

Mount Morris Central School District



Comprehensive PK-12 School Counseling Program

Mount Morris Central School District
30 Bonadonna Ave, Mount Morris, NY 14510

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Mount Morris Central School District

Introduction

Brief Description of School District

Mount Morris School District is presently providing an educational program known for its excellence and forward-looking perspective, which is sensitive to the changing needs of its students. The community, faculty, parents and students have joined together in striving to maintain and enhance that excellence.

The school is located on twenty-one acres of land overlooking the beautiful Genesee Valley. The school was originally constructed in 1955 with additions built in 1965, 1979, 1990 and 2000. Renovations were completed in 1979, 1984, 1990, 2000, 2009 and 2014. Transportation is contracted with local bus contractors. In the 1987-88 school year, Mount Morris Central School received accreditation by the Middle States Association of Colleges and Secondary Schools. This accreditation was earned for the entire K-12 program.

Over the years, our district has received many awards and recognitions, such as:

- 2023 Best Communities for Music Education
- 2022 & 2021 Odyssey of the Mind World Finals
- 2021 Wallethub Best High Schools in NYS: Ranked #1 in Livingston County
- 2020 National Support Music Merit Award
- 2019 National PTA School of Excellence
- 2018 Fastest Growing Districts: New York State
- 2017 U.S. News & World Report Best High Schools
- 2016 TOP 10 WNY SAT Math Performance

At Mount Morris one will find a faculty that is diverse in educational background and highly involved in professional activities. Mount Morris faculty educates all of our students to maximize their potential and to develop personal tools to become life-long learners and productive members of an ever-changing world.

Mission Statements

District Mission Statement

At Mount Morris Central School District we are building the future, laying the foundation of life-long learning, opening minds to explore, to create, and to achieve excellence.

District Belief Statements

1. Our highest priority is to recognize each student's talent and unlimited potential.
2. Facilitating a safe environment where all individuals are valued is important.
3. Higher expectations yield higher results.
4. Students, families, all school faculty and staff, and community members share in the responsibility for educational excellence.
5. Positive relationships promote learning.
6. Students learn best when they are actively engaged.
7. Meeting students' needs is achieved through data driven decision making.
8. Excellence in teaching is essential to student learning.

Counseling Department Mission Statement

The Mount Morris School Counseling Program is committed to providing a comprehensive, developmental counseling program which addresses the academic, career, and personal/social development of all students. Through providing school counseling services that are accessible to all students and collaborating with various stakeholders, we strive to empower students to embrace their full potential and to achieve their personal and academic aspirations.

Counseling Department Vision Statement

The Mount Morris School Counseling program is dedicated to empowering every student to achieve academic success, social and emotional growth, and career exploration.

MMCS D Comprehensive School Counseling Program

Role of the School Counselor

School counselors are certified/licensed educators who serve as leaders, agents of change, collaborators, coordinators, and advocates. They provide academic and behavioral support to ALL students in an attempt to improve student success. They split their time providing both direct services, such as individual and group counseling, delivering classroom lessons, and collaborating with various stakeholders, and indirect services, such as scheduling, data-analysis, and event coordination. The school counselor ensures that every student will have access to a quality and equitable education.

Rationale for the School Counseling Program

School counselors aim to improve student success for ALL students by implementing a comprehensive school counseling program. A school counseling program is meant to be “comprehensive in scope, preventative in design and developmental in nature.” Effective programs are a collaborative effort between school counselors, families, community stakeholders, and other educators to ensure that every student receives the maximum benefit from the program. The goal of the program is to have an overall positive impact on student achievement.

A comprehensive school counseling program is designed by the school counselor so that a majority of their time is spent in direct service to all students. Each program must focus on the three domain areas outlined by ASCA: academic, career and personal/social. For each of these domains, there are several competencies that are made up of specific knowledge, attitudes and skills that must be addressed. (see ASCA Domains p. 8).

The program is designed to be proactive and preventative in nature and is meant to assist students in acquiring lifelong learning skills. The program and services are developed to meet the needs of all students at the appropriate developmental stages.

A comprehensive school counseling program:

- o Meets the needs of ALL students
- o Is comprehensive in scope
- o Is proactive and preventative in design
- o Is developmental in nature
- o Is a collaborative effort with all stakeholders
- o Is an integral part of the educational program for student success
- o Is provided by a state-credentialed school counselor
- o Uses data to drive decision-making for the program
- o Addresses the academic, career and personal/social domains












Regulations


NYS Education Department Commissioner's Regulations

Part 100.2 (j) Guidance Programs

1. Public schools. Each school district shall have a guidance program for all students.
 - i. 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.
 - ii. In grades 7-12, the guidance program shall include the following activities or services:
 - a. 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;
 - 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 counselors, or by classroom teachers in cooperation with school counselors;
 - c. 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
 - d. the services of personnel certified or licensed as school counselors.
 - iii. 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.

New + Old Requirements of NYSED Commissioner's Regulation Part 100.2(j)
School Counseling and Guidance Programs for Public Schools
(adopted July 1, 2017, to be implemented by September 2019)

PROGRAM DELIVERY		
K-5	6-8 <i>(addition of grade 6)</i>	9-12
Assist students with academic concerns e.g. attendance & behavior	Annual <i>Individual</i> Progress Review by a certified school counselor	
	Assist students with academic concerns e.g. attendance & behavior	
 Information on college & careers	Instruction in careers 	
Core Curriculum instruction provided by certified school counselors in college/career, social/emotional and academic skills development based on multiple student competencies		
	Direct & Indirect services to students (e.g. advising, individual & group counseling, consultation, referral)	
PROGRAM ACCOUNTABILITY	 Referral to properly licensed/certified PPS as appropriate for more targeted supports	
	All students have access to a certified school counselor and the school counseling program	
		Advisory Council 
	School and District plans posted on district website	
	Annual program outcomes report to Board of Education	
		K-12 Program developed and updated annually <i>by certified school counselors</i> in collaboration with other school personnel
PROGRAM FOUNDATION		
PROGRAM MANAGEMENT		

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

ASCA Domains and Standards

Domains:

The ASCA Mindsets and Behaviors are organized in three broad domains: academic, career and personal/social development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. The definitions of each domain are as follows:

- **Academic Development- Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.**
 - **Standard A** – Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span
 - A:A1** Improve Academic Self-Concept
 - A:A2** Acquire Skills for Improving Learning
 - A:A3** Achieve School Success
 - **Standard B** – Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college
 - A:B1** Improve Learning
 - A:B2** Plan to Achieve Goals
 - **Standard C** – Students will understand the relationship of academics to the world of work and to life at home and in the community.
 - A:C1** Relate School to Life Experiences
- **Career Development - Standards guiding school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the lifespan**
 - **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
 - C:A1** Develop Career Awareness
 - C:A2** Develop Employment Readiness
 - **Standard B** – Students will employ strategies to achieve future career goals with success and satisfaction
 - C:B1** Acquire Career Information
 - C:B2** Identify Career Goals
 - **Standard C** - Students will understand the relationship between personal qualities, education, training and the world of work
 - C:C1** Acquire Knowledge to Achieve Career Goals
 - C:C2** Apply Skills to Achieve Career Goals
- **Personal/Social Development - Standards guiding school counseling programs to provide the foundation for personal and social growth as students progress through school into adulthood.**
 - **Standard A** – Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others
 - PS:A1** Acquire Self-knowledge
 - PS:A2** Acquire Interpersonal Skills
 - **Standard B** – Students will make decisions, set goals and take necessary action to achieve goals
 - PS:B1** Self-knowledge Application
 - **Standard C** – Students will understand safety and survival skills
 - PS:C1** Acquire personal Safety Skills

Standards:

All standards can be applied to the three domains that are listed in the previous section, and the school counselor will select a domain and standard based on the needs of the school, classroom, small group or individual. The standards are arranged within categories and subcategories and are based on general categories of non-cognitive factors related to academic performance.

- **Category 1: Mindset Standards** - includes standards related to the psycho-social attitudes or beliefs students have about themselves in relation to academic work. These make up the students' belief system as exhibited behaviors.
- **Category 2: Behavior standards** - includes behaviors commonly associated with being a successful student. These behaviors are visible, outward signs that a student is engaged and putting forth effort to learn. The behaviors are grouped into three subcategories.
 - **Learning Strategies** - processes and tactics students employ to aid in cognitive work or thinking, remembering and learning.
 - **Self-Management Strategies** - continued focus on a goal despite obstacles and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control).
 - **Social Skills**- acceptable behaviors that improve social interactions, such as those between peers or between peers and adults.

Adapted from the ASCA –School Counselor Webpage www.schoolcounselor.org

ASCA School Counselor Competencies and Ethical Standards

- ASCA School Counselor Competencies – can be found at:
<http://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>
- ASCA School Counselor Ethical Standards – can be found at:
<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>

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

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

Category 1: Mindset Standards School counselors encourage the following mindsets for all students.		
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Self-confidence in ability to succeed M 3. Sense of belonging in the school environment M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Positive attitude toward work and learning		
Category 2: Behavior Standards Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.		
Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with other students
B-LS 3. Use time-management, organizational and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4. Apply self-motivation and self-direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	B-SS 5. Demonstrate ethical decision-making and social responsibility
B-LS 6. Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long- and short-term academic, career and social/emotional goals	B-SMS 7. Demonstrate effective coping skills when faced with a problem	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8. Actively engage in challenging coursework	B-SMS 8. Demonstrate the ability to balance school, home and community activities	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	



ASCA MINDSETS & BEHAVIORS: PROGRAM PLANNING TOOL

This form is a tool you can use in planning your overall school counseling curriculum. Indicate the grade level in which you plan to address any standard in the cells below. It isn't necessary to address each standard each year.

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

NYSED Career Development and Occupational Studies (CDOS) Standards

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

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

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

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

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

- 3a.1 **Basic Skills** include the ability to read, write, listen and speak as well as perform arithmetic 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



Mount Morris Elementary School
Comprehensive School Counseling
Program

Mount Morris Elementary School

ASCA Mindsets & Behaviors

	Pre-K - 6 th		
	Academic	Career	Social/ Emotional
Mindsets			
M 1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	X	X	X
M 2: Self-confidence in ability to succeed	X	X	X
M 3: Sense of belonging in the school environment	X		X
M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success	X	X	X
M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes	X	X	X
M 6: Positive attitude toward work and learning	X	X	X
Behavior: Learning Strategies			
B-LS 1: Demonstrate critical-thinking skills to make informed decisions	X		
B-LS 2: Demonstrate creativity	X		
B-LS 3: Use time-management, organizational and study skills	X	X	
B-LS 4: Apply self-motivation and self-direction to learning	X		
B-LS 5: Apply media and technology skills	X		
B-LS 6: Set high standards of quality	X		
B-LS 7: Identify long- and short-term academic, career and social/emotional goals	X	X	X
B-LS 8: Actively engage in challenging coursework	X		
B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions	X		
B-LS 10: Participate in enrichment and extracurricular activities	X		
Behavior: Self-Management Skills			
B-SMS 1: Demonstrate ability to assume responsibility	X		X
B-SMS 2: Demonstrate self-discipline and self-control	X		X
B-SMS 3: Demonstrate ability to work independently	X		X
B-SMS 4: Demonstrate ability to delay immediate gratification for long-term rewards	X		X
B-SMS 5: Demonstrate perseverance to achieve long- and short-term goals	X		X
B-SMS 6: Demonstrate ability to overcome barriers to learning	X		X
B-SMS 7: Demonstrate effective coping skills when faced with a problem	X		X
B-SMS 8: Demonstrate the ability to balance school, home and community activities	X		X
B-SMS 9: Demonstrate personal safety skills			X
B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	X		X
Behavior: Social Skills			
B-SS 1: Use effective oral and written communication skills and listening skills	X		X

B-SS 2: Create positive and supportive relationships with other students	X		X
B-SS 3: Create relationships with adults that support success	X		X
B-SS 4: Demonstrate empathy	X		X
B-SS 5: Demonstrate ethical decision-making and social responsibility	X		X
B-SS 6: Use effective collaboration and cooperation skills	X		X
B-SS 7: Use leadership and teamwork skills to work effectively in diverse teams	X		X
B-SS 8: Demonstrate advocacy skills and ability to assert self, when necessary	X		X
B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment	X		X

Mount Morris Elementary School Comprehensive School Counseling Program

Key: M - Mindsets B-LS – Behavior: Learning Strategies B-SMS – Behavior: Self-Management Skills B-SS – Behavior: Social Skills

Grades PK – 6

Program Activity	Objective	Grade Level	ASCA Standards	Time Frame	Staff	Assessment	Data Showing Need
Individual and Small Group IEP Counseling	Individual or small group counseling sessions addressing specific academic, social, emotional or personal goals to help improve academic performance, behavior, or social skills	K - 6	M: 1-3, 5, 6 B-LS: 1-4, 6-10 B-SMS: 1-10 B-SS: 1-9	Sept – June Per IEP	School Counselor, Psychologist, Student	Student, parent, & staff reports; staff observations; counseling progress notes; discipline, academic & attendance data	Counseling referral, academic data, discipline data, attendance, IEP/504
Crisis Counseling	Assess student safety and make support plans as necessary	PK - 6	M: 1-3, 5, 6 B-LS: 1-4, 6, 7, 9 B-SMS: 1-10 B-SS: 1-9	Sept – June As needed	School Counselor, Psychologist, Student	Discipline referrals, student time out of class, counselor reports	Student self-referrals, teacher/counselor reports, discipline referrals
Transition Planning	Plan activities to help students transition successfully to next grade level	PK - 6	M: 2-6 B-LS: 1, 3-10 B-SMS: 1-8, 10 B-SS: 1-3, 5-9	Sept - June	School Counselor, Teachers, Administration, Parents, Student	Grade retention, grades, state exam scores	Grade retention, grades, state test scores
CSE and 504 Meetings	Participate in meetings to advocate for appropriate services for student and family; Report on progress towards counseling goals	K - 6	M: 1-3, 5, 6 B-LS: 1, 3, 4, 6, 7, 9 B-SMS: 1-10 B-SS: 1, 3, 8, 9	Sept – June, As needed	School Counselor, Psychologist, CSE Committee, Parents, Student	Student grades, state test scores, IEP counseling reports, discipline referrals	Outside diagnosis, student grades/performance, discipline referrals, state test scores, IEP/504

Parent/Teacher Conferences	Contact families and teachers when student is struggling, academically and/or behaviorally, to set up meeting to help improve communication and increase student support to help improve academics/behavior	PK - 6	M: 1-6 B-LS: 1, 3-10 B-SMS: 1-10 B-SS: 1-9	Sept – June, As needed	School Counselor, Administration, Psychologist, Teachers, Parents, Student	Attendance data, discipline referrals, behavior data, teacher/parent reports	Discipline data, attendance, grades, teacher reports, family concerns
Family Collaboration	Communicate with families about academic, social/emotional, behavioral issues to help improve student performance	PK - 6	M: 1-6 B-LS: 1, 3-10 B-SMS: 1-10 B-SS: 1-9	Sept - June	School Counselor, Administration, Psychologist, Parents, Student	Attendance data, discipline referrals, behavior data, family involvement	Family – school connectedness and positive correlation with student success
Behavioral Educational Support Team Meetings	School-based intervention team that meets to discuss at-risk students and put academic/behavioral supports in place	PK - 6	M: 1-3, 5, 6 B-LS: 1, 3-10 B-SMS: 1-10 B-SS: 1-3, 5-9	Sept – June as needed	School Counselor, Administration, Psychologist, Teachers, Parents, Students	Discipline referrals, attendance data, student grades, staff reports	Discipline referrals, academic data, behavioral concerns
PPS Team Meetings	Participate in Pupil Personal Support Meetings with administration bi-weekly to discuss student behavior, discipline referrals, attendance, academics	PK - 6	M: 1-10 B-LS: 1, 3-10 B-SMS: 1-10 B-SS: 1-9	Sept - June	School Counselor, Administration, Psychologist	Discipline referrals, attendance data, student grades, staff reports	Increase in discipline referrals, high absenteeism rate, staff reports
PBIS	District wide program implemented to help improve student behavior and grades, decrease discipline referrals, and increase student connectedness	PK - 6	M: 1-3, 5-6 B-LS: 1-4, 6, 10 B-SMS: 1-10 B-SS: 2-9	Sept - June	School Counselor, PBIS Coordinator & Committee, School Staff, Students	Student reports, discipline referrals, attendance data, grades	Discipline referrals, student reports, staff observations, attendance data
Food Backpack Program	Distribute food to students in need prior to the weekend so families will have food to eat	PK - 6	M: 1-3 B-SS: 3	Sept – June and as needed	School Counselor, Teachers, Students	Improved student performance and focus	Student, parent and teacher reports
Second Step	An evidence-based social-emotional learning curriculum that helps students to	PK-6	M: 1-3, 5-6 B-LS: 1-9 B-SMS: 1-10	Sept – June	Teachers (overseen by School	DASA data, discipline	Crisis counseling, DASA referrals, discipline referrals,

	be better equipped to manage their own emotions and build positive relationships in turn helping to improve their learning		B-SS: 1-9		Counselor), Students	referrals, crisis counseling	teacher observations, lack of social skills
Consultation with Outside Agencies	Consult and collaborate with multiple outside agencies to address and support various student needs in hopes to improve attendance and academic performance	PK - 6	M: 1-6 B-LS: 1, 3, 4, 6-10 B-SMS: 1-10 B-SS: 1-9	Sept – June as needed	School Counselor, Psychologist, Administration, Outside Agencies	Student, family, & teacher reports, student grades, discipline referrals, attendance data	Student, family, & teacher reports, student grades, discipline referrals, attendance data
Coordinate Family Strengthening Workshops	Collaborate and coordinate the facilitation of the family strengthening workshops with Cornell Cooperative Extension to help families work on parenting and communication skills	PK - 6	M: 1, 2 B-SS: 3	Sept – June	School Counselor, Parents, Cornell Cooperative Extension	Student, family, & teacher reports, student grades, discipline referrals, attendance data	Student, family, & teacher reports, student grades, discipline referrals, attendance data

Elementary School Counselor Calendar

Ongoing

- o Individual and group counseling
- o Crisis counseling
- o Mandated IEP counseling
- o Collaborate with outside agencies for student needs
- o Special Education counseling evaluations
- o Collaborate and communicate with families regarding student needs
- o Consult with teachers and other staff regarding student needs
- o Attend CSE/504 meetings
- o Oversee Second Step in classrooms
- o PBIS participation
- o Attend PPS meetings
- o Schedule and attend BEST meetings
- o Meet with CPS for student interviews
- o Manage referrals for backpack program
- o Distribute food for backpack program
- o Communication with families regarding positive school experiences for students
- o Continuous professional development

September

- o Organize IEP counseling schedule
- o Distribute and collect forms for backpack program
- o Obtain referrals for backpack program
- o Open House
- o Set dates for Fall Family Strengthening classes with Cornell Cooperative Extension

October

- o Bullying Prevention Month
- o Organize and implement Red Ribbon Week
- o Distribute forms for Thanksgiving Basket raffle
- o Organize/gather resources for Thanksgiving Basket
- o Create list of Focus on the Children Christmas Families
- o Coordinate Fall Family Strengthening classes with Cornell Cooperative Extension

November

- o Choose Thanksgiving Basket winners and assemble dinner baskets
- o Deliver Thanksgiving Baskets
- o Organize Christmas toy drive (faculty/staff)

- Distribute letter about Christmas toy drive
- Coordinate Fall Family Strengthening classes with Cornell Cooperative Extension

December

- Enter 1st quarter IEP progress notes into IEP Direct
- Organize and arrange Christmas toy drive
- Check-in on students who anticipate difficulties with the holiday/breaks

January

- Follow-up with any students who had difficulties over break
- Set Dates for Spring Family Strengthening classes with Cornell Cooperative Extension

February

- Random Acts of Kindness Month
- Follow-up with any students who had difficulties over break

March

- Enter 2nd quarter IEP progress notes into IEP Direct

April

- Follow-up with any students who had difficulties over break
- Coordinate Spring Family Strengthening classes with Cornell Cooperative Extension

May

- Coordinate Spring Family Strengthening classes with Cornell Cooperative Extension

June

- Enter 3rd quarter IEP progress notes into IEP Direct
- 6th grade transition meeting

Summer

- Review lessons
- Collaborate with outside agencies as needed
- Communicate and support families as needed
- Review new-entrant packets regarding student needs and accommodations
- Determine caseloads for IEP counseling
- Attend ESOL orientation
- Attend 7th grade orientation (if available)

- o Review school safety plan procedures
- o Meet with PPS team
- o Set dates for Fall Family Strengthening classes with Cornell Cooperative Extension
- o Contact Food Link about food for backpack program for next year
- o Contact families who participated in the backpack program the prior year
- o Contact new families who may participate in the backpack program in the future
- o Distribute backpack program food as needed to homes
- o Prepare for upcoming school year



Mount Morris Jr/Sr High School
Comprehensive School Counseling
Program

Mount Morris JR/SR High School

ASCA Mindsets & Behaviors

	7 th - 12 th		
	Academic	Career	Social/Emotional
Mindsets			
M 1: Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being	X	X	X
M 2: Self-confidence in ability to succeed	X	X	X
M 3: Sense of belonging in the school environment	X		X
M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success	X	X	
M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes	X	X	X
M 6: Positive attitude toward work and learning	X	X	X
Behavior: Learning Strategies			
B-LS 1: Demonstrate critical-thinking skills to make informed decisions	X	X	X
B-LS 2: Demonstrate creativity	X	X	X
B-LS 3: Use time-management, organizational and study skills	X	X	X
B-LS 4: Apply self-motivation and self-direction to learning	X	X	X
B-LS 5: Apply media and technology skills	X	X	X
B-LS 6: Set high standards of quality	X	X	
B-LS 7: Identify long- and short-term academic, career and social/emotional goals	X	X	X
B-LS 8: Actively engage in challenging coursework	X	X	
B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions	X	X	X
B-LS 10: Participate in enrichment and extracurricular activities	X	X	X
Behavior: Self-Management Skills			
B-SMS 1: Demonstrate ability to assume responsibility	X	X	X
B-SMS 2: Demonstrate self-discipline and self-control	X	X	X
B-SMS 3: Demonstrate ability to work independently	X	X	X
B-SMS 4: Demonstrate ability to delay immediate gratification for long-term rewards	X	X	X
B-SMS 5: Demonstrate perseverance to achieve long- and short-term goals	X	X	X
B-SMS 6: Demonstrate ability to overcome barriers to learning	X	X	X
B-SMS 7: Demonstrate effective coping skills when faced with a problem	X	X	X
B-SMS 8: Demonstrate the ability to balance school, home and community activities	X	X	X
B-SMS 9: Demonstrate personal safety skills		X	X
B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	X	X	X

Behavior: Social Skills			
B-SS 1: Use effective oral and written communication skills and listening skills	X	X	X
B-SS 2: Create positive and supportive relationships with other students	X		X
B-SS 3: Create relationships with adults that support success	X	X	X
B-SS 4: Demonstrate empathy			X
B-SS 5: Demonstrate ethical decision-making and social responsibility	X	X	X
B-SS 6: Use effective collaboration and cooperation skills	X	X	X
B-SS 7: Use leadership and teamwork skills to work effectively in diverse teams	X	X	X
B-SS 8: Demonstrate advocacy skills and ability to assert self, when necessary	X	X	X
B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment	X	X	X

Mount Morris Jr/Sr High School Comprehensive School Counseling Program

Key: M - Mindsets B-LS – Behavior: Learning Strategies B-SMS – Behavior: Self-Management Skills B-SS – Behavior: Social Skills

Grades 7 – 12

Program Activity	Objective	Grade Level	ASCA Standards	Time Frame	Participants	Assessment	Data Showing Need
Individual and Small Group IEP Counseling	Individual or small group counseling sessions addressing specific academic, social, emotional or personal goals to help improve academic performance, behavior, or social skills	7-12	M: 1-3, 5, 6 B-LS: 1-4, 6-10 B-SMS: 1-10 B-SS: 1-9	Sept – June Per IEP	School Counselor, Psychologist, Student	Student, parent, & staff reports; staff observations; counseling progress notes; discipline, academic & attendance data	Counseling referral, academic data, discipline data, attendance, IEP/504
Academic Counseling	Individual meetings with low-achieving students to develop intervention plans to increase success, academically and/or behaviorally	7-12	M: 1-6 B-LS: 1-10 B-SMS: 1-10 B-SS: 1-9	Sept – June as needed	School Counselor, Administration, Student	Student grades, discipline referrals, teacher reports	Teacher reports, student grades, time out of class, attendance data
Crisis Counseling	Assess student safety and make support plans as necessary	7-12	M: 1-3, 5, 6 B-LS: 1-4, 6, 7, 9 B-SMS: 1-10 B-SS: 1-9	Sept – June As needed	School Counselor, Psychologist, Student	Discipline referrals, student time out of class, counselor reports	Student self-referrals, teacher/counselor reports, discipline referrals
Credit Review	Review graduation requirements; Individual meetings with student and/or family to review academic progress towards on-time graduation; Course selection for following year	7-12	M: 2-5 B-LS: 1, 4, 6-10 B-SMS: 1, 2, 4-8, 10 B-SS: 1, 5, 6, 8, 9	Sept – June; As needed	School Counselor, Student	Graduation rate, student & parent reports, academic data, 4 year plans, grade retention	Graduation rate, grades, Regents exam scores

College Application Process	Provide students and their families with individual or group informational sessions and/or assistance with the actual college application in an effort to remove barriers to attending college	11/12	M: 2, 4, 5, 6 B-LS: 1, 3-10 B-SMS: 1-3, 5, 6, 8, 10 B-SS: 1, 3, 5, 6, 8, 9	March of junior year – June of senior year	School Counselor, Student	Completed college applications with required documentation	Graduation rate, college acceptance data, student/parent reports
Transition Planning	Plan activities to help students transition successfully to next grade level	7-12	M: 2-6 B-LS: 1, 3-10 B-SMS: 1-8, 10 B-SS: 1-3, 5-9	Sept - June	School Counselor, Teachers, Administration, Parents, Student	Graduation rate, grade retention, grades, 4 year plans, post-secondary plans	Graduation rate, grade retention, grades, regents exam scores
Learning Style Inventory	Administer Learning Style Inventory on Naviance to all students so that they are aware of their individual learning styles. Teachers will also have access to this data in hopes to help with instruction	7-12	M:1-6 B-LS: 1-5, 9 B-SMS: 1-3 B-SS: 1, 3, 9	Sept	School Counselor, Teachers Students	Academic and discipline data, state test scores	Academic and discipline data, state test scores
CSE and 504 Meetings	Participate in meetings to help advocate for appropriate services for student and family; Report on progress towards counseling goals	7-12	M:1-6 B-LS: 1, 3, 4, 6-9 B-SMS: 1-10 B-SS: 1, 3, 8, 9	Sept – June, As needed	School Counselor, CSE Committee, Parent, Student	Student grades, state test scores, IEP counseling reports, discipline referrals	Outside diagnosis, student grades/performance, discipline referrals, state test scores, IEP/504
College Visits	Organize and chaperone visits to various local colleges to increase student exposure to post-secondary options	10-12	M: 1-6 B-LS: 1, 3, 4, 6, 7-10 B-SMS: 1-8, 10 B-SS: 1, 3, 5, 8, 9	Aug - April	School Counselor, Students	College admissions data, number of students attending visits	College admissions data, student/family ability to visit colleges
BOCES Visit	Organize and chaperone visit to BOCES Career and Tech center to increase student exposure to various CTE programs	10	M: 1-6 B-LS: 1-10 B-SMS: 1-10 B-SS: 1-3, 5-9	March	School Counselor, Students	Post-secondary plans, enrollment in CTE courses	Societal need for jobs in the Career and Tech industry, post-secondary plans

PSAT/SAT Test Coordinator	Order and arrange PSAT and SAT test to help prepare students for college	10/11	M: 2, 4, 5 B-LS: 1, 3, 4, 6-8 B-SMS: 1-4, 7, 10 B-SS: 1	Oct / March	School Counselor	PSAT/SAT scores, number of students taking exams, college admissions data	PSAT/SAT scores, number of students taking exams, college admissions data
Parent/Teacher Conferences	Contact families and teachers when student is struggling, academically and/or behaviorally, to set up meeting to help improve communication and increase student support to help improve academics/behavior	7-12	M: 1-6 B-LS: 1, 3-10 B-SMS: 1-10 B-SS: 1-9	Sept – June as needed	School Counselor, Administration, Teachers, Parents, Student	Attendance data, discipline referrals, behavior data, teacher/parent reports	Discipline data, attendance, grades, teacher reports, family concerns
Family Collaboration	Communicate with families about academic, social/emotional, behavioral issues to help improve student performance	7-12	M: 1-6 B-LS: 1, 3-10 B-SMS: 1-10 B-SS: 1-9	Sept - June	School Counselor, Administration, Parents, Student	Attendance data, discipline referrals, behavior data, family involvement	Family – school connectedness and positive correlation with student success
RTI Team Meetings	School-based intervention team that meets to discuss at-risk students and put supports in place	7-12	M: 1-3, 5, 6 B-LS: 1, 3-10 B-SMS: 1-10 B-SS: 1-3, 5-9	Sept – June as needed	School Counselor, Administration, Psychologist, Teachers	Discipline referrals, attendance data, student grades, staff reports	Discipline referrals, academic data, behavioral concerns
PPS Team Meetings	Participate in Pupil Personal Support Meetings with administration bi-weekly to discuss student behavior, discipline referrals, attendance, academics	7-12	M: 1-10 B-LS: 1, 3-10 B-SMS: 1-10 B-SS: 1-9	Sept - June	School Counselor, Administration, Psychologist	Discipline referrals, attendance data, student grades, staff reports	Increase in discipline referrals, high absenteeism rate, staff reports
PBIS	District wide program implemented to help improve student behavior and grades, decrease discipline referrals, and increase student connectedness	7-12	M: 1-3, 5-6 B-LS: 1-4, 6, 10 B-SMS: 1-10 B-SS: 2-9	Sept - June	School Counselor, PBIS Coordinator & Committee, School Staff, Students	Student reports, discipline referrals, attendance data, grades	Discipline referrals, student reports, staff observations, attendance data

Consultation with Outside Agencies	Collaborate with multiple outside agencies to address and support various student needs in hopes to improve attendance and academic performance	7-12	M: 1-6 B-LS: 1, 3, 4, 6-10 B-SMS: 1-10 B-SS: 1-9	Sept – June as needed	School Counselor, Psychologist, Administration	Student, family, & teacher reports, student grades, discipline referrals, attendance data	Student, family, & teacher reports, student grades, discipline referrals, attendance data
Food Backpack Program	Distribute food to students in need prior to the weekend so families will have food to eat	7-12	M: 1-3 B-SS: 3	Sept – June and as needed	School Counselor, Teachers, Students	Improved student performance and focus	Student, parent and teacher reports

Jr/Sr High School Counselor Calendar

Ongoing

- o Individual and group counseling
- o Crisis counseling
- o Mandated IEP counseling
- o Schedule parent-teacher meetings to discuss academic, social/emotional, behavioral issues and interventions
- o Track student progress
- o Collaborate with outside agencies for student needs
- o Special Education counseling evaluations
- o IEP counseling progress notes
- o Collaborate and communicate with families regarding student needs
- o Consult with teachers and other staff regarding student needs
- o Attend CSE/504 meetings
- o PBIS participation
- o Attend PPS meetings
- o Schedule and attend RTI meetings
- o Meet with CPS for student interviews
- o Continuous professional development
- o Communication with families regarding positive school experiences for students

September

- o Schedule changes
- o Organize IEP counseling schedule
- o Identify and create plan for at-risk seniors
- o Identify and create plan for at-risk juniors
- o Meet the Teacher Night
- o Open House
- o Chaperone GLOW Hands-On Career Exploration Day
- o Senior post-secondary meetings with parents
- o PSAT Sign-ups
- o Learning Style Inventory to grades 7-12 on Naviance
- o Present to seniors about the college application process
- o Present to juniors/sophomores about PSATs
- o Create January Regents retake list
- o Distribute Regents retake schedules for students
- o Letters of Recommendation
- o Bullying Workshop presentation

October

- o Bullying Prevention Month
- o Administer PSATs

- o Rochester Area Colleges Field Trip (York)
- o Continue senior post-secondary meetings with parents
- o FAFSA Help Session for students and families
- o College Application Help Sessions
- o Letters of recommendation
- o Arrange and chaperone college tour
- o Social Emotional presentation
- o Enter 1st quarter IEP progress notes into IEP Direct

November

- o ASVAB Test
- o Stand Up Leadership Conference
- o Finish up college applications with seniors
- o Finish letters of recommendation

December

- o Make sure review classes for January Regents are organized and communicated with students and parents
- o Review PSAT scores with 10th/11th graders
- o Check-in on students who anticipate difficulties with the holidays/school vacations

January

- o Order SAT school day
- o Redistribute Regents Exam schedules
- o Arrange and chaperone college tour
- o FAFSA Help Session with students and families
- o Follow-up with any students who had difficulties over holidays/school vacation
- o Enter 2nd quarter IEP progress notes into IEP Direct
- o Complete appeal paperwork for qualifying seniors

February

- o Senior at-risk meetings
- o Begin 9th, 10th, 11th grade scheduling meetings for next year
- o Create June Regents retake list
- o Send mid-year reports for college applications
- o Random Acts of Kindness month
- o Follow-up with any students who had difficulties over break

March

- o Continue 9th, 10th, 11th grade scheduling meetings for next year
- o Administer SAT School Day

- o Review and order junior awards and scholarships
- o Chaperone juniors going to the National College Fair at the Rochester Convention Center
- o Chaperone sophomore visit to BOCES Career and Tech Center for exposure to programs available during their junior and senior year
- o Make sure review classes for June Regents are set up
- o Enter 3rd quarter IEP progress notes into IEP Direct

April

- o Enter course requests into SchoolTool for next year
- o Complete BOCES Career and Tech Program registrations for next year
- o Complete BOCES Special Education and Alternative Education Programs registrations
- o Distribute Regents retake schedules for students
- o College application process presentation for juniors
- o Arrange and chaperone college tour
- o Follow-up with any students who had difficulties over break

May

- o Order Diplomas
- o Order caps and gowns
- o Review senior scholarship and award applications
- o College application process presentation for juniors
- o CDOS paperwork for graduating seniors
- o Begin working on master schedule for following year

June

- o Attend graduation meetings
- o 6th grade transition meeting
- o Enter 4th quarter IEP progress notes into IEP Direct
- o Attend graduation
- o Create summer school lists and register students
- o Send home summer school letters
- o Continue working on master schedule

Summer

- o Review report cards/transcripts for error
- o Finalize summer school list and enroll students in summer school
- o Create list of students that need to retake regents exams in August and enroll in summer school
- o Send out final transcripts to colleges for graduating seniors

- o Verify grade status for each student based on number of credits
- o Identify students for summer credit recovery program
- o Finalize master schedule
- o Finish schedules and balance classes for following school year
- o Mail home schedules
- o Review Four-Year plans
- o Arrange two college tours over the summer
- o Collaborate with outside agencies as needed
- o Communicate and support families as needed
- o Review new-entrant packets regarding student needs and accommodations
- o Make new-entrant schedules
- o Determine caseloads for IEP counseling
- o Attend 7th grade orientation
- o Review school safety plan procedures
- o Meet with PPS team
- o Prepare for upcoming school year

School Counseling Program Assessment

FOUNDATION			
CRITERIA	No	In Progress	Yes
Beliefs			
a. Indicates an agreed-upon belief system about the ability of all students to achieve			
b. Addresses how the school counseling program meets student developmental needs			
c. Addresses the school counselor's role as an advocate for every students			
d. Identifies persons to be involved in the planning, managing, delivery and evaluation of school counseling program activities			
e. Includes how data informs program decisions			
f. Includes how ethical standards guide the work of school counselors			
Vision Statement			
a. Describes a future where school counseling goals and strategies are being successfully achieved			
b. Outlines a rich and textual picture of what success looks like and feels like			
c. Is bold and inspiring			
d. States best possible student outcomes			
e. Is believable and achievable			
Mission Statement			
a. Aligns with the school's mission statement and may show linkages to district and state department of education mission statements			
b. Written with students as the primary focus			
c. Advocates for equity, access and success of every student			
d. Indicates the long-range results desired for all students			
Program Goals			
a. Promote achievement, attendance and/or behavior			
b. Are based on school data			
c. Address schoolwide data, policies and practices to address closing-the-gap issues			
d. Address academic, career and/or personal/social development			
ASCA Mindsets & Behaviors			
a. Standards are identified and align with program mission and goals			

b. Standards and competencies selected from other standards (state/district, 21st Century, Character Ed, etc.) align with ASCA Mindsets & Behaviors, program mission and goals as appropriate			
School Counselor Professional Competencies and Ethical Standards			
a. ASCA School Counselor Competencies have been reviewed			
b. ASCA Ethical Standards for School Counselors have been reviewed			
PROGRAM MANAGEMENT			
CRITERIA	No	In Progress	Yes
School Counselor Competencies Assessment			
School counselor competencies assessment has been completed			
School Counseling Program Assessment			
School counseling program assessment has been completed			
Use-of-Time Assessment			
a. Use-of-time assessment completed twice a year			
b. Direct and indirect services account for 80 percent of time or more			
c. Program management and school support activities account for 20 percent of time or less			
Annual Agreement			
a. Created and signed by the school counselor and supervising administrator within first two months of school			
b. One agreement per school counselor			
c. Provides rationale for use of time based on data and goals			
d. Reflects school counseling program mission and program goals			
e. Lists school counselor roles and responsibilities			
f. Identifies areas for school counselor professional development			
Advisory Council			
a. Membership includes administrator and representatives of school and community stakeholders			
b. Meets at least twice a year and maintains agenda and minutes			
c. Advises on school counseling program goals, reviews program results and makes recommendations			
d. Advocates and engages in public relations for the school counseling program			
e. Advocates for school counseling program funding and resources			
Use of Data			
a. School data profile completed, tracking achievement, attendance and behavior data			
b. School data inform program goals			

c. School counseling program data (process, perception, outcome) are collected and reviewed and inform program decisions			
d. Organizes and shares data/results in a user-friendly format (e.g., charts)			
Action Plans (Curriculum, Small Group and Closing the Gap)			
a. Data are used to develop curriculum, small-group and closing-the-gap action plans using action plan templates			
b. Action plans are consistent with the program goals and competencies			
c. Projected results (process, perception and outcome) data have been identified			
d. Projected outcome data are stated in terms of what the student will demonstrate			
Curriculum Lesson Plan			
Curriculum lesson plan templates are used to develop and implement classroom activities			
Calendars (Annual and Weekly)			
a. Indicate activities of a comprehensive school counseling program			
b. Reflect program goals and activities of school counseling curriculum, small-group and closing-the-gap action plans			
c. Are published and distributed to appropriate persons			
d. Indicate fair-share responsibilities			
e. Weekly calendar aligns with planned use of time in the annual agreement			
DELIVERY			
CRITERIA	No	In Progress	Yes
Direct student services are provided (Strategies to include instruction, group activities, appraisal, advisement, counseling and crisis response)			
a. Deliver school counseling curriculum lessons to classroom and large groups			
b. Provide appraisal and advisement to assist all students with academic, career and personal/social planning			
c. Provide individual and/or group counseling to identified students with identified concerns or needs			
Indirect student services are provided to identified students (Strategies to include referrals, consultation, collaboration)			
Direct and indirect service provision amounts to 80 percent or more of the school counselor's time			
ACCOUNTABILITY			
CRITERIA	No	In Progress	Yes
Data Tracking			
a. School data profile is analyzed, and implications for results over time are considered			

b. Use-of-time assessment is analyzed and implications are considered			
Program Results (Process, Perception and Outcome Data)			
a. Curriculum results report is analyzed, and implications are considered			
b. Small-group results reports are analyzed, and implications are considered			
c. Closing-the-gap results reports are analyzed, and implications are considered			
d. Program results are shared with stakeholders			
Evaluation and Improvement			
a. School counselor competencies assessment informs self-improvement and professional development			
b. School counseling program assessment informs program improvement			
c. School counselor performance appraisal is conducted and informs improvement			
d. Program goal results are analyzed, and implications considered			

References

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