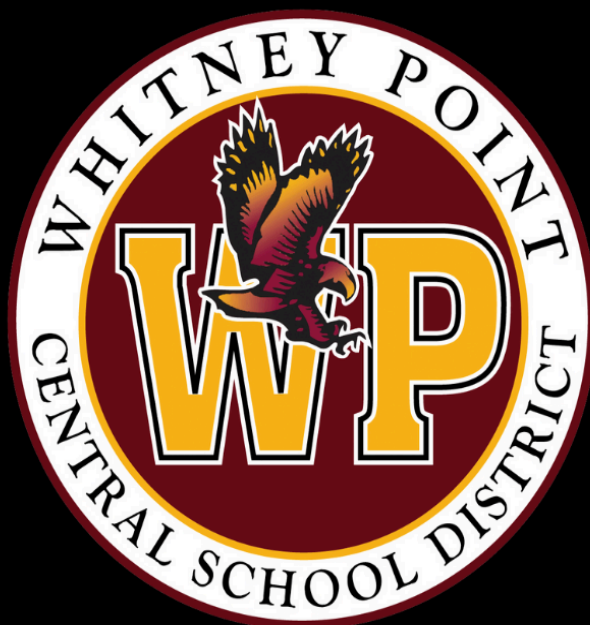


**Whitney Point Central
School District**
WHERE KIDS ARE THE POINT!

**Comprehensive
Counseling Plan
2023- 2024**



ACKNOWLEDGEMENTS

This draft has been the merging of several programs and manuals developed in the Whitney Point School District and draws heavily from the work that comes before it. The following documents have greatly assisted in the development of this draft:

American School Counseling Association Framework 2019
Fairbanks North Star Borough School District- 2009
Whitney Point Central School District Guidance Plan - 2017-2018

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WPCSD Mission

The vision of the Whitney Point Central School is to become a community of excellence achieved through high performance, morale and involvement.

WPCSD Vision

To provide an excellent education ensuring that all children maximize their potential, become contributing citizens, and pursue lifelong learning.

Counseling Mission

The mission of the Whitney Point Central School District Comprehensive School Counseling Program is to advocate and provide support for maximum student achievement in the areas of academic, career, and social/emotional 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.

As counselors of the WPCSD, 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 and should have access to an opportunity for a high-quality education.
- All students should graduate from high school prepared for postsecondary opportunities.
- All students have a right to, and will benefit from, a comprehensive counseling program that is culturally and developmentally appropriate.
- Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, community leaders and other stakeholders.
- School counselors are leaders in the school, district, state and nation.
- Comprehensive school counseling programs promote and enhance student outcomes.
- School counselors' background, experiences, knowledge, attitudes, skills, interests, values and beliefs determine their sense of identity and influence relationships with their students.

- students, with their parents, are responsible for monitoring their educational progress, assisted by the professional school counselor.

and that counselors will:

- help students recognize their individual 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.
- serve as leaders in the advocacy of school reform and are key players in school reform.
- participate in ongoing programs and professional development that enhance their skills and knowledge.


Our Goal for the 2023-2024 School Year:

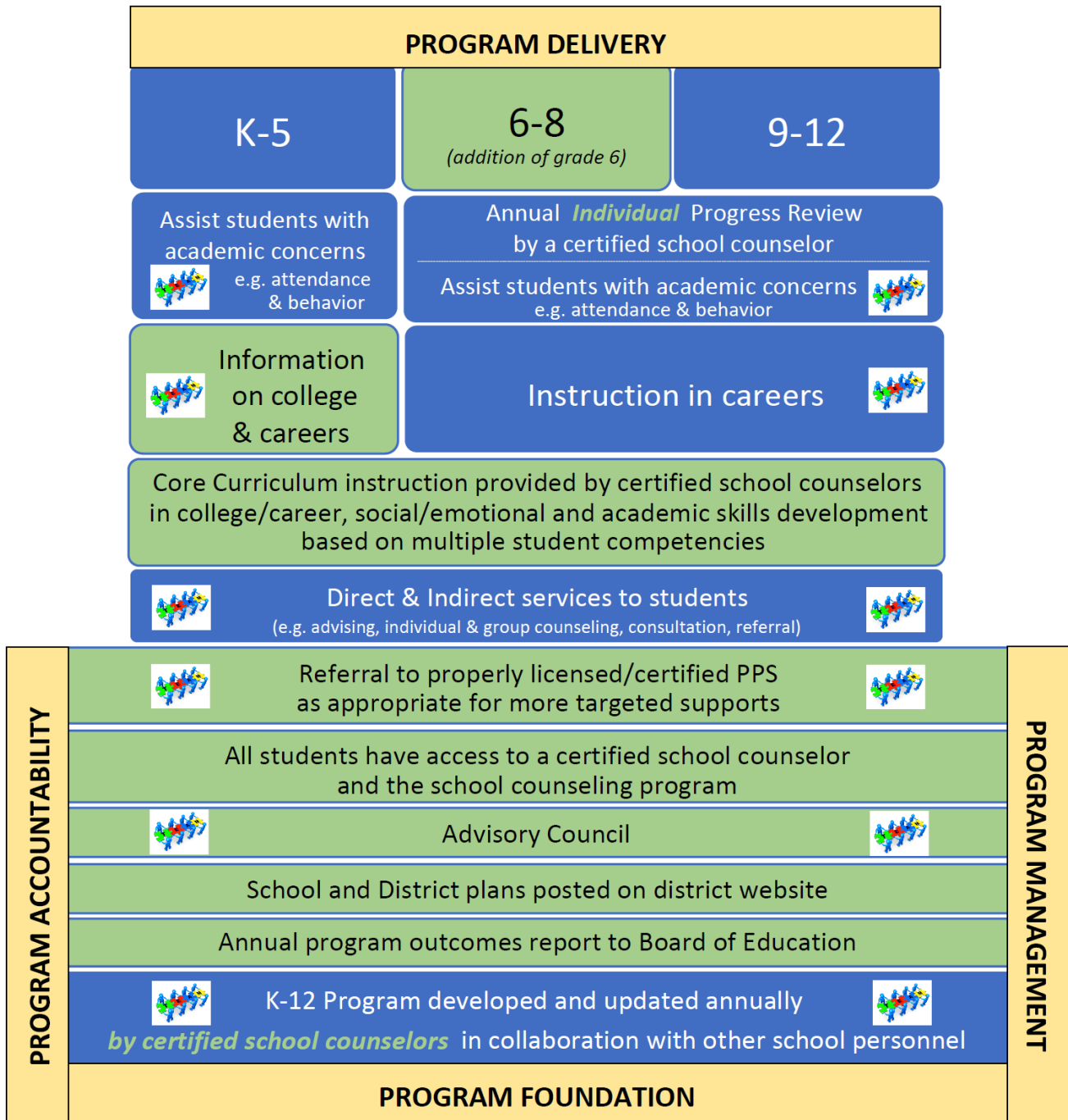
WPHS Goal:

*** *IMPORTANT NOTE* ***

The Comprehensive Counseling Program is delivered in collaboration with such professionals including but not limited to School Counselors, School Psychologists, School Social Workers, and Classroom Teachers.

Please see the info-graphic on the following page for an explanation on how we demonstrate teamwork approach to delivery.

Key:	New regulation	Old regulation
	Team approach: e.g. teachers, school social workers, school psychologists.	



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Define

School counselors create school counseling programs based on three sets of standards that define the profession. These standards help school counselors develop, implement and assess their school counseling program to improve student outcomes.

Student Standards

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

Professional Standards

- ASCA Ethical Standards for School Counselors
- ASCA School Counselor Professional Standards & Competencies



Professional Standards

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

MINDSETS School Counselors believe:		
M 1. Every student can learn, and every student can succeed. M 2. Every student should have access to and opportunity for a high-quality education. M 3. Every student should graduate from high school prepared for postsecondary opportunities. M 4. Every student should have access to a comprehensive school counseling program. M 5. Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders. M 6. School counselors are leaders in the school, district, state and nation. M 7. School counseling programs promote and enhance student academic, career and social/emotional outcomes.		

BEHAVIORS School counselors demonstrate the following standards in the design, implementation and assessment of a comprehensive school counseling program.		
Professional Foundation	Direct and Indirect Student Services	Planning and Assessment
B-PF 1. Apply developmental, learning, counseling and education theories	B-SS 1. Design and implement instruction aligned to ASCA Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings	B-PA 1. Create school counseling program beliefs, vision and mission statements aligned with the school and district
B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education	B-SS 2. Provide appraisal and advisement in large-group, classroom, small group and individual settings	B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity and resources
B-PF 3. Apply legal and ethical principles of the school counseling profession	B-SS 3. Provide short-term counseling in small-group and individual settings	B-PA 3. Develop annual student outcome goals based on student data
B-PF 4. Apply school counseling professional standards and competencies	B-SS 4. Make referrals to appropriate school and community resources	B-PA 4. Develop and implement action plans aligned with program goals and student data
B-PF 5. Use ASCA Mindsets & Behaviors for Student Success to inform the implementation of a comprehensive school counseling program	B-SS 5. Consult to support student achievement and success	B-PA 5. Assess and report program results to the school community

B-PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities	B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success	B-PA 6. Use time appropriately according to national recommendations and student/ school data
B-PF 7. Demonstrate leadership through the development and implementation of a school counseling program		B-PA 7. Establish agreement with the principal and other administrators about the comprehensive school counseling program
B-PF 8. Demonstrate advocacy in a comprehensive school counseling program		B-PA 8. Establish and convene an advisory council for the comprehensive school counseling program
B-PF 9. Create systemic change through the implementation of a school counseling program		B-PA 9. Use appropriate school counselor performance appraisal process

Student Standards

The ASCA Student Standards: Mindsets & Behaviors for Student Success describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts.

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

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

Category 1: Mindset Standards School counselors encourage the following mindsets for all students.		
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Self-Confidence in ability to succeed M 3. Sense of belonging in the school environment M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Positive attitude toward work and learning		
Category 2: Behavior Standards School counselors will demonstrate the following standards through classroom lessons, activities and/or individual/small group counseling.		
Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with other students
B-LS 3. Use time-management, organizational and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4. Apply self-motivation and self-direction for learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long and short-term goals	B-SS 5. Demonstrate ethical decision-making and social responsibility

B-LS 6. Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long- and short-term academic, career and social/emotional goals	B-SMS 7. Demonstrate effective coping skills when faced with a problem	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8. Actively engagement in challenging coursework	B-SMS 8. Demonstrate the ability to balance of school, home and community activities	B-SS 8. Demonstrate advocacy skills and ability to assert self when necessary
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate the ability to manage transitions and the ability to adapt to changing situation and responsibilities	

Domain: Academic Development

Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.



Grade Level	Delivery Method/ Activities	Mindsets & Behaviors	Evaluation Method
K-3 ACADEMIC OBJECTIVE: Students will attend school regularly and make satisfactory academic progress. Students will be aware of their academic progress.			
K-3	<p>Classroom lesson core curriculum</p> <p>Orientation procedure (screening, welcome packet, PPS brochure, etc)</p> <p>Response to Intervention Team</p> <p>Individualized student attendance plans (addressed at weekly PPS meetings)</p> <p>Committee on Special Education Services</p> <p>Consultation with parents, teachers, agencies</p> <p>CSE services/meetings</p> <p>Academic counseling</p>	<p>Learning Strategies B-LS 1, 2, 4, 6, 7, 8, 9,</p> <p>Student Management Skills B-SMS 1, 2, 4, 5, 6, 8, 10</p> <p>Social Skills B-SS 1, 2, 5, 8, 9</p>	<p>Attendance rates</p> <p>Chronic absenteeism</p> <p>Program evaluation surveys</p> <p>Feedback surveys</p>

4-8 ACADEMIC OBJECTIVE: Students will continually be aware of their academic progress and grade level requirements. Students will be actively involved in their course selections as well as their career exploration and high school planning.

4-8	<p>Collaboration with Faculty, staff and administration on offered programming and services</p> <p>Communication and collaboration with families (4-8)</p> <p>Orientation Night (4,6)</p> <p>New Student Orientation (4-8)</p> <p>Open House (4-8)</p> <p>Academic Counseling (executive functioning skills)</p> <p>Individual Course Planning</p> <p>Progress Reports/ follow-up on report cards</p> <p>Counseling/ Homework Website</p> <p>Sick day homework requests</p> <p>Academic assistance with homework after school</p> <p>Schooltool Parent Portal</p> <p>Instructional Support Team Meetings</p> <p>Committee on Special Education Services/ Meetings</p> <p>Parent Conferences</p> <p>Attendance Programs</p> <p>Summer Enrichment (4-8)</p> <p>Collaboration with Agencies (4-8)</p>	<p>Learning Strategies B-LS (1-10)</p> <p>Self-Management Skills B- SMS (1-6)</p>	<p>Daily attendance rates/ Chronic absenteeism</p> <p>Attendance rates in after school academic support</p> <p>Assessments/ Test scores</p>
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9-12 ACADEMIC OBJECTIVE: Students will continually be aware of their academic progress and grade level requirements. Students will be actively involved in their course selections and their career decision-making regarding their post secondary plans.

All Grades
9-12

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

	M 2. Self-Confidence in ability to succeed M 3. Sense of belonging in the school environment M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Positive attitude toward work and learning		
Grade Level	Mindset/ Behavior Standards	Delivery Method/ Activities	Evaluation Method
	B-LS 1. Demonstrate critical-thinking skills to make informed decisions	Annual Individual Course Planning Final Course Assessment Choice	Individual Graduation Worksheet
	B-LS 2. Demonstrate creativity	Seal of Civic Readiness Exploring Alternative Graduation Pathways	Earned Points on SCR Rubric Documented Exiting Pathway
	B-LS 3. Use time-management, organizational and study skills	Grade Recovery Beginning with the End in Mind Presentation (9th) Freshman Academy Regents Prep: Test Taking Skills Presentation	Completion of Grade Recovery Earned Course Credit Pre/Post
	B-LS 4. Apply self-motivation and self-direction for learning	Edgenuity Virtual Learning Academy New Visions P-TECH New Credit in Summer School Advanced Online Dual Credit Test-Out Opportunity Credit Recovery Give Something Back Scholarship	Earned course credit Maintain 80 or above GPA

	B-LS 5. Apply media and technology skills	<ul style="list-style-type: none"> • Google Classroom • QR Codes • Email • Mail • School Counseling Website • Facebook/Twitter/Instagram • Google Voice • Phone Calls • Edgenuity 	Google Classroom Questions Pre/Post Assignment Completion Course Credit Earned
	B-LS 6. Set high standards of quality	Upward Bound Collaboration Give Something Back Scholarship Pre-College Summer Scholarship Talent Search Collaboration Advanced Placement Dual Credit NCAA Guidelines PSAT Testing TABE Testing	Student Enrollment
	B-LS 7. Identify long- and short-term academic, career and social/emotional goals	Behavioral Health Counselor as Classroom Consultant Classroom Counseling Core Curriculum <ul style="list-style-type: none"> • What is Grade Recovery? (9-12) • Beginning with the End in Mind (9) • Sophomore Planning (10) • Parents and Students Junior Presentation (11) • Start of Year Planning 	Pre/Post Surveys and Evaluations

		Presentation (12)	
	B-LS 8. Actively engagement in challenging coursework	New Visions Advanced Placement Dual Credit Advanced Online Dual Credit	Student Enrollment
	B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	College Representative Visits Career and Technical Education (CTE) BOCES Visitation SUNY Broome Instant Admit Manufacturing Day ConTech Day County Job Fairs Engineering Day (Oneonta Job Corps)	Student Participation Completion of Annual Student Career Plans
	B-LS 10. Participate in enrichment and extracurricular activities	Freshman Minute Meetings Eagle Time New Student Orientation Seal of Civic Readiness	The Story of You
	B-SMS 1. Demonstrate ability to assume responsibility	Edgenuity Seal of Civic Readiness (Peer Mentoring)	Course Credit Earned Earned Points on SCR Rubric
	B-SMS 2. Demonstrate self-discipline and self-control	Behavioral Health Counselor as Classroom Consultant	
	B-SMS 3. Demonstrate ability to work independently	Edgenuity	
	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	Beginning with the End in Mind (9) Annual Transcript Review	Interim Reports

		Tassel is Worth the Hassle Bulletin Board	
	B-SMS 5. Demonstrate perseverance to achieve long and short-term goals	"I Wish Someone Had Told Me About..." Presentation Grade Recovery Summer School	
	B-SMS 6. Demonstrate ability to overcome barriers to learning	Grade Recovery	
	B-SMS 7. Demonstrate effective coping skills when faced with a problem	Student Needs Assessment	
	B-SMS 8. Demonstrate the ability to balance of school, home and community activities	Athletic Academic Policy "I Wish Someone Had Told Me About..." Presentation	
	B-SMS 9. Demonstrate personal safety skills	Social Media Handout Digital Responsibility Course	Course Credit Earned
	B-SMS 10. Demonstrate the ability to manage transitions and the ability to adapt to changing situation and responsibilities	Student Needs Assessment	
	B-SS 1. Use effective oral and written communication skills and listening skills	Google Classroom School Counseling Website	
	B-SS 2. Create positive and supportive relationships with other students	(Peer Mentoring)	
	B-SS 3. Create relationships with adults that support success	Instructional Support Team Parent Teacher Conferences Participation in CSE Meetings	
	B-SS 4. Demonstrate empathy	(Peer Mentoring) "I Wish Someone Had Told Me About...." Presentation	

		Student Exchange Program	
	B-SS 5. Demonstrate ethical decision-making and social responsibility	Seal of Civic Readiness	
	B-SS 6. Use effective collaboration and cooperation skills	Instructional Support Team Parent Teacher Conferences Participation in CSE Meetings	
	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams	Seal of Civic Readiness Boys State/ Girls State	Students Earning Point on SCR Rubric Program Evaluation
	B-SS 8. Demonstrate advocacy skills and ability to assert self when necessary	Monitoring Student Achievement in SchoolTool Grade Recovery	Grade Change Forms Submitted by Teachers
	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment	(Peer Mentoring)	

Domain: Career Development

Standards guiding school counseling programs to help

students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the lifespan.



Grade	Delivery Method/ Activities	Mindsets & Behaviors	Evaluation Method
K-3 CAREER OBJECTIVES: Each student will complete a career portfolio using classroom career lessons and activities. Students will gain awareness of their interests, abilities and personal strengths and foundational understanding of how this relates to occupations.			
K-3	<p>Career Portfolios</p> <p>Classroom Curriculum/Exploration</p>	<p>Learning Strategies B-LS 1, 3, 6, 7, 8, 9</p> <p>Self- Management Skills B-SMS 1, 2, 3, 4, 5, 8,</p> <p>Social Skills B-SS 1, 8, 9</p>	Completion of career portfolios
4-8 CAREER OBJECTIVES: Each student will develop a career plan throughout grades 4-8 using individual planning sessions, classroom career lessons, and diverse activities. Individualization of their career development process will include a review and analysis of interests, abilities, personal strengths and goals to help ensure a successful transition from elementary school to middle school and then to high school.			

4-8	Develop Career Portfolios (6) Career Exploration (4-5) Identifying interests, abilities and values (6) Choices 360 (7-8) Mock Interviews (8) Career Day- Meet Professionals in the Community (7-8)	Learning Strategies B-LS (1-9) Self-Management Skills B-SMS (1-3, 5-7, 9) Social Skills B-SS (1,3,5,6,8,9)	Feedback Surveys Individual planning/ meetings
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9-12 CAREER OBJECTIVES: Each student will develop a career plan using counseling, guidance, and diverse activities. Individualization of their career development process will include a review and analysis of interests, aptitudes, personal strengths and goals to help ensure a successful transition post secondary.

9-12	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Self-Confidence in ability to succeed M 3. Sense of belonging in the school environment M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Positive attitude toward work and learning		
Grade Level	Mindset/ Behavior Standards	Delivery Method/ Activities	Evaluation Method
9-12	B-LS 1. Demonstrate critical-thinking skills to make informed decisions	College Representative Visits Big Future Website Interest Inventory Completion Employer Informational Presentations Military Representatives ASVAB	
	B-LS 2. Demonstrate creativity	Resume Writing	
	B-LS 3. Use time-management,	New Visions	Course Credit Earned

	organizational and study skills	P-TECH College Success Course (½ credit)	
	B-LS 4. Apply self-motivation and self-direction for learning	Youth Apprenticeship Program (12) Career and Technical Education (CTE) BOCES Programing BOCES CO-OP Programs Work Based Learning Opportunities	
	B-LS 5. Apply media and technology skills	Scholarship Application Completion (12) Big Future Website FAFSA FSA ID Workshop FAFSA Completion Night Interest Inventory Occupational Outlook Handbook Online	
	B-LS 6. Set high standards of quality	PSAT Testing PSAT Score Review Presentation (11) Pre-College Summer Scholarship NCAA Guidelines (Civil Service Opportunities Presentation)	Student Participation Pre/Post
	B-LS 7. Identify long- and short-term academic, career and social/emotional goals	Annual Individual Planning Meetings College Application Completion (12) Dear Future Me Activity (9)	Completion of Annual Career Plans College Application Submissions

	B-LS 8. Actively engagement in challenging coursework	Advanced Placement Dual Credit Advanced Online Dual Credit Courses	Course Credit Earned
	B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	Pre-Employment Transition Skills Career Expo (10) Job Shadows College Visits Interest Inventory Completion Occupational Outlook Handbook Research	Student Participation Career Research Project (10) Post Evaluation
	B-LS 10. Participate in enrichment and extracurricular activities	New Visions Youth Apprenticeship Program Summer Youth Employment Employment Opportunity Postings in Google Classroom ConTech Day Manufacturing Day Engineering Day	Student Participation
	B-SMS 1. Demonstrate ability to assume responsibility	Pre-Employment Transition Skills Youth Apprenticeship Program SUNY Broome Academic Advising Trip Job Shadowing	
	B-SMS 2. Demonstrate self-discipline and self-control	Career and Technical Education (CTE) BOCES	

		Programs Youth Apprenticeship Program Job Shadows	
	B-SMS 3. Demonstrate ability to work independently	Summer Youth Employment	
	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	Classroom Counseling Core Curriculum <ul style="list-style-type: none"> • What is Grade Recovery? (9-12) • Beginning with the End in Mind (9) • Sophomore Planning (10) • Parents and Students Junior Presentation (11) • Start of Year Planning Presentation (12) “Finding the Right Job” Presentation “Ready for a Professional Job” Presentation	
	B-SMS 5. Demonstrate perseverance to achieve long and short-term goals	Annual Individual Planning Meetings	Completion of Annual Career Plans
	B-SMS 6. Demonstrate ability to overcome barriers to learning	Upward Bound Career Bound TABE/GED Oneonta Job Corps	
	B-SMS 7. Demonstrate effective coping skills when faced with a problem	Pre-Employment Transition Skills	
	B-SMS 8. Demonstrate the ability to balance of school, home and community activities	Working Papers Community Service Employment Opportunity Postings in Google	

		Classroom	
	B-SMS 9. Demonstrate personal safety skills	Career and Technical Education (CTE) BOCES Programs; including but not limited to OSHA, CPR, etc.	Employability Profile
	B-SMS 10. Demonstrate the ability to manage transitions and the ability to adapt to changing situation and responsibilities	Senior Exit Survey CSE Transition Plans	
	B-SS 1. Use effective oral and written communication skills and listening skills	ACT Work Keys Scholarship Application Completion Some Advice- How to Write a Thank You Some Advice- How to Write an Email Some Advice- How to Write a Resume Mock Interviews Preparation for Talking with Job Fair Recruiters Job Application Completion	
	B-SS 2. Create positive and supportive relationships with other students	Career and Technical Education (CTE) BOCES Programs	
	B-SS 3. Create relationships with adults that support success	BOCES CTE CO-OP Programs Youth Apprenticeship Program Upward Bound Talent Search	
	B-SS 4. Demonstrate empathy	Student Exchange Program Community Service Club	

		Seal of Civic Readiness	
	B-SS 5. Demonstrate ethical decision-making and social responsibility	Seal of Civic Readiness	
	B-SS 6. Use effective collaboration and cooperation skills	Career and Technical Education (CTE) BOCES Programs Ameri-Corp	
	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams	Rotary Youth Leadership Awards (RYLA) Boys State/ Girls State Hugh O'Brian Youth Leadership (HOBY)	
	B-SS 8. Demonstrate advocacy skills and ability to assert self when necessary	SUNY Broome Academic Advising Visit College Application Completion Job Application Completion	
	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment	Senior Exit Survey (Peer Mentoring)	

Domain: Social & Emotional Development

Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.



SOCIAL/EMOTIONAL OBJECTIVE:

Students will be counseled on an individual and group basis to identify personal problems and concerns. Students will gain the following:

1. Develop self-awareness and self-management skills essential to success in school and in life.
2. Use social awareness and interpersonal skills to establish and maintain positive relationships.
3. Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.

Grade Level	Delivery Method/ Activities	Mindset & Behavior	Evaluation Method
K-3	Crisis Intervention Home Visits Short Term Counseling Individual Counseling Group Counseling Referral of students to community agencies and continued consultation Development of Behavior Modification Plans based on Functional Behavioral Assessments Response to Intervention (RTI)	Learning Strategies B-LS 1-2, 4- 7, 9 Self Management Skills B-SMS 1-2, 4-10 Social Skills B-SS 1-9	Completion of Student Needs Assessment CSE Goals Pre and Post Surveys Participation and Enrollment in Programming and Services

	<p>Home to School Coordination</p> <p>Social Skills/Small Group Instruction</p> <p>Mental Health Counseling Lessons</p> <p>Development of behavior intervention plans to support students in general education setting</p> <p>Olweus Program Implementation</p> <p>Completion of Social Histories</p> <p>Abuse Prevention</p> <p>Conflict Intervention and Mediation</p> <p>Social/Emotional Curriculum</p> <p>Erin's Law Awareness (K-8)</p>		
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4-8	<p>Crisis Intervention</p> <p>Home Visits</p> <p>Short Term Counseling</p> <p>Individual Counseling</p> <p>Group Counseling</p> <p>Referral of students to community agencies and continued consultation/coordination of services</p> <p>Development of Behavior Modification Plans based on Functional Behavioral Assessments</p> <p>Instructional Support Team and Sub Committees (PPS)</p> <p>Home to School Coordination</p> <p>Social Emotional Learning Lessons (SEL) - Monthly (4,5)</p> <p>Development of behavior intervention plans to support students in general education setting</p> <p>Olweus Program Implementation</p> <p>Completion of Social Histories</p> <p>Conflict Intervention and Mediation</p> <p>Ten Together (homebase activities)</p> <p>Abuse Prevention (Erin's Law Awareness)</p>	<p>Learning Strategies B-LS 1-2, 4- 7, 9</p> <p>Self Management Skills B-SMS 1-2, 4-10</p> <p>Social Skills B-SS 1-9</p>	
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SOCIAL/EMOTIONAL OBJECTIVE:

Students will be counseled on an individual and group basis to identify personal problems and concerns. Students will gain the following:

1. Develop self-awareness and self-management skills essential to success in school and in life.
2. Use social awareness and interpersonal skills to establish and maintain positive relationships.
3. Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.

9-12	M 1. Belief in development of whole self, including a healthy balance of mental,
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	social/emotional and physical well-being M 2. Self-Confidence in ability to succeed M 3. Sense of belonging in the school environment M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Positive attitude toward work and learning		
Grade Level	Mindset/ Behavior Standards	Delivery Method/ Activities	Evaluation Method
9-12	B-LS 1. Demonstrate critical-thinking skills to make informed decisions	Referral for Outside Services	
	B-LS 2. Demonstrate creativity	12 Days of Self Care Creative Projects to Share Messages and Thoughts of Support Chalk the Walk	
	B-LS 3. Use time-management, organizational and study skills	Freshman Academy Regents Prep: Test Taking Skills Presentation	Student Evaluation Pre/Post
	B-LS 4. Apply self-motivation and self-direction for learning	Personal Success Strategies (½ credit) Annual Individual Meetings	Course Credit Earned Individual Career Plan Developed and Reviewed
	B-LS 5. Apply media and technology skills	Mental Health Newsletters Anonymous Tip Line on District Website Zones of Regulation Student Needs Assessment	
	B-LS 6. Set high standards of quality	Soaring Eagles Recognition for Attendance and Academics NCAA Guidelines	
	B-LS 7. Identify long- and short-term academic, career and social/emotional goals	Student Drop in Visits	

		Short Term Counseling	
		Freshman Meeting Minutes	
	B-LS 8. Actively engagement in challenging coursework	Personal Success Strategies (½ credit)	
	B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	Mediations Student Drop in Appointments	
	B-LS 10. Participate in enrichment and extracurricular activities	Community Services Club Eagle Time Positive School Climate Assemblies	
	B-SMS 1. Demonstrate ability to assume responsibility	Peer Mentoring	
	B-SMS 2. Demonstrate self-discipline and self-control	Student Drop In	
	B-SMS 3. Demonstrate ability to work independently	Annual Individual Planning Meetings	
	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	S.A.D.D. “Hazards of Vaping” Presentation	
	B-SMS 5. Demonstrate perseverance to achieve long and short-term goals	Sophomore Planning Worksheets	
	B-SMS 6. Demonstrate ability to overcome barriers to learning	Freshman Academy BU Community School	
	B-SMS 7. Demonstrate effective coping skills when faced with a problem	Zones of Regulation Calm Space	
	B-SMS 8. Demonstrate the ability to balance of school, home and community activities	Athletic Academic Eligibility	

	B-SMS 9. Demonstrate personal safety skills	Digital Responsibility (½ credit) Safety Plans Referrals for Outside Services	Course Credit Earned
	B-SMS 10. Demonstrate the ability to manage transitions and the ability to adapt to changing situation and responsibilities	New Student Orientation Freshman Orientation SUNY Broome Visit Peer Mentoring	
	B-SS 1. Use effective oral and written communication skills and listening skills	Mediations Conflict Resolution	
	B-SS 2. Create positive and supportive relationships with other students	CEA Mentoring Conflict Resolution BU Community Schools	
	B-SS 3. Create relationships with adults that support success	Short Term Counseling Upward Bound Referrals for Outside Services Behavioral Health Counselor ACBC Counseling DSS Family Liaison	
	B-SS 4. Demonstrate empathy	Lunch Group Conflict Resolution Creative Projects to Share Messages and Thoughts of Support Chalk the Walk #Hope Challenge	

		Student Exchange Program Community Service Club Seal of Civic Readiness	
	B-SS 5. Demonstrate ethical decision-making and social responsibility	Self-Reflection Bulletin Board Community Service Club	
	B-SS 6. Use effective collaboration and cooperation skills	BU Community Schools Lunch Group S.A.D.D. Girls with Grit Community Service Club	Student Participation
	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams	Rotary Youth Leadership Awards (RYLA) Boys State/ Girls State Student Council Student Government	Student Participation
	B-SS 8. Demonstrate advocacy skills and ability to assert self when necessary	Calm Space Anonymous Tip Line on District Website DASA Reporting	
	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment	National Honor Society	

Deliver

The Deliver component defines the methods school counselors use to provide activities and services to students and for students. This component consists of the following categories:

DIRECT STUDENT SERVICES

Direct services are in-person, or direct virtual, interactions between school counselors and students and include the following:

- **Instruction:** This curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level. The school counseling core curriculum is delivered throughout the school's overall curriculum and is systematically presented by school counselors in collaboration with other professional educators in K-12 classroom and group activities.
- **Appraisal and Advisement:** School counselors provide appraisal and advisement to students to help them understand their abilities, values and career interests and to attain the ASCA Mindsets & Behaviors for Student Success.
- **Counseling:** Counseling is the professional assistance and support provided to a student or small group of students during times of transition, heightened stress, critical change or other situations impeding students success. It is short term and may be proactive as well as responsive.

INDIRECT STUDENT SERVICES

Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations. These services include: Consultation, Collaboration and Referrals.



Manage

School counselors incorporate organizational assessments and tools that are concrete, clearly delineated and reflective of the school's needs. Assessments and tools to help assist with program planning include:

- **Data** to measure the results of the program as well as to promote systemic change within the school system so every student graduates college-and career-ready (Currently using SCUTA K-12)
- **Annual Data Review** currently being conducted through building and district level strategic planning
- **Annual Student Outcome Goals** currently being conducted through student needs assessments, academics, attendance and discipline referrals.
- **Action Plans** including classroom/group and closing the gap that measure the desired student competencies and the impact on achievement, behavior and attendance
- **Lesson Plans** currently documented in SCUTA (high school)
- **Calendars** to keep students, parents, teachers and administrators informed and to encourage active participation in the school counseling program
- **Advisory Council** made up of students, parents, teachers, school counselors, administrators and community members to review and make recommendations about school counseling program activities and results
- **Annual Administrative Conference** developed with and approved by administrators at the beginning of the school year addressing how the school counseling program is organized and what goals will be accomplished

Assess

To demonstrate the effectiveness of the school counseling program in measurable terms, school counselors analyze school and school counseling program data to determine how students are different as a result of the school counseling program. School counselors use data to show the impact of the school counseling program on student achievement, attendance and behavior and analyze school counseling program assessments to guide future action and improve future results for all students.

The performance of the school counselor is evaluated on basic standards of practice expected of school counselors implementing a comprehensive school counseling program.

- Lead Evaluator for Student Support Services is being managed by Superintendent, Jo-Ann Sexton jsexton@wpcsd.org.

Caryl E. Adams Elementary School

School Counseling Calendar

September

- New Student Welcome
- Implement and revise student behavior plans for classrooms/teachers
- Assist in Kindergarten transition to school
- Counseling Curriculum
 - Kindergarten School Counselor Introduction Lessons
 - Kindergarten Introduction to Kelso's Choices Conflict Management System

October

- Counseling Curriculum
 - Kindergarten Introduction to Kelso's Choices Conflict Management System
 - 1st Grade School Counselor Introduction Lessons
 - 2nd Grade School Counselor Introduction Lessons
 - 2nd Grade Friendships/Peer Relationship Lessons
 - 3rd Grade School Counselor Introduction Lessons
 - 3rd Grade Friendships/Peer Relationship Lessons

November

- Counseling Curriculum
 - Kindergarten Introduction to Kelso's Choices Conflict Management System
 - Kindergarten Kelso's Willow Pond Stories
 - 2nd Grade Incredible Years Assemblies/Introductions
 - 3rd Grade School Counselor Introduction Lessons
 - 3rd Grade Friendships/Peer Relationship Lessons

December

- Counseling Curriculum
 - 1st Grade Listening to My Teacher Lesson
 - 2nd Grade School Counselor Introduction Lessons
 - 2nd Grade Incredible Years Assemblies/Introductions
 - 2nd Grade Incredible Years School Rules with Dina
 - 2nd Grade Incredible Years Positive Self-Talk
 - 2nd Grade Incredible Years Consequences

January

- Counseling Curriculum
 - Kindergarten Kelso's Choices in Action
 - 3rd Grade SEL Lessons

February

- Counseling Curriculum
 - 2nd Grade Erin's Law Child Abuse Prevention Lessons
 - 3rd Grade Erin's Law Child Abuse Prevention Lessons

March

- Counseling Curriculum
 - Kindergarten Kelso's Choices in Action
 - 1st Grade Incredible Years SEL Lessons

April

- Counseling Curriculum
 - 2nd Grade Career Awareness and Exploration Lessons
 - 3rd Grade Career Awareness Exploration Lessons
- Kindergarten Registration Days Meet Parents and Social History

May

- Counseling Curriculum
 - Kindergarten Career Awareness and Exploration Lessons
 - 1st Grade Career Awareness and Exploration Lessons

June

- 3rd Grade - Transitions to the TRA

On Going Student Planning and Responsive Services:

Classroom SEL Lessons based on specific needs

Individual Behavior Plans

Short Term Individual Counseling

On Going Small Group Counseling

CSE Planning Meetings

High School Mentorship Program Begins

Indirect Services:

Consultation and Collaboration with Staff/Community Resources

Referrals to outside agencies

RTI Meetings

CEA PPS meetings & District PPS meetings

Faculty Meetings

Whitney Point TRA

School Counseling Calendar

August

- 4th Grade Breakfast
- 6th Grade Orientation
- Final master scheduling plans
- Individual schedules sent home

September

- 8th grade career unit and mock interviews
- Check on students from the prior year that had regular counseling appointments or those that were flagged from CEA
- 6th Grade Individual/Group Meetings (Middle school transition)
- Reach out to families to introduce (re-introduce) counselors

October

- Open House
- 6th Grade Individual/Group Meetings (Middle school transition)
- Check-in with new entrants
- Review AIS & State test scores
- Register necessary students for AIS services

November

- Parent/teacher conferences

December

- *6th grade career lessons (Counselors did not push in for the 20-21 school year due to COVID-19.HCS teacher delivered this unit.)*

January

- HS Planning seminar (via zoom) for 8th graders- in preparation for their HS planning Meetings.
- Start to schedule HS planning meetings
- Begin meeting with 8th graders (high school planning)
- Submit next school year scheduling request form
- Meet with High School Counseling on 9th grade available courses & updated course guide information

February

- *8th grade careers unit and mock interviews Counselors did not push in for the 20-21 school year due to COVID-19. HCS delivered this unit.)*
- Continue High School planning meetings with 8th graders

March

- Complete High School planning meetings with 8th graders by mid-March
- Review master schedule in schooltool for next year

April

- Start mass enrollment for courses grades 6-8
- Start collecting lists from teachers for CSE services, AIS, FLE, Band/ Chorus, etc.

May

- Transition to Middle School (5th grade classroom lesson)

June

- TRA tour for 3rd graders (transition to 4th grade)
- 8th-9th transition plan
- 3rd-4th transition plan

July

- Update master schedule/ student schedules for next school year

Additionally, every month:

- Social Emotional Learning (SEL) Lessons (4,5)
- Register new entrants
- Social Histories
- Attend District PPS meetings
- TRA PPS Meetings
- Parent Teacher Conferences
- Grade level meetings
- CSE/504 meetings
- Faculty meetings
- Family & Children's meetings
- Individual counseling
- Crisis Response Services

Whitney Point High School

School Counseling Calendar

July

- Analyze End of Year data for Summer School participation
- Provide outreach to families about Summer School opportunities
- Register students for Summer School
- Mail home Summer Newsletters for rising Seniors
- Adjust Master Schedule and student course requests to reflect End of Year course completion data

August

- Mail student schedules and conflict letter
- Finalize Master Schedule
- Resolve student scheduling conflicts while maintaining balanced classes
- Prepare School Profile
- Participate in workshops to prepare for programing during the school year (i.e. College Board)
- Review student caseload to identify students would could be “at-risk” for achieving graduation requirements

September

- Register new entrants
- Freshman Orientation
- Open House
- Register students for the Virtual Learning Academy
- Chalk the Walk - Suicide Prevention/Awareness
- # Hope, Suicide Prevention
- Peer Mentoring set meeting dates (Possibly Mentor Mondays)
- Verify Course Catalog
- Notify teachers of potential test out situations
- Determine eligibility and adjust student schedule for College Writing
- Input Summer School Grades/Regents exams/Special Appeals/Exemptions
- Address scheduling conflicts
- Lock Rank once all Summer School Grades have been inputted in the SMS
- Check on students from last year that had regular counseling appointments
- Review Senior graduation requirements and prepare documentation so parents are informed of remaining requirements/Regents
- Meet individually with Seniors
- Introduce Seniors to Christine McKnight from Talent Search to help with FAFSA completion
- Submit Certificates of Residency for Tompkins Cortland Community College

October

- Open House
- Mail home Senior Meeting Notes, Graduation Worksheets, Transcript Request Forms
- Senior individual meeting information emailed to all students and parents

- Communicate with Special Education Department about Senior Transition Plans
- College and Career Day at the Broome County Arena
- Compile comprehensive list to order January Regents Exams
- Administer the PSAT to Juniors
- Attend SUNY Operation Inform Workshop (not able to attend due to distance)
- Start Parent/Teacher Conferences
- Writing letters of recommendation and submit materials for college or scholarship applications
- Assist students with Resume writing
- Mail letters to students scheduled for January Regents exams
- Instant Admit Day and tour open for all Seniors at SUNY Broome
- Identify students eligible for Student Support

November

- Finish with Senior Meetings
 - Complete College Applications, write recommendations, arrange job shadows
- FAFSA Completion Night - Financial Aid Representative (Canceled due to low enrollment)
- Students Needs Assessment
- Minute Meetings to introduce ourselves to Freshman
- Classroom presentations to Juniors to explore Post-Secondary Plans (College, Employment, Military, etc.)¹
- ASVAB Test Administration
- ASVAB test interpretation with Nathan Van Duser Syracuse MEPS CEP Test Coordinator
- Register students for upcoming AP exams

December

- Revising Course Guide (for the 2024-2025 school year- course description, dual credit offerings, etc.)
- FAFSA Opens
- Review PSAT score reports with students and help them set up their accounts on College Board (Google Classroom presentation)
- Continue to process College applications
- Meeting with TRA Counselors to update them on course offerings and begin planning for the 24-25 school year.
- Meet with Seal of Civic Readiness Committee
- Communicate with students about Grade Recovery opportunities
- Update Scheduling Forms and review Graduation Worksheets

January

- New Visions School Information Visit to English 11 Honors and Juniors interested in the program
- Freshman scheduling begins
- Newsletters mailed home (grade specific)
- Provide the Committee on Special Education students Graduation Worksheets for Annual Review meetings.

¹

- Send Mid-year transcripts to colleges that students have applied (Common App, SUNY App, SEND Edu, etc)
- Adjusting student schedules based on test outs and course completion
- Give Something Back Scholarship recruitment begins
- Cornell Summer Scholarship applications submitted
- Communicate with Sophomores about “Grow Your Own” program

February

- Parent Information Night for New Visions at BOCES Glenwood
- Career and Technical Education Visitation for Sophomores exploring CTE (virtual)
- Sophomore presentations in ELA 10 classes addressing the changes they are experiencing (i.e. how to apply for a job, sending professional emails, career planning, etc.)
- Junior Scheduling begins
- Give Something Back Scholarship Parent Information session
- Communicate with students about Grade Recovery opportunities
- National School Counseling Week

March

- Sophomore Scheduling begins
- New Visions Applications Due March
- Manufacturing Day at The Raymond Corporation
- Career Expo at Binghamton University

April

- Interviews for New Visions at JC Learning Center
- Junior Night - Senior Year at a Glance
- Scholarship Award Selection Committee
- Run final rank for senior class
- Communicate with students about Grade Recovery opportunities
- Communicate with Seniors about Rural Health Network-Americorp opportunity

May

- AP test administration
- Construction & Technology Day at Broome County Department of Transportation
- Visit Marathon Central School District to tour Agricultural CTE Program for those students interested
- Acceptance for New Visions Academy, meet with those accepting and adjust schedule
- Meet with potential BOCES students who have been waitlisted
- Scholarship review committee
- Senior Exit Survey
- Assist with Diploma planning for upcoming graduation
- Summer Youth Employment

June

- Regents Exams administered
- Review final transcripts
- Review Career Development and Occupational Studies credential requirements
- Assemble Career planning documentation for permanent recording keeping
- Complete Final transcripts for college bound seniors
- Review report card data and invite students to attend Summer School
- Summer School Registration
- Prepare information for Strategic Planning
- Help students with Summer Youth Employment

Additionally, every month:

- Master Schedule meetings to plan for 23-24 school year
- Attend PPS Meetings
- IST Meetings
- CSE/504 Meetings
- Attend Broome Component Counselors Meetings
- Attend P-TECH Meetings
- Faculty Meetings
- Edgenuity Online enrollment, monitoring, ongoing communication, recording of grades and comments for report cards (paused)
- Department Meeting
- Agency Meetings (wrap around)
- Individual counseling
- Scholarship posting/maintenance
- Website maintenance
- Google Classroom maintenance
- Home visits
- College Admissions representatives visits in the Counseling office
- Military Recruiter visits in the Counseling Office
- Writing student recommendations
- NCAA transcript submissions
- Complete supplemental documentation for college and scholarship applications
- CPS Interview Support
- Crisis Intervention
- Police Officer Interview Support
- New Student Orientation
- Development and ongoing maintenance of Crisis Response Plan