consult with external education/health facilities	7-12 (ii 1, 4)	Assist students in connecting with outside services	Responsive services	3a, 3b	All year	9-12	School Counselor, Social Worker	Develop appropriate school resources	Database of Date/Time/ Grade Levels
9-12	Attendance at CSE and IST meetings	7-12 (ii 1, 3, 4)	Individual student planning	School Counseling curriculum	3a, 3b	All year	9-12	School Counselor, Social Worker, Nurse	Provide support to SPED and students at risk	N/A
9-12	Counsel Students with Social and Emotional Issues, consult with various supports both inside and outside school (psychologists, social workers, professional therapists, hospitals, etc.), and collaborate with parents, teachers and administration	7-12 (ii 1, 3, 4)	Support academic success of students	<u>Academic:</u> A1.1-5; A2.1-5; A3.1-6; B1.1, 4; C1.1-6; <u>Career:</u> A1.2-3,5-7, 10; A2.7-9; C2.1-2; C2.3; A1.2-3,5-7; A2.7,9; C2.1-3; <u>Personal/Social:</u> A1.1-12; A2.1-8; B1.1-12; C1.1-10	2.1	All year	9-12	School Counselor and Social Worker	Support academic success of students	Database of Date/Time/ Grade Levels
9-12	Meet with students for annual review and course selection, reviewing transcripts, and planning academic program	7-12 (ii 1, 3, 4)	Facilitate successful academic, college and career planning	<u>Academic:</u> A1.1-5, A2.1-5; A3.1-6; B1.1-7; B2.1-9; C1.1-6; <u>Career:</u> A1.1,3,5-10; A2.3, 7-9; B1.1-3,5-6; B2.1-3; C1.1-4; C2.1; <u>Personal/Social:</u> A1.1-5,9-10; A2.6; B1.1-4,8-12; C1.6	1.1, 2.1, 3a, 3b	Feb-June	9-12	School Counselor	Facilitate successful academic, college and career planning	Database of Date/Time/ Grade Levels

	Delivery	Foundation				Management			Accountability	
Grade	Program Activity or Service	*NYSED Regulation 100.2 (j)	Program Objective	Student Standard		Timeline	Student Focus	Staff & Resources	District/ Program Goal	Assessment
9-12	Academic Counseling: based on interim reports, report cards, and ongoing academic progress.	7-12 (ii 1, 3, 4)	Develop and support academic strategies and resources for students who are academically struggling.	<u>Academic:</u> 1.1-5; A2.1-5; A3.1.4-6; B1.1-7; B2.1-9; C1.1-6, <u>Career:</u> A1.3,5-7,10; A2.7, 9; B1.1-2; B2.1-3; C1.1-2; C2.1-3; CA1-3,5-10; CA2.7,9; CB1.1-2; CB2.1-3; CC2.1,2-3, <u>Personal/Social:</u> A1.1,3,6,10	1.1, 2.1, 3a, 3b	All year	9-12	School Counselor, Social Worker	Support student growth	Report Cards
9-12	Bullying Prevention	7-12 (ii 1, 3, 4)	Fewer incidents of reported bullying	<u>Academic:</u> A3; <u>Career:</u> A1, A2, C2; <u>Personal/Social:</u> A1, A2, B1	2.1	All Year	9-12	School Counselor, Social Worker, DASA Coordinator	Bully prevention	DASA Reports
9-12	Registration of new entrants: reviewing transcripts, planning academic program, communicating with previous school, and disseminating pertinent info to teachers, administrators, and support staff	7-12 (ii 1, 3, 4)	Create an attainable academic plan and program	<u>Academic:</u> A1.5, A2.2,4l A3.1.4-6; B1.1-7; B2.1-9, C1.1-6; <u>Career:</u> A1.3-10; A2.7,9; B1.1-3; B2.1-3; C1.1-3; C2.1; <u>Personal/Social:</u> A1.1-5,7,10-12; A2.1-2,6-7; B1.2-3,5,9-10,12; C1.1,6	1.1, 2.1, 3a,3b	All year	9-12	School Counselor	Facilitate successful academic, college and career planning	N/A

	Delivery	Foundation				Management			Accountability	
Grade	Program Activity or Service	*NYSED Regulation 100.2 (j)	Program Objective	Student Standard		Timeline	Student Focus	Staff & Resources	District/ Program Goal	Assessment
9-12	Coordination and presentation of student information to Instructional Support Team. Advise and consult regarding Student Interventions. Collaborate on implementation of suggested interventions	7-12 (ii 1, 3, 4)	Provide appropriate resources to support student success	<u>Academic:</u> A1.4,5; A2.2-3,5; A3.1.; B1.3-5,7; B2.1-8; C1.4-6; <u>Career:</u> A1.5-7; A2.1,7,9; B1.1-3; C1.1-2; C2.2-3; <u>Personal/Social:</u> A1.3,5,8,10 ; A2.1,6-7; B1.1-12; C1.1-2,4-10	1.1, 2.1, 3a, 3b	All year	9-12	School Counselor, Social Worker, Nurse	Provide appropriate resources to support student success	N/A
9-12	End of the Year failure letters	7-12 (ii 1, 3, 4)	To notify parents/guardians of summer school registration	<u>Academic:</u> A,B,C		1 time per year	varies	School Counselor	Students and parents will be notified of failed course and possible need to attend summer school.	
9-12	Regents testing	7-12 (ii 1, 3, 4)	Ensure all students are scheduled for appropriate regents exam testing and reviewing properly	<u>Academic:</u> A,B,C		annually	9-12	School Counselor	Student improvement in the areas tested	Increase in Regents scores
9-12	Peer Conflict Resolution	7-12 (ii 1, 3, 4)	Peers working together to help reduce conflict amongst each other			varies	9-12	School Counselor, Peer Mentors	Improve relationships between students and resolve conflicts	Total # of referrals
9-12	Group Counseling	7-12 (ii 1, 3, 4)	Depends on topic	<u>Academic:</u> ABC; <u>Career:</u> ABC; <u>Personal/Social:</u> ABC		ongoing	9-12	Social Worker	Improve student success both behaviorally and academically	Observation

	Delivery	Foundation				Management			Accountability	
Grade	Program Activity or Service	*NYSED Regulation 100.2 (j)	Program Objective	Student Standard		Timeline	Student Focus	Staff & Resources	District/ Program Goal	Assessment
9-12	Special Programs-Pathways, TIR, Career Tech Center	7-12 (ii 1, 3, 4)	To enroll students in special programs/trades programs	Academic: ABC; Career: ABC; Personal/Social: ABC		as needed	varies	School Counselor	Students will be placed in appropriate programs based on their individual needs.	Observation
9-12	Summer School Registration	7-12 (ii 1, 3, 4)	Students who qualify for summer school will be registered	Academic B		1 time per year	varies	School Counselor	Improve student knowledge of courses before entering the next school year	
9-12	Send home monthly guidance newsletters per grade level.	7-12 (ii 1, 3, 4)	To increase knowledge and awareness of guidance office news for students and parents.	Academic: ABC; Career: ABC; Personal/Social: ABC		Monthly	9-12	School Counselor	Improve student/parent knowledge of guidance office news.	Survey
9-12	Master Schedule	7-12	Master Schedule	Academic: ABC		ongoing	9-12	Principal, Assistant Principal, School Counselor	Scheduling	N/A
9-12	DASA	7-12 (ii 1, 3, 4)	The DASA coordinator will report and document incidences of bullying and harassment.	Personal/Social: A,B,C		ongoing	varies	School Counselor, DASA Coordinator	To decrease incidences of bullying and harassment	Data analysis on DASA reporting

	Delivery	Foundation				Management			Accountability	
Grade	Program Activity or Service	*NYSED Regulation 100.2 (j)	Program Objective	Student Standard		Timeline	Student Focus	Staff & Resources	District/ Program Goal	Assessment
10	Career Exploration including Naviance training, Interest Inventory, and Resume development with 10th graders in classroom setting	7-12 (ii 1, 3, 4)	Gain knowledge about personal interests and relate it to career exploration and future planning	<u>Academic:</u> A1.1-3, 1.5; A2.1-4; A3.1-6; B1.1-2, 4-7; B2.1-9; C1.4-6; <u>Career:</u> A1.1-3; A1.5; A1.10; A2.3; A2.6; B1.1; B2.6; B2.1; B2.3; C1.1-3 (1-3) <u>Personal/Social:</u> A1.1-5,8-10 ; A2.2-3,6,7; B1.1-2,5, 8-12; C1.6,8	1.1, 2.1, 3a, 3b	Oct, Dec, May	10	School Counselor	Gain knowledge about personal interests and relate it to career exploration and future planning	Pre- & Post-Test
10	Business Tours: 10-15 career interests explored	7-12 (ii 1, 3, 4)	Become knowledgeable about career opportunities	<u>Academic:</u> A1.1-3, 5; A2.1-4; A3.1-6; B1.1-2,4-7; B2.1-9; C1.4-6; <u>Career:</u> A1.1-3(1,2,3); A1.5-C; A1.10; A2.3; A2.6(3,6); B1.1-6; B2.1-3; C1.1-3; <u>Personal-Social:</u> A1.1-5,8-10; A2.2-3, 6-7; B1.1-2,5, 8-12; C1.6,8	1.1, 2.1, 3a, 3b	April	10	School Counselor	Gained Knowledge about careers	Evaluation Survey School-to-Careers

	Delivery	Foundation				Management			Accountability	
Grade	Program Activity or Service	*NYSED Regulation 100.2 (j)	Program Objective	Student Standard		Timeline	Student Focus	Staff & Resources	District/ Program Goal	Assessment
10	CTE Visitation	7-12 (ii 1, 3, 4)	Become knowledgeable about CTE course offerings	Academic: A1.1-3; 5,A2.1-4; A3.1-6; B1.1-7; B2.1-9; C1.4-6; A1.1- Career: A1.3-3; A1.5-10; A2.3; 6; B1.1-B2.6; B2.1-3; C1.1-3; Personal/Social: A1.1-5,8-10; A2.2-3,6-7; B1.1-2,5, 8-12; C1.6-8	1.1, 2.1, 3a, 3b	February	10	School Counselor	Exposure to CTE course offerings	N/A
10-11	College Visits/Tours	7-12 (ii, 1,3, 4)	Gain knowledge about colleges			Oct. & Dec.	10-11	School Counselor	Improve knowledge of post-secondary opportunities	Questions about college: i.e. majors
10-12	Job Shadowing and Internships	7-12 (ii, 1,3, 4)	Gain hands-on, real-life experiences pertaining to the World of Work	Academic: A1.1-3,5; A2.1-4; A3.1-6; B1.1-2,4-7; B2.1-9; C1.4-6; Career: A1.1-3; A1.5-10; A2.3, A2.6; B1.1-6; B2.1-3; C1.1-3; Personal/Social: A1.1-5,8-10; A2.2-3,6-7; B1.1-2,5, 8-12; C1.6,8	1.1, 2.1, 3a, 3b	July – June	10-12	School Counselor, Regional Program for Excellence, BOCES School to Careers	Improve knowledge and gain experience in the World of Work	School-to-Careers Presentations

	Delivery	Foundation				Management			Accountability	
Grade	Program Activity or Service	*NYSED Regulation 100.2 (j)	Program Objective	Student Standard		Timeline	Student Focus	Staff & Resources	District/ Program Goal	Assessment
10-12	Organize and administer college/military testing	7-12 (ii, 1,3, 4)	Organize and administer college/military testing (PSAT, Practice ACT, ASVAB, SAT, ACT)	School Counseling Curriculum	1.1, 2.1, 3a	Sept-June	10-12	School Counselor	Assist students in preparing for their future	Database of Date/Time/ Grade Levels
10-12	College Fair- Fall (Seniors/Juniors) and Spring (Sophomores): Field Trips in the Day and College Night at HCCC: Students have the opportunity to visit with hundreds of college representatives.	7-12 (ii, 1,3, 4)	Opportunity for students to meet admissions counselors and gain information about colleges and universities	<u>Academic:</u> A1.1-5; A2.1-3; A3.1-2,4-5; B1.1-2,4-5,7; B2.1-9, C1.1- 6; <u>Career:</u> A1.1-3,5-7; A2-B1.1-2; B2.1; C1.1, C2.1; <u>Personal/Social:</u> A1.1-3,5-6,8-12; A2.2, 4,6-7; B1.1-3,5,9-12; C1.1-6	1.1, 2.1, 3a	All year	10-12	School Counselor	Explore information and about colleges and universities	Database of Date/Time/ Grade Levels
11	Presentation on College Admissions Testing	7-12 (ii, 1,3, 4)	Increase knowledge on college admissions testing	School Counseling Curriculum	1.1, 2.1, 3a	Sept.	11	School Counselor	Assist students in preparing for their future	Survey
11	Naviance Presentation on College Search and Admissions Process	7-12 (ii, 1,3, 4)	Increase knowledge on college search, admissions process and post-secondary plans	<u>Academic:</u> A1.1-5; A2.1-4; A3.1-2,4-6; B1.1-2,4-7; B2.3-9; C1.1-6; <u>Career:</u> A1.3,5-7,10; A2.6,9; B1.6; B2.2; C1.2; <u>Personal/Social:</u> A1.1-7, 10-12; A2.1-2,6-7; B1.1-3,5,8-12; C1.1-2,5-6,9-10	1.1, 2.1, 3a, 3b	Dec.	11	School Counselor	Assist students in preparing for their future	Pre- & Post-Test

	Delivery	Foundation				Management			Accountability	
Grade	Program Activity or Service	*NYSED Regulation 100.2 (j)	Program Objective	Student Standard		Timeline	Student Focus	Staff & Resources	District/ Program Goal	Assessment
11	Naviance Activities related to Career Interest Inventories and the World of Work	7-12 (ii, 1,3, 4)	Gain knowledge about personal interests and relate it to career exploration and future planning	<u>Academic:</u> A1.1-3, 5; A2.1-4; A3.1-6; B1.1-7; B2.1-9; C1.4-6; <u>Career:</u> A1.1-3; A1.5-10; A2.3, 6; B1.1-6; B2.1-3; C1.1-3; <u>Personal/Social:</u> A1.1-5,8-10; A2.2-3,6-7; B1.1-2,5, 8-12, C1.6,8	1.1, 2.1, 3a, 3b	Feb.	11	School Counselor	Gain knowledge about personal interests and relate it to career exploration and future planning	Naviance
11-12	Mock Interviews & Resume Development	7-12 (ii 1, 3, 4)	Educate students on proper interviewing skills and resume development			Varies	11-12	English Department, School Counselor	Students will have experience with interviews and resume development	Database of Date/Time/ Grade Levels
12	Processing of College Applications, forms, and writing of letters of recommendation based on Senior Resume	7-12 (ii, 1,3, 4)	Support of students' post high school plans	<u>Academic:</u> A1.1-5; A2.1-4; A3.1-2,4-6; B1.1-2,4-7; B2.3-9; C1.1-6; <u>Career:</u> A1.3,5-7,10; A2.6,9; B1.6; B2.2; C1.1-2; <u>Personal/Social:</u> A1.1-7, 10-12; A2.1-2,6-7; B1.1-3, 5,8-12; C1.1-2,5-6,9-10	1.1, 2.1, 3a, 3b	All Year	12	School Counselor, teacher	Support of students' post high school plans	Naviance

	Delivery	Foundation				Management			Accountability	
Grade	Program Activity or Service	*NYSED Regulation 100.2 (j)	Program Objective	Student Standard		Timeline	Student Focus	Staff & Resources	District/ Program Goal	Assessment
12	1) Senior College Application Process Naviance Training For Students 2) Evening Parent Program for Application Process in Naviance	7-12 (ii, 1,3, 4)	Provide information related to college application process. To gain a better understanding of the application process as it relates to Naviance	Academic: A1.2,4-5; A2.1-3; A3.1-2,5-6; B1.1-2,4-5,7; B2.3-9; C1.1-6; Career: A1.5- A1.7; A2.1, 6, 9 ; B1.1, 3,5,6; B1.6, C2; Personal/Social: A1.1-4; A1.10-12; A2.1=2,5; B1.1-5, B1.9-12; C1.1-2,5-10	1.1, 2.1, 3a, 3b	All Year	12	School Counselor	View program options	Naviance Questionnaire
12	Post-Secondary Speakers (Former Students who've graduated)	7-12 (ii, 1,3, 4)	Provide information on post-secondary opportunities			Dec.	12	School Counselor, Presenter	Educate students on post-secondary opportunities	N/A
12	FAFSA (Financial Aid Overview)	7-12 (ii, 1,3, 4)	Provide information and individual assistance related to college planning	School Counseling Curriculum	1.1, 2.1, 3a, 3b	Jan- June	12	School Counselor	To become knowledge about the Fin. Aid process	N/A
PK-12										
PK-12	District wide K-12 meetings		Collaboration and Data evaluation	All areas	1.1, 3a, 3b	Yearly	PK-12	School Counselors, Social Workers, Teachers	Collaboration and Data evaluation	Updating Action Plans

	Delivery	Foundation				Management			Accountability	
Grade	Program Activity or Service	*NYSED Regulation 100.2 (j)	Program Objective	Student Standard		Timeline	Student Focus	Staff & Resources	District/ Program Goal	Assessment
PK-12	Individual assessment of & intervention with students exhibiting 10 or more absences in a quarter	K-6: (i.3) 7-12: (ii.4.2)	Student will demonstrate improved attendance and/or referral for more intensive support	Domain: A & S/E Mindset: SMS 1-10	3a-3	Quarterly review with weekly counseling intervention	K-12 students with 10 or more absences in a quarter	School counselors; consultation w/school social worker, school psychologist, agencies	Improve district attendance rate from 88% to 92%	Individual student and district attendance data
PK-12	RTI – Response to Intervention	K-6 (1-i) 7-12 (ii.4)	Improve student performance	<u>Academic:</u> A2.1-4; A3.1-4; B1.1-7	2.1, 3a.1, 3a.2	Sept – June	PK-12	Administration , Teachers, Social Worker, Parents	Improve academics, behavior and attendance	Data Collection

ACTION PLAN TEMPLATE

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

American School Counselor Association (2004). *The ASCA National Model Workbook*. Alexandria, VA: Author

