



GREENVILLE CENTRAL SCHOOL DISTRICT

Spartan **STRONG**

Where everyone learns, teaches, and belongs.

K-12 Comprehensive School Counseling Plan

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I. INTRODUCTION

A. Greenville Central School District Mission & Goals

The Greenville Central School District serves 1,088 students who reside in Albany and Greene Counties with the school campus, centrally located in the Town of Greenville, on the northern edge of Greene County. The school district, which encompasses eleven (11) townships, is approximately 135 square miles in area. Enrollees attend:

Scott M. Ellis Elementary School – Grades K-5 (460)

Greenville Middle School – Grades 6-8 (265)

Greenville High School – Grades 9-12 (363)

Students receive a multitude and variety of services within our special education department, multi-tiered system of support including but not limited to: Response to Intervention, Academic Intervention Services, Positive Behavior Intervention Services and community agency collaboration of services.

Greenville Central School District			
District Goals 2020 - 2021	~ Mission Statement ~ A place where everyone learns, everyone teaches, and everyone belongs. Spartan STRONG! Show self-control, Take action, Respond respectfully and responsibly, Offer empathy and acceptance, Never give up, Grow together		
	Goal One: All students will engage in relevant and challenging learning that will motivate them to be collaborative, creative, and inquisitive.		
	1.1 Develop a rigorous curriculum (academic and character) that is aligned K-12	1.2 Increase use of data to improve student learning in English Language Arts and mathematics (Priority)	1.3 Increase critical thinking skills in oral and written responses (Priority)
	Goal Two: All students, staff and families will be provided a welcoming, safe, secure, supportive, and engaging school environment where all students thrive.		
	2.1 Increase Effective Collaboration (Priority)	2.2 Incorporate and support student social emotional learning (SEL) (Priority)	2.3 Reduce chronic absenteeism (Priority)
	Goal Three: Greenville Central School will partner with families and the larger community to improve student learning and well-being.		
	3.1 Build the capacity of families and school staff to enhance the	3.2 Partner with community organizations to coordinate support and services to children and families	

education of children to include the innovative use of technology as a teaching tool.		
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B. Counseling/PPS Department Missions & Goals for 2020-2021

Greenville Central School District PPS Department

PPS Depart ment Goals 2020 - 2021

~ Mission Statement ~

The **mission** of the Greenville CSD **Counseling Department** is to provide a proactive, comprehensive, and developmentally appropriate **program** to address students' academic, college and career goals, in addition to supporting their personal and social needs.

Goal One:

All students will engage in relevant and challenging learning that will motivate them to be collaborative, creative, and inquisitive.

1.1

PPS members will make a chart to determine which life skills (SEL) are taught at each grade level. This is so we can ensure that the program is comprehensive and it will give us an opportunity to program boosters of skills that were previously taught

1.2

In collaboration with Dr. Jennifer Bashant, PPS members will create a screening to determine our student's baseline regarding Social-Emotional Skills

1.3

PPS members will evaluate the data from Goals 1.1 and 1.2 and decide which skills are not being covered or that need to be covered in a different way

1.4

PPS Members will write and deliver pertinent curriculum for SEL or work with teachers to deliver Social-Emotional skills curriculum

Goal Two:

All students, staff and families will be provided a welcoming, safe, secure, supportive, and engaging school environment where all students thrive.

2.1

PPS will meet with the Pride Center, and the Anti-Defamation League to learn about best practices when delivering a curriculum regarding Teaching Diversity and Acceptance

2.2

PPS members will work with the National Center for Missing and Exploited Children to ensure that all of our students are trained in Cyber safety and Cyber etiquette (Netiquette)

2.3

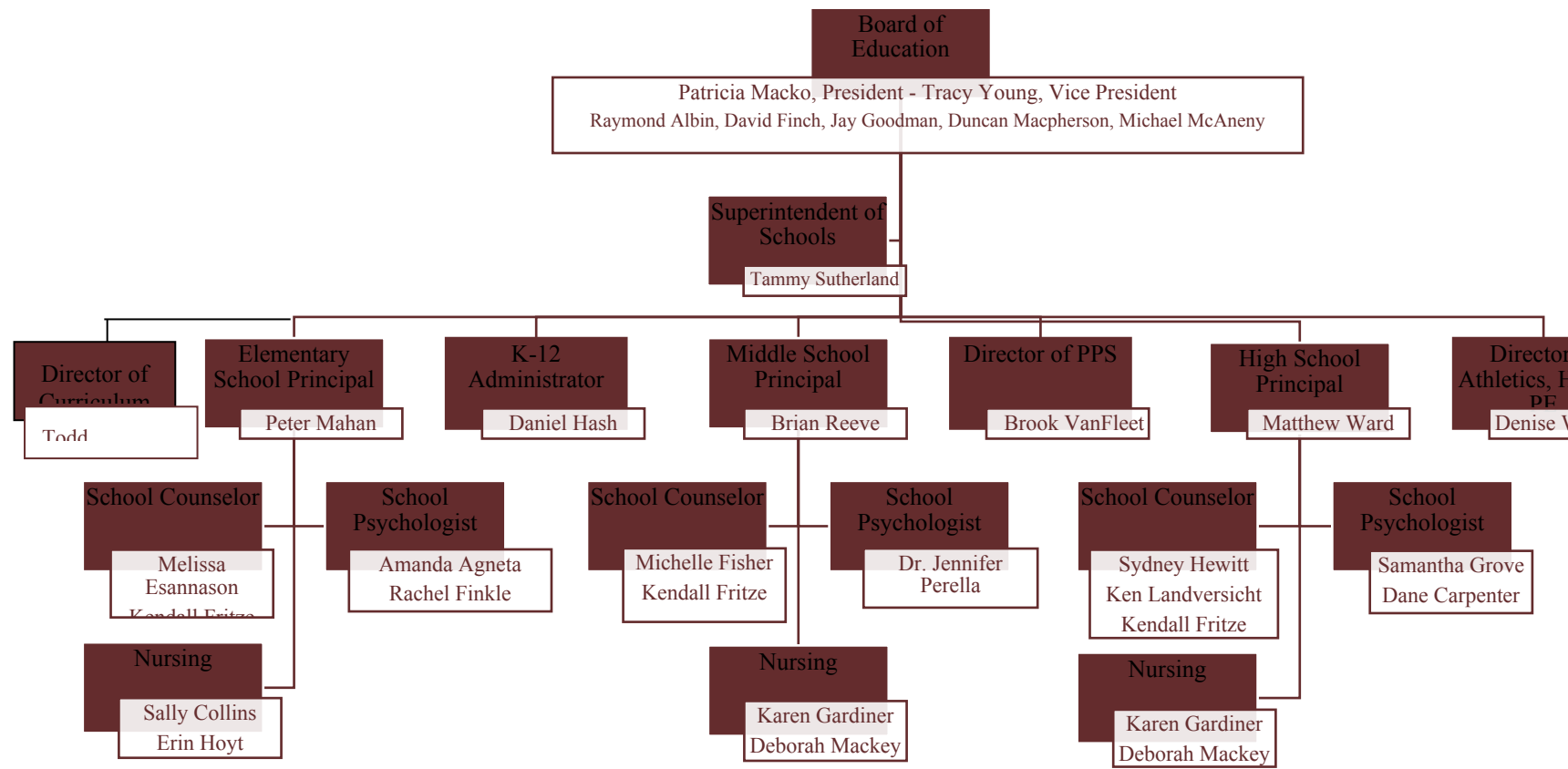
If available this year: To further promote a safe and secure learning environment, PPS will seek to have all school counselors and nurses trained in group crisis

2.4

PPS will seek to develop a K-12 Threat Assessment protocol

			intervention. All psychologists and one MS/HS nurse received training in the 2018-2019 school year.	
Goal Three: Greenville Central School will partner with families and the larger community to improve student learning and well being.				
3.1 PPS Staff will survey students and parents to get feedback on a variety of topics.	3.2 PPS members will reach out to outside agencies and resources to collaborate on training for parents with relation to pertinent skills.	3.3 PPS will collaborate with Dr. Jennifer Bashant to collaborate on videos for parents.	3.4 Some PPS members will make videos to share with students and parents during this difficult year.	3.5 PPS members will regularly contribute to the ENews on relevant topics.

C. School Counseling & PPS Department Organizational Chart



II. FOUNDATION / MANAGEMENT:

A. New York State Part 100.2(j) - Guidance programs and comprehensive developmental school counseling/guidance programs.

1. Guidance programs for public schools for school years prior to the 2019-2020 school year and for non-public schools.

Public Schools. Each school district shall have a guidance program for all students.

- (a) 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 educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.
- (b) In grades 7-12, the guidance program shall include the following activities or services:
 - (1) an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;
 - (2) 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 counselors, or by classroom teachers in cooperation with school counselors;
 - (3) other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education 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 assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and
 - (4) the services of personnel certified or licensed as school counselors.
- (c) 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. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such plan shall 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; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

<http://www.p12.nysed.gov/part100/pages/1002.html#j>

i. Student Standards

- a. The ASCA Mindsets & Behaviors for Student Success: K-12 College and Career Readiness Standards for Every Student (Ref. 1)**

Download from <https://www.schoolcounselor.org/asca/media/asca/home/mindsetsbehaviors.pdf>

- b. NYSED Learning Standards for Career Development and Occupational Studies at Three Levels (CDOS) (Ref. 2)**

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

- c. NYSED Career Plans (Ref. 3)**

Download from <http://www.p12.nysed.gov/cte/careerplan/>

- d. NYSED Social Emotional Learning Benchmarks (Ref. 4)**

Download from <http://www.p12.nysed.gov/sss/documents/NYSSELBenchmarks.pdf>

- e. Health Education and FACS Standards (Ref. 5)**

Download from <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/continuumofwellbeingguide.pdf>

- f. New York State Framework for Mental Health Education Instruction (Ref. 6)**

Download from <http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/healthpefaclearningstandards.pdf>

ii. School Counselor Professional Standards

- g. ASCA Professional School Counselor Competencies (2019) (Ref. 7)**

Download from <https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

- h. ASCA Ethical Standards for School Counselors (2016) (Ref. 8)**

Download from <https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

iv. Annual Review of Comprehensive School Counseling Program & Advisory Council Members

The comprehensive school counseling plan will be reviewed by the Advisory Council to include multiple stakeholder groups two times per year. This review is to take place in January and June of each school year. During the review, results from the previous year and goals for the upcoming year will be evaluated using the Implementation Assessment tool. Additionally, changes will be made to this plan as necessary. This review will be documents and made available to the Superintendent and Board of Education.

The Advisory Council consists of school counselors, additional PPS members, building and district administrators, parents, students and community members.

Advisory Council Members:

Brook VanFleet, Director of Pupil Personnel Services
Melissa Esannason, K-5 School Counselor
Michelle Fisher, 6-8 School Counselor
Sydney Hewitt, 9-12 School Counselor (A-K)
Ken Landversicht, 9-12 School Counselor (L-Z)
Kendall Fritze, K-12 School Counselor
Rachael Finkle, Elementary School Psychologist
Kelsey Brady, ES Teacher
Donald Mulligan, MS/HS Teacher and District Health Coordinator
Gina Blenis, Parent Representative
Brianna Haggerty, Student

A. Greenville Central School District Comprehensive School Counseling Program Activities & Timeline Map

Program Objective: Perform an annual review of each student's educational program and career plan.											
	NYSED Reg.	ASCA Student Standards	NYS Mental Health Standards	Social Emotional Learning Standards	Staff & Resources	Elementary School	Middle School	High School			
Activities – Procedures/Steps						PreK – 5	6-8	9	10	11	12
1. Individual/group meetings with students for academic and career planning.	K-6 i.2 7-12 ii.2	A:B2	2A	1A 1B 1C	School Counselors / Classroom Teachers	x (5 th)	x	x	x	x	x
2. Committee on Special Education meetings, annual reviews, and transition services for IEP and 504 students. Families are invited to attend.	K-6 i.8 7-12 ii.2 ii.4.7	A:B2 C:C2	2A	1A 1B 1C	School Counselors / Teachers / PPS	x	x	x	x	x	x
3. Individual/group meetings with students to review academic progress and diploma options, plan course selections, educational and career planning, including NCAA requirements.	K-6 i.2 7-12 ii.2	A:B1 A:B2 C:C1	2A	1A 1B 1C	School Counselors / Classroom Teachers		x (8 th)	x	x	x	x
4. Individual senior year planning meetings focusing on post-secondary plans. Families are welcome to attend.	7-12 ii.4.6 ii.4.7	A:B2 C:B2	2A	1A 1B 1C	School Counselors					x	x
Assessment: Student management data including grades, transcripts, future plan documents, attendance data, IEP Direct											

Program Objective: Prepare students to participate successfully in their current and future educational program.											
	NYSED Reg.	ASCA Student Standards	NYS Mental Health Standards	Social Emotional Learning Standards	Staff & Resources	Elementary School	Middle School	High School			
Activities – Procedures/Steps						PreK – 5	6-8	9	10	11	12
5. Schedule changes/conflicts, teacher requests/ concerns/ groupings and review and adjust for course failures.	K-6 i.1 7-12 ii.1 ii.4.1	PS:B1 A:B2			School Counselors / Admin	x	x	x	x	x	x
6. Grade level team meetings	K-6 i.1 7-12 ii.4	A:B2 A:A3			School Counselors / Admin / Teachers	x	x	x	x	x	x
7. Intervention (RTI) Team Meetings	K-6 i.1 7-12 ii.4	A:B2 PS:B1 PS:C1			School Counselor / Admin / Teachers / Psych	x	x	x	x	x	x
8. Involvement in a multi-tiered system of supports (AIS, RTI, PBIS, etc.)	K-6 i 7-12 ii	A:A1-A3 A:B1			All staff	x	x	x	x	x	x
9. New student records review, placement and planning	K-6 i.1 7-12 ii.1	A:B2			School Counselor / Admin / Nursing	x	x	x	x	x	x
10. School counseling/guidance core curriculum instruction	K-6 i.1 i.2 7-12 ii.3	A:A1 A:B1-B2 C:A2 PS:C1		1ABC 2ABCD 3ABC	School Counselor / Classroom Teachers / District Health Coordinator	x	x	x	x	x	x
11. Master schedule development	K-6 i.1 7-12 ii.1				School Counselors / Admin	x	x	x	x	x	x

12. Meet the teacher night/Open House	K-6 i.8 7-12 ii.4.7	A:A3			School Counselor / Admin / Teacher / PPS	x	x	x	x	x	x
13. Career planning lessons, personality assessments, interest inventories including Career Plan documents and Naviance	K-6 i.2 7-12 ii.3 ii.4.6	C:A1 C:B1 PS:B1		1B 1C	School Counselor / Classroom Teachers NEED: Assessment tools (Naviance,etc.)	x	x	x	x	x	x
14. Career Day (internal and external career fairs/days)	K-6 i.2 7-12 ii.3 ii.4.6	C:A1 C:A2 C:B1 C: B2 C:C1 C:C2		1B 1C	School Counselors (internal/external) / Classroom Teachers NEED: Transportation	x (5 th)	x	x	x	x	x
15. Career Interview Resource	6-12 i.2	C:A1 C:A2 C:B1 C: B2 C:C1 C:C2		1B 1C	School Counselors/ Administration	x (5 th)	x	x	x	x	x
16. Award ceremonies and dinners – internal and external	K-6 i.8 7-12 ii.4.7				School Counselors / Office Staff NEED: Budget for student awards	x	x	x	x	x	x
17. Assist in UPK and kindergarten transitions	K-6 i.1	A:A3			School Counselor / K Teachers / Speech / PE / Psych / Nursing	x					
18. Conduct kindergarten screenings	K-6 i.1	A:B2			School Counselor / K Teachers / Speech / PE / Psych	x					

					NEED: Dial-IV						
19. Bullying prevention classroom lessons	K-6 i.1 i. 5	PS: A1, A2, B1,C1	1B,1C2A, 2B,3A-3D	2A-2D, 3A-3C	School Counselor	x					
20. Cyber safety presentation from the National Center for Missing and Exploited Children	K-6 i.5 i.7 7-12 ii.5	PS:C1	1A-1C, 3A-3D	3A-3C	Health Teacher/ School Counselor / National Center for Missing and Exploited Children	x	x x	x	x	x	x
21. 5 th to 6 th grade transitions	K-6 i.1 i.2	A:A2-A3 PS:A1-A2			School Counselor / 5-6 Teachers	x	x				
22. Tech Valley information and applications	7-12 ii.4 ii.4.1 ii.4.6 ii.4.7				School Counselors		x(8 th)				
23. PTECH information and applications	7-12 ii.4 ii.4.1 ii.4.6 ii.4.7				School Counselors		x(8 th)				
24. 8 th to 9 th grade transitions	7-12 ii.4 ii.4.1	A:A2-A3 PS:A1-A2			School Counselor / 8-9 Teachers		x	x			
25. Dissemination of scholarship information and assistance with applications (academic and career)	7-12 ii.4.6	A:B2			School Counselors			x	x	x	x
26. College visits/field trips	7-12 ii.3 ii.4.6				School Counselors NEED: Transportation				x	x	x
27. CTE tours for interested students	7-12 ii.3				School Counselors / CTE Staff				x	x	

					NEED: Transportation						
28. College admissions representatives group meetings/class presentations	7-12 ii.3 ii.4.6				School Counselor / Classroom Teachers				x	x	x
29. Administration of PSAT, ACT, SAT	7-12 ii.4.1 ii.4.6	A:B2 C:B2			School Counselors NEED: Large shared space, assessment tool, proctor (s)				x	x	x
30. Dissemination of FAFSA information	7-12 ii.4.6	PS:B1 A:C1			School Counselors					x	x
31. Financial Aid Night for seniors and families	7-12 ii.4.6	PS:B1 A:C1			School Counselors NEED: Financial Aid representative, tech support, space						x
32. Mock interviews/job skill development	7-12 ii.3		2A	1C	School Counselors / Community Members					x	x
33. Assistance with college applications including UHS	7-12 ii.4.6				School Counselors					x	x
34. Local scholarship committee meetings	7-12 ii.4				School Counselors / Teachers					x	x
35. Diploma verifications and graduation	7-12 ii.2				School Counselors / Admin						x

attendance											
Assessment: School culture/climate surveys, post-graduate surveys, qualitative data from stakeholders, APPR processes											

Program Objective: Provide advisory and individual/group counseling assistance to enable students to benefit from the curriculum.											
	NYSED Reg.	ASCA Student Standards	NYS Mental Health Standards	Social Emotional Learning Standards	Staff & Resources	Elementary School	Middle School	High School			
Activities – Procedures/Steps						PreK – 5	6-8	9	10	11	12
36. Individual counseling sessions addressing attendance, academic, behavioral and social-emotional issues.	K-6 i 7-12 ii	All standards per individual need	1A,1B,1C 2A,2B,2C 3A,3B,3C, 3D	1A,1B,1C 2A,2B,2C, 2D 3A,3B,3C	School Counselors / PPS	x	x	x	x	x	x
37. Coordination and administration of the Advanced Placement & International Baccalaureate Programs	7-12 ii.4.1 ii.4.6	A:B2 C:B2			School Counselors Need: Testing space, examination storage, proctor (s)				x	x	x
38. Individual and group counseling sessions (including MTSS, IEP and 504 referrals)	K-6 i 7-12 ii	All standards per individual need	1A,1B,1C 2A,2B,2C 3A,3B,3C, 3D	1A,1B,1C 2A,2B,2C, 2D 3A,3B,3C	Schools Counselors / Psych / PPS	x	x	x	x	x	x
39. Review attendance, academic, behavioral	K-6 i 7-12 ii	A:A3 PS:B1 A:B1-B2			School Counselors / Psych/ Admin /	x	x	x	x	x	x

concerns and monitor progress		C:C1			Teachers						
40. Crisis counseling including risk assessments and responding to a mental health crisis	K-6 i 7-12 ii	PS:C1 PS:B1	1A,1B,1C 2A 3A,3B,3C, 3D		PPS members / Admin	x	x	x	x	x	x
41. Establish and monitor behavior intervention plans	K-6 i.5 7-12 ii.4.4	A:A3 PS:A1-A2 PS:B1	1A,1B		School Counselors / Psych	x	x	x	x	x	x
42. Healthy Boundaries presentation as well as family informational night in collaboration with the REACH Center	K-5 i.7	PS:A,B,C	3A-3D	3A-3C	School Counselors	x					
43. End of year failures, communication home and summer school information disseminated	K-6 i.4 i.8 7-12 ii.4.3 ii.4.7	A:B2	1B		School Counselors		x	x	x	x	x
44. Mindfulness Training	K-6 i.1 i.2	PS:A1,A2, B1	1A-1C 2A-2C 3A-3D	1A-1B 2D	Psych/School Counselors	x (4)	x (6)				
45. Mindfulness Refresher	7-12 i.2	PS:A1,A2, B1	1A-1C 2A-2C 3A-3D	1A-1B 2D	School Counselors		x (7-8)				
46. Mindfulness Activity Bank as an SEL resource for teachers (K-12)	K-6 i.1 i.2 7-12 i.2	PS:A1,A2, B1	1A-1C 2A-2C 3A-3D	1A-1B 2D	PPS/Classroom Teachers	x	x	x	x	x	x
Assessment: School culture/climate surveys, post-graduate surveys, qualitative data from stakeholders, APPR processes											

Program Objective: To provide a liaison between the school and professional guidance and counseling resources, agencies, and/or

organizations to further enhance the Comprehensive Plan.

	NYSED Reg.	ASCA Student Standards	NYS Mental Health Standards	Social Emotional Learning Standards	Staff & Resources	Elementary School	Middle School	High School			
Activities – Procedures/Steps						PreK – 5	6-8	9	10	11	12
47. Referrals and collaboration to all outside agencies including but not limited to: Greene County Mental Health, REACH, Twin Counties Addiction Recovery, Addictions Care Center of Albany, ACCESS-VR, probation/PrePINS, PINS, CPS, child advocacy centers, individual counselors/therapists, hospitals, doctors	K-6 i 7-12 ii	C:A2 PS:A1-A2 PS:C1	3C		PPS	x	x	x	x	x	x
48. Internal collaboration with stakeholder groups including but not limited to administration, teachers, paraprofessionals, families, BOE, etc.	K-6 i 7-12 ii				All staff	x	x	x	x	x	x
49. Participate in local, state and national counseling associations including CGCA, CDCA, NYSSCA, ASCA, NASP, Nursing etc.	K-12 iii.2.3				PPS	x	x	x	x	x	x

50. Participation PLC's, building and district teams	K-6 i 7-12 ii				All staff	x	x	x	x	x	x
51. Collaborate and coordinate with stakeholders, provide resources to teachers, paraprofessionals, administration, families, community members.	K-6 i.1 i.8 7-12 ii.4 ii.4.7	A:B1 PS:B1 A:A2			All staff	x	x	x	x	x	x
52. Communication to students, families, administration, teachers, community members via multiple platforms (parent/teacher conferences, emails, phone calls, individual meetings, guidance website, eNews, etc)	K-6 i 7-12 ii				All staff	x	x	x	x	x	x
53. Social-Emotional Learning surveys administered to families, students and staff	K-6 i 7-12 ii	PS:A1-A2 PS:B1 PS:C1	1A,1C,2A,2B, 3A-3D	1A-1C 2A-2D 3A-3C	All staff	x	x	x	x	x	x
54. Faculty meetings to discuss and share ideas for SEL implementation	K-6 i 7-12 ii	PS:A1-A2 PS:B1 PS:C1	1A,1C,2A,2B, 3A-3D	1A-1C 2A-2D 3A-3C	All staff	x	x	x	x	x	x
Assessment: School culture/climate surveys, post-graduate surveys, qualitative data from stakeholders, APPR processes											

Program Objective: Conduct an annual review of the K-12 Comprehensive Guidance Plan and program review consistent with career/educational planning procedures.

	NYSED Reg.	Student Standards	Staff & Resources	Elementary School	Middle School	High School			
Activities – Procedures/Steps				PreK – 5	6-8	9	10	11	12
55. Counselor/administration meetings	K-12 iii		School Counselors / Admin	x	x	x	x	x	x
56. Advisory Council bi-annual meetings, year-end review and evaluation of plan	K-12 iii		School Counselors / Admin / Teachers / PPS	x	x	x	x	x	x
Assessment: Bi-annual evaluation of plan by stakeholder groups, BOE feedback									

B. Greenville Central School District School Counseling Program Evaluation

To achieve the best results for students, Greenville Central School District school counselors will regularly evaluate their program to determine its effectiveness. Greenville Central School District 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, evaluation, and improvement.

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 for how the desired competency will be achieved. Each action plan should include: competencies addressed, description of activity, 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.

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 a needs and strengths assessment and moves through what changes need to be made. The use of data replaces hunches and hypotheses with factual information 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 Greenville Central School District School Counseling Advisory Council 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 Greenville Central School District APPR document, and review of program goals created at the beginning of the year.

C. Greenville Central School District Program Assessment Tool

PROGRAM ASSESSMENT				
This scored list can help assess implementation of the amended Part 100.2(j) of the Commissioner's Regulation with related American School Counselor Association National Model ¹ components.				
IMPLEMENTATION RATING 1= None 2= Beginning 3= Developing 4= In Full Practice	1	2	3	4
1. FOUNDATION				
a. All students K-5 have access to a certified school counselor and the comprehensive program				
b. All students 6-8 have access to a certified school counselor and the comprehensive program				
c. All students 9-12 have access to a certified school counselor and the comprehensive program				
d. Program vision and mission are developed in alignment with district vision and mission				
e. Program focus and annual goals are developed in alignment with district goals				
f. Relevant student competencies and standards K-12 are adopted to provide measurable knowledge, attitude and skill outcomes				
g. School counselor professional competencies and ethical standards are regularly reviewed and applied				
2. MANAGEMENT				
a. Program delivery is mapped including district goal, activities and services, students served, timeline, student standards, program objectives, staff and resources, evaluation and assessment methods				
b. Program monthly and annual calendars are provided for communicating about the program				
c. Advisory Council meets twice annually to review program goals and results, and provide advisement				
3. DELIVERY				
a. An annual individual progress review is provided to all students 6-12 to review each student's career/college planning and readiness, academic progress and social/emotional development				
b. Core curriculum instruction is provided by a certified school counselor to all students K-5 addressing student competencies in career/college readiness, academic skills and social/emotional development				
c. Core curriculum instruction is provided by a certified school counselor to all students 6-8 addressing student competencies in career/college readiness, academic skills and social/emotional development				
d. Core curriculum instruction is provided by a certified school counselor to all students 9-12 addressing student competencies in career/college readiness, academic skills and social/emotional development				
e. Direct and indirect student services are provided K-5 to assist students with academic, attendance and behavior needs such as individual and group counseling, advisement, consultation, and referral				
f. Direct and indirect student services are provided K-5 to assist students with academic, attendance and behavior needs such as individual and group counseling, advisement, consultation, and referral				
g. Direct and indirect student services are provided 6-8 to assist students with academic, attendance and behavior needs such as individual and group counseling, advisement, consultation, and referral				
h. Information on college and careers is provided to all students in grades K-5				
i. Information on college and careers is provided to all students in grades 6-8				
j. Information on college and careers is provided to all students in grades 9-12				
4. ACCOUNTABILITY				
a. Program data is analyzed annually resulting in gap action plans and program adjustments				
b. A program outcomes report is presented to the district board of education annually				
c. The Advisory Council provides a report to the district board of education annually				
d. The Program is posted on district and school websites				
SUBSCORES				
TOTAL SCORE				

¹see ASCA National Model (2012). Alexandria, VA: American School Counselor Association; or visit: <https://www.schoolcounselor.org/school-counselors-members/asca-national-model>