

Comprehensive School Counseling Plan K-12 2018-2019

**Rotterdam-Mohonasen
Central School District
Schenectady, New York 12303**

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Overview

The mission of the Mohonasen Central School District is:

To ensure that students reach their potential to learn in an academically rich, nurturing, and safe environment.

To achieve its mission, the district is committed to ongoing efforts aimed at setting and maintaining high expectations for all students and building the capacity for all students to succeed. This is done within a systemic K-12 framework, which acknowledges the academic, physical and social development of pupils in distinct stages over time and the expectations of local, state, and national learning standards.

Of critical importance to the district's comprehensive effort is the role of its guidance and related services components for students, parents and teachers alike. The explanation and coordination of these responsibilities K-12 are articulated in this Comprehensive School Counseling Plan.

The Mission of our counselors is stated as:

To promote positive academic, career, and social-emotional development of our children.

Commissioner's Regulation 100.2

PUBLIC AND NONPUBLIC SCHOOL GUIDANCE PROGRAMS

Commissioner's Regulations

100.2 General School Requirements

(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.

Key

American School Counselor Association Domains

Academic Development- Academic

Personal/Social Development- Personal

Career/College Development- Career

New York State Standards

Prepare students for future educational programs- Education

Help students who exhibit any attendance, academic, behavioral, or adjustment problems- Support

Educate students concerning avoidance of sexual abuse- Safety

Encourage parental involvement- Communication

Elementary School Counseling Program Activities

The Mohonasen Central School District’s K-5 School Counseling Program is aligned with both the New York State Education Department standards and the American School Counselor Association Model (ASCA). In addition there are four main components of the elementary school counselor program at Mohonasen. The key below describes each one of these following pages to see how each activity aligns with the domains, standards, and categories that guide our curriculum.

Elementary School Counselor Categories

Individual Counseling- All students have access to school based counseling services to address academic, personal/social, and career exploration needs that will support students and empower them to achieve educational success.

Group Counseling- Students can be referred to counseling within a group setting on specific topics to provide support from School Counselor and peers. Additionally, group counseling promotes change in behavior and strategies to effectively manage everyday life and situations.

Classroom Guidance- Lessons will provide preventatively focused instruction designed to address topics directly related to students’ social, emotional

| Program | Need/Objective | Activity | Outcome | Staff Resources |
|---|--|---|--|-------------------|
| Transition Support Services-School Wide Program: <ul style="list-style-type: none"> ● 2nd grade to 3rd grade and 5th grade to 6th grade ● May/June NYS: Education, support MH: 1A, 1B,1C, 2A, 2B, 3A, 3B,3C, 3D ASCA:Academic, Personal | To expose students to the expectations of their new school, familiarize them with the layout of the building, and introduce them to key faculty to ease their anxiety about their upcoming transition. | Meetings between school counselors; student visits to new building; 6th grade student ambassadors visit 5th grade classrooms; small group tours and transition groups as needed for at-risk students. | Students will experience increased confidence as they are more informed about the expectations and are more directly linked to available resources and supports in their new building. | School Counselors |

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| <p>Classroom Guidance Lessons:</p> <ul style="list-style-type: none"> ● K-5, 3-6 weeks in duration, 30 minutes per week ● On-going <p>NYS: Education, Support, Safety MH: 1A, 1B,1C, 2A, 2B, 2C 3A, 3B,3C, 3D CDOS: S1, S2, S3a, S3b ASCA: Academic, Personal, Career</p> | <p>All students need skills, strategies and guidance to be successful academically, personally/emotionally, and in career preparation.</p> | <p>Classroom lessons on topics include conflict resolution, friendship, school readiness, character education, self-regulation, personal safety, organization, goal setting, career awareness, and anti-bullying.</p> | <p>Students will be knowledgeable of skills taught. Students will be prepared to apply these skills in the appropriate situations.</p> | <p>School Counselors</p> |
| <p>Character Education-School Wide Program:</p> <ul style="list-style-type: none"> ● K-5, once per month for 30 minutes ● On-going <p>NYS: Education MH: 1A,1B,1C, 2A, 2B, 2C 3A, 3B,3C, 3D CDOS: S2, S3a ASCA: Personal</p> | <p>Each month students are exposed to designated themes in their classrooms. These include: Respect, Responsibility, Cooperation, Honesty, etc.</p> | <p>Classroom guidance lessons, projects, student recognition, morning program, bucket filling concept, monthly school wide activities, presentations on the Pinewood Scoop, Bradt PBIS, Bradt Project Wisdom and Recognition Breakfast 2x/year</p> | <p>Students will build good character and appropriately engage with their peers and adults.</p> | <p>School Counselor (k-2) School Counselor, Social Worker and Committee members (3-5)</p> |
| <p>Individual Counseling</p> <ul style="list-style-type: none"> ● K-5, as needed ● On-going <p>NYS: Support, Communication MH: 1A,1B,1C, 2A, 2B, 2C 3A, 3B,3C, 3D CDOS: S2 ASCA: Personal, Academic</p> | <p>To ensure that students are able to meet with a counselor when they have a problem or crisis that inhibits them from having school success.</p> | <p>Short-term, solution focused, school-based counseling through activities, games and conversation.</p> | <p>Students will be able to solve or cope with problems and be successful in school.</p> | <p>School Counselors</p> |

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| <p>New Student Program-Student Support</p> <ul style="list-style-type: none"> ● K-5, as needed ● On-going <p>NYS: Education, Support, Communication MH: 1A, 1B,1C, 2A, 2B, 3A, 3B,3C, 3D CDOS: S1 ASCA: Personal</p> | <p>To successfully transition students into a new school through individual and small group activities.</p> | <p>Tour of the building. Small groups to provide new students the opportunity to communicate their feelings on being new and provide them with place they may share and ask questions with other new students.</p> | <p>Students become aware of the culture of the new building and the supports available to them.</p> | <p>School Counselors</p> |
| <p>Peaceful School Bus: School-wide Program</p> <ul style="list-style-type: none"> ● 3-5, 2 meetings throughout the school year, ● 45 minutes per meeting ● Fall & Spring <p>NYS: Education, Safety MH: 2A, 2B, 2C, 3B,3C, 3D CDOS: S2 ASCA: Personal</p> | <p>To create a climate of respect and camaraderie on the bus. This will make all riders, and the driver, feel safe on the bus.</p> | <p>Bring together drivers, and all students who ride the bus together; facilitate activities that promote knowledge of bus rules and team building.</p> | <p>This will result in less discipline referrals on the school bus.</p> | <p>School Counselors, Whole school participation</p> |
| <p>Newsletter-Support</p> <ul style="list-style-type: none"> ● K-5, monthly ● On-going <p>NYS: Communication MH: 1A,1B,1C, 2A, 2B, 2C 3A, 3B,3C, 3D</p> | <p>To keep parents informed of counseling activities and programs going on at the school and apprise them of resources which are available to them.</p> | <p>Gather pertinent information which will assist families in working together at home. Generate the newsletter, distribute to the students, and post on both the school website and counselor websites.</p> | <p>Parents will be informed about the activities their children are involved in at school and will be better able to discuss these issues at home.</p> | <p>School Counselors (Pinewood Counseling Department)</p> |

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| <p>Group Counseling-Counseling</p> <ul style="list-style-type: none"> ● K-5, as needed ● On-going | <p>To support small groups of students dealing with similar difficulties in their academic, personal, social and/or family</p> | <p>Use activities, games, and discussions to promote targeted skills. Groups are typically 6-8 weeks in duration.</p> | <p>Students will practice and implement strategies in their real-life settings.</p> | <p>School Counselor</p> |
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| <p>NYS; Education, Support, Safety, Communication, MH: 1A,1B,1C, 2A, 2B, 2C 3A, 3B,3C, 3D CDOS: S2 ASCA: Academic, Personal</p> | <p>situations.</p> | | | |
| <p>Student Career Planner Classroom Guidance</p> <ul style="list-style-type: none"> ● K-5, 1-2 30 minute sessions ● September, June <p>NYS: Education MH: 1B, 1C, 2B CDOS: S1, S2, S3a, S3b</p> | <p>To foster career awareness in students. Through this process, students will become aware of goal-setting and future planning.</p> | <p>Students begin a career planner in Kindergarten that follows them through 5th grade. This planner assesses their likes, dislikes, strengths, weaknesses, hobbies, etc. to assist them in determining future career interests.</p> | <p>Student Planner continues to be updated each year of their elementary career. It will then be forwarded to middle school counselors to continue with the students.</p> | <p>School Counselor</p> |
| <p>5th Grade Career Day Target Grade: 5 Time Frame: February Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Communication MH: 1B, 1C, 2B CDOS: S1, S2, S3a, S3b</p> | <p>To expose 5th graders to various careers and job opportunities. To help students begin the career exploration process</p> | <p>5th grade parents, district employees, and community members are invited to present about their career or job. This event is designed to provide an opportunity for students to learn about the variety of career/job opportunities there are. The morning is divided up into sessions and presenters will have an allotted amount of time each session in 5th grade classrooms to present on their career.</p> | <p>Students will begin to learn more about careers and job opportunities. They will learn about education and skills needed for these careers.</p> | <p>School Counselor</p> |

Middle School Counseling Program Activities

| Program | Need/ Objective | Activity | Outcome/ Evaluation | Staff/ Resources |
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| <u>New Student to the district Orientation</u> Target Grade: 6,7,8 Time Frame: August Domain/Standard: ASCA: Personal, academic NYS: Education, Support, Communication | Students entering Mohonasen from out of district will become familiar with Draper Middle School schedule, expectations, programming, etc. | New students and parents are provided with their child's schedule and a presentation about Draper Middle School policies, activities, programs, etc. Students and parents receive a tour from NJHS students. | New students and parents are prepared to enter Draper Middle School. Students become acquainted with other peers that are new to Mohonasen. | Counselors, NJHS students |

| Program | Need/ Objective | Activity | Outcome/ Evaluation | Staff/ Resources |
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| <u>Student Appreciation Breakfast</u> Target Grade: 6,7,8 Time Frame: Fall and Spring Domain/Standard: ASCA: Personal NYS: Support, Communication | Recognizing students who demonstrate strong character and citizenship | Parents are invited to attend a lite breakfast ceremony to recognize their child. Teachers nominate and present certificates to students. | Students and parents feel appreciated and recognized for their strong character. This event fosters positive relationships between school and home | Counselors, teachers, administration, cafeteria staff, parents |

| Program | Need/ Objective | Activity | Outcome/ Evaluation | Staff/ Resources |
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| <p>6th Grade Transition Target Grade: 5th grade Time Frame: May-August Domain/Standard: ASCA: Personal, academic NYS: Education, Support, Communication</p> | <p>Preparing 5th graders for the transition from elementary to middle school</p> | <ul style="list-style-type: none"> ● 8th grade counselor attends all 5th grade 504 plan and CSE meetings. ● 8th grade counselor meets with every 5th grade teacher and the Pinewood PST to discuss upcoming students ● In May, we have a middle school parent orientation for 5th grade parents ● In June, 5th graders come to Draper for ½ day to visit classrooms, get a tour, have lunch and learn about the expectations for middle school ● In June, counselors bring some 6th grade students to visit 5th grade classrooms and talk with the students about 6th grade ● In August, we offer middle school tours for incoming 6th graders. Honor society students provide tours, practice locks with them, and they get ice cream after their tour | <p>Incoming 6th graders and parents will feel prepared to enter middle school.</p> | <p>Counselors, 5th grade teachers, 6th grade teachers, parents, NJHS students, 6th grade students</p> |

| Program | Need/ Objective | Activity | Outcome/ Evaluation | Staff/ Resources |
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| <p>Beautiful Me Target Grade: 7th & 8th grade girls Time Frame: throughout the year Domain/Standard: ASCA: Personal, NYS: Education, Support, Communication; Safety</p> | <p>Positive self-esteem is critical in the healthy development of females. In order for girls to truly meet their full potential academically and emotionally, it is essential that they have a positive sense of self and self-awareness.</p> | <p>Counselors facilitate 2 ½ hour sessions of 10 girls per group. Following the Beautiful Me curriculum developed by the Hance Family Foundation, counselors help girls learn to develop positive self-esteem, be aware of their unique characteristics, and learn the true meaning of what it means to be beautiful.</p> | <p>Students will end their session feeling inspired, confident, and self-aware. Students will share with others within the group and will learn to respect their unique qualities. Girls will begin to realize that true beauty comes from within and that we need to embrace and respect all aspects of self</p> | <p>Counselors, school social worker, Beautiful Me curriculum and supplies</p> |
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| Program | Need/ Objective | Activity | Outcome/ Evaluation | Staff/ Resources |
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| <p><u>Internet Safety/ Cyberbullying/ Conflict Resolution</u> Target Grade: 7th grade Time Frame: throughout the year Domain/Standard: ASCA: Personal NYS: Education, Support, Communication; Safety</p> | <p>Living in a technology based world with regular exposure to the internet and social media, it is critical that students understand the safety risk-factors and importance of their digital footprint.</p> | <p>Counselors facilitate 80-minute lesson in Family Consumer Science classes. Lessons include real-life scenarios shared via video clips. Examples of internet dangers and cyberbullying are presented and discussed as well as the difference between conflict and bullying. Conflict resolution techniques are discussed</p> | <p>Students will learn how to stay safe using internet and social media. They will also understand the impact of cyberbullying on themselves and their peers. They will understand the difference between conflict and bullying and will learn specific strategies to deal with both.</p> | <p>Counselors, FACS teacher</p> |

| Program | Need/Objective | Activity | Outcome/Evaluation | Staff/Resources |
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| <p>Team Meetings Target Grade: 6-8 Time Frame: School Year Domain/ Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Communication</p> | <p>Teachers and counselors need to exchange information about students. To increase communication between teachers and counselor to enhance student academic performance as well as discuss social-emotional needs of the student</p> | <p>Counselors meet with teams of teachers once per week to discuss student performance. This meeting time is also designated to have student meetings and parent/teacher conferences.</p> | <p>Teachers and counselor will be able to develop a consistent plan to help students improve their academics and/or behavior.</p> | <p>teachers and guidance counselors. Classrooms, student grades.</p> |
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| Program | Need/ Objective | Activity | Outcome/ Evaluation | Staff/ Resources |
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| <p>Mental Health Presentations Target Grade: 8th grade Time Frame: throughout the year Domain/Standard: ASCA: Personal NYS: Education, Support, Communication; Safety</p> | <p>Students will learn about various mental health illnesses, risk-factors, signs and symptoms, and how to reach out for help. There is also a focus on destigmatizing mental health.</p> | <p>Counselors facilitate 80-minute lesson in Health classes. Lessons include real-life scenarios shared via video clips as well as definitions, signs and symptoms, and ways to seek out help.</p> | <p>Students will be able to identify different mental health illnesses and will know how to seek out help for themselves and/or others</p> | <p>Counselors, Health teacher</p> |

| Program | Need/ Objective | Activity | Outcome/ Evaluation | Staff/ Resources |
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| <p><u>Moving Up Ceremony</u> Target Grade: 8th grade Time Frame: June Domain/Standard: ASCA: Academic, Personal NYS: Education, Communication</p> | <p>To recognize students who have successfully completed the 8th grade. Students are also awarded academic achievement and/or character awards from their teachers</p> | <ul style="list-style-type: none"> ● Counselors develop a database for students awards including honor roll, presidential excellence, and teacher awards. ● All 8th graders are called across the stage to receive their moving up certificates and shake their teachers' hands. Academic and character awards are given to selected students. Two 8th grade students give speeches. High school Principal receives the incoming 9th grade class. | <p>8th graders and their parents culminate their middle school experience</p> | <p>Counselors, PTO, administration, 8th grade faculty, support staff, HS Principal, tech department</p> |
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| Program | Need /Objective | Activity | Outcome/ Evaluation | Staff/ Resources |
|---|--|---|--|--|
| <p><u>Career Zone</u> Target Grade: 8 Time Frame: Quarter 1,2,3,4 Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Communication</p> | <p>To assist students in learning the importance of selecting a career which matches his/her interests and to explore the careers, paralleling those interests. Precursor to SCCC Career Day in March.</p> | <p>Students complete an Interest Profiler in their Home and Careers Class. Students learn how to save information on the network and to add to their career portfolio. Students review their interest areas and careers that seem to match those areas. Counselors discuss careers with the students and use this information to schedule them with career speakers on Career Day in March.</p> | <p>Students will become aware of the relationship between their interests and particular careers. Counselors will be able to access and review info with students.</p> | <p>Counselors, COPS, Career Zone Software, Worksheets, Chromebook, Home and Careers Class.</p> |

| Program | Need /Objective | Activity | Outcome/ Evaluation | Staff/ Resources |
|--|---|--|--|--|
| <p><u>Career Day (SUNY Albany)</u> Target Grade: 8 Time Frame: March Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Communication</p> | <p>To expose our 8th graders to various careers in their interest area. To help students begin the career exploration process</p> | <p>All 8th graders attend Career Day at SCCC in March. Students listen to a keynote speaker then visit four different career speakers based on their interest inventories. Students “dress for success” and come prepared to ask presenters various questions about their career fields. The day concludes with a luncheon for students.</p> | <p>Students will begin to learn more about careers of interest to them. They will learn about education and skills needed for these careers.</p> | <p>Counselors, 8th grade faculty, career professionals, SCCC facilities and staff.</p> |

| Program | Need /Objective | Activity | Outcome/ Evaluation | Staff/ Resources |
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| <p><u>Eighth Grade Course Selection Presentations</u> Target Grade: 8 Time Frame: February- Large Groups Domain/Standard: ASCA: Academic, Career; NYS: Education, Communication</p> | <p>Eighth grade students need information regarding required and elective course opportunities open to them in the high school, including selection of their art/music course requirement and must complete course request sheets for the upcoming year.</p> | <p>HS Counselors will meet with all eighth grade students in the MS LGI. Elective information and art/music requirement options will be discussed. Also, the importance of doing well in eighth grade will be stressed as a foundation for future learning.</p> | <p>Students will pre-select the proper courses for ninth grade, totaling a minimum of 6½ credits, conditional upon their successful completion of eighth grade courses.</p> | <p>All high school counselors, 8th grade counselor, 8th grade Advisory teachers, Academic Admin for Counseling, Course Selection Sheets; Art/Music options info sheet, FL grades.</p> |
| <p><u>Start with Hello Lesson</u> Target Grade: 6,7,8 Timeframe: September Domain/Standard: ASCA: Personal/social NYS: Education, support, safety</p> | <p>To educate students on what social isolation and empathy are and give them tools on how to make school a more inclusive environment.</p> | <p>Every student participates in a 40 minute lesson on social isolation and empathy. Students are given specific strategies to help students who are socially isolated</p> | <p>Students will understand the impact of social isolation and students will feel better connected to</p> | <p>Draper counseling department and special area classes</p> |

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| | | | their peers and school | |
| <u>Identity and Understanding Differences Lesson</u> Target Grade: 6,7,8 Time frame: February Domain/Standard: ASCA: personal,social NYS:education, support | Students will identify and explore different aspects of their identity, what groups they belong to, and will learn the importance of understanding and valuing differences | Counselors present an 80-minute lesson to all social studies/science classes on identifying different aspects of their identity and groups to which they belong, They will learn to respect diversity and appreciate differences | Students will better understand what identity is and why it is important to respect difference among one another | Draper counseling department and social studies/science teachers |
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High School Counseling Program Activities

| Program | Need/ Objective | Activity | Outcome/ Evaluation | Staff/ Resources |
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| <u>Regents Letters</u> Target Grade: 9-12 Time Frame: December-May Domain/Standard: ASCA: Academic NYS:Education, Communication | Students and their parents need to be informed of state assessments needed to graduate from high school and/or to receive local diploma, Regents, Advanced Regents, Regents w/ Honors, and Advanced Regents w/ Honors diploma. To assure that all students meet state exam graduation requirements | Go through student records to determine which students still need to pass exams for their diploma type. Reminder sheets are then filled out and mailed home to parents. These reminders are sent out early in order to give students enough time to prepare for the exams. The reminders also include helpful hints on how to study as well as useful websites for review. Students are also added to walk-in lists on the computer to ensure that the exam grade will be recorded on their permanent record. | Students and parents will be aware of the exams needed to graduate and be prepared to take them. All students will take exams needed to graduate and meet diploma requirements | Counselors, Secretaries Computer, transcripts, Regents Reminders, Summer school, Reports, Regents schedule, SchoolTool. |

| Program | Need/ Objective | Activity | Outcome/ Evaluation | Staff/ Resources |
|---|---|---|--|------------------------------------|
| <u>CDOS Record Keeping</u> Target Grade: 9-12 Time Frame: as needed Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Communication; Safety | Counselors will keep a career plan for students in grades 9 through 12 for those students working toward the CDOS Credential or CDOS Pathway. | Counselors meet with students during their annual review and develop a career plan for each year. | Students will complete necessary components to receive CDOS Credential and/or complete CDOS Pathway. | Counselors and CDOS Coordinator(s) |

| Program | Need/ Objective | Activity | Outcome/ Evaluation | Staff/ Resources |
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| <u>Senior At-Risk Meetings</u> Target Grade: 12 Time Frame: 2 nd quarter –June Domain/Standard: ASCA: Academic, Personal NYS: Education, Communication | Seniors in academic jeopardy of not graduating in June need additional one-on-one motivation from helpful faculty. To assure timely student graduation. | Interested faculty “adopt” one or more seniors at-risk and meet with them regularly. Counselors provide guidelines to faculty and updates regarding progress reports and report cards. Mentoring faculty keeps documentation and may call home as necessary. | Mentored student will be more invested in doing well academically, and will be successful in studies and graduate in June. Mentored students graduate on time. | Counselors, teachers, coaches, administrators. Mentoring guidelines, feedback sheets, schedules, and report cards. |

| Program | Need/ Objective | Activity | Outcome/ Evaluation | Staff/ Resources |
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| <p><u>Sophomore Conference</u> Target Grade: 10 Time Frame: November, December Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Communication</p> | <p>Sophomores need information about careers/colleges. Counselors need to gather information for student career plans. Sophomores need to select courses for the next school year. To meet with sophomores to gain and dispense information about career, college preparation, scheduling and current school year.</p> | <p>Counselors prepare sophomore fact sheets, course selection sheet agenda for sophomore conference. Counselors schedule sophomores, review grades and meet with each student individually. Current grades and future plans are discussed and career plans updated. Counselors review Naviance Career Interest Profile. Counselors work with students to determine which courses each student should take next year to be prepared for their future. Counselors input all course selections into computer and follow up with new course offerings and drops as needed.</p> | <p>Sophomores have more information about steps to take to prepare for future plans to succeed in school. To have the correct schedule for the following year.</p> | <p>Counselors Student schedules, grades, career plans, Sophomore fact sheet, NAVIANCE, transcripts, Computer.</p> |
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| Program | Need/Objective | Activity | Outcome/Evaluation | Staff/Resources |
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| <p><u>Weekly Department/Principal Meetings</u> Targeted Grades: 9-12 Time Frame:Year Round Domain/Standard: ASCA: Academic, Personal,</p> | <p>Counselors need to maintain good communication with administration in order to coordinate school wide programs and stay abreast of issues</p> | <p>Counselors and Principal meet weekly to review concerns, coordinate projects and events and share pertinent information which impacts students, staff and community.</p> | <p>Improved communication between counselors and administration. Improved coordination of school-wide programs such as course registration,</p> | <p>All counselors,Principal, guidance secretary, calendars, Schooltool, reports, quiet office</p> |

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| Career NYS: Communication, Education, Support, Safety | confronting students and faculty. Meeting weekly provides a forum to address changes, projects and problems and ensure clear communication between counselors and administration.. | | scheduling and regents administration. | |
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| Program | Need/Objective | Activity | Outcome/Evaluation | Staff/Resources |
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| Peer Mediation Training/ Program Coordination/Mediat ion Facilitation Target Grade: 9-12 Time Frame: Sept- June ASCA: Academic, Personal NYS: Education, Support, Communication | To provide a non-violent alternative to resolving conflict using trained high school students and faculty members to mediate student disputes. | After 2 days (12 hours) of training, mediators meet monthly for continued training and updates. Student and faculty pairs are scheduled to mediate disputes during school hours. This is critical since conflicts may disrupt the learning process. Students will self refer or be referred by friends or faculty. | Students will resolve problems before they intensify, thus allowing students to regain focus on their academics. Ongoing supervision for each mediation to improve the overall effectiveness of the program. Number of referrals will indicate student willingness to use the program. Mediators should check in with disputants within 2 weeks for feedback. | Program Coordinator, student, faculty mediators, private space for training/ mediations, training materials, student schedules. Need Administrative and faculty support to make referrals. |

| Program | Need/Objective | Activity | Outcome/Evaluation | Staff/ Resources |
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| CTE Counselor Meeting/Visitations Target Grade: 11-12 Time Frame: December, February Domain/Standard: | Counselors need information and updates regarding vocational training to better prepare students for post high | Counselors will meet annually to discuss changes in CTE opportunities, programmatic expectations and professional development. Counselors will also tour new programs. Counselors will collaborate with | Counselors will stay updated as to changes at CTE. Students will have the information needed to decide if they want to attend a CTE program. Counselors will be able to appropriately | Counselors, CTE teachers, and administration, CTE program guides and program applications. |

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| ASCA: Academic, Personal, Career NYS: Education, Support, Communication | school careers or exploration for college. | CTE to schedule a visit for interested students to tour the programs. | recommend programs for students and schedule them. | |
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| Program | Need/Objective | Activity | Outcome/Evaluation | Staff/Resources |
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| <u>CTE Student Visitations</u> Target Grade: 10-11 Time Frame: January, February Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support | Students need exposure to vocational opportunities to make informed decisions with regard to their future participation in CTE programs. | Counselors will plan a half day visitation to Albany CTE Center & Center for Advanced Technology for students to tour programs available to them for the following school year. Students will be informed via announcements and information sheets and will then sign up for the trip. Students will bring in signed permission slips to participate. Students and a counselor will take a bus to CTE for the half-day visit. | Students will select appropriate CTE programs to attend and will make informed decisions to continue on or change career direction based on their participation in the CTE program. | Counselors, guidance secretary, CTE personnel, bus driver, permission slips, information sheets, sign-up sheet, bus. |

| Program | Need/Objective | Activity | Outcome/Evaluation | Staff/Resources |
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| <u>Military Advisement</u> Target Grade: 9-12 Time Frame: Year Round Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Communication | To provide information regarding opportunities in the military. Provide the recruiters with academic/graduation info on students as needed. | Advisement sessions with members of the armed forces if needed. Arrange for military personnel to set up a table as requested. Provide the student information regarding the military or the recruiter info about the student as needed. | Students will receive information regarding possible options in the military. Students wishing to join the military will graduate on time. | Counselors and military personnel, guidance secretary, information packets. |

| Program | Need/Objective | Activity | Outcome/Evaluation | Staff | Resources |
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| PSAT Administration Target Grade: 10,11 Time Frame: Oct., Nov. Domain/Standard: ASCA: Academic, Career NYS: Education, Support, Communication | Students will take these practice tests under realistic testing conditions to gain experience with test format of SAT/ACT. Taking these tests provides students, parents and counselors with accurate predictors of SAT/ACT scores and likelihood of college acceptance. | Counselors will administer standardized tests, specifically the PSAT, during the first semester of the students' sophomore and junior year on a Saturday morning. Counselors will proctor these timed tests that take approx. 5 hours to administer. Counselors will hold an information session for all test takers to review results once tests are scored and returned. Counselors will review scores individually with students at their annual review. | Students will become familiar with standardized test procedures and types of questions they can expect when taking the ACT and SAT during their junior year. Counselors will receive feedback from students following exams. Students receive interpretation of their scores and can participate in prep classes to improve scores if desired. | High school counselors, custodial staff, guidance secretarial staff | Testing room (cafeteria), testing materials, registration forms, microphone, mailings |

| Program | Need/ Objective | Activity | Outcome/ Evaluation | Staff/ Resources |
|---|---|--|---|---|
| Senior Conferences Target Grade: 12 Time Frame: September, October, November Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support | Counselors need to review graduation status, post high school plans, and the college admission process with seniors. To assist seniors with post high school planning and review courses required for graduation. | Counselors meet with each senior and explain the college/ career application process, including the importance of college tours, recommendations and resources available. Counselors review how to fill out college/career applications correctly to meet college admissions standards, deadlines, and get financial aid. Graduation requirements, diploma status and transcripts are also reviewed. | Students understand the college/job application process. Students will file complete and timely applications for college admissions/ employment. Students will obtain financial aid information to successfully complete the application process. | Counselors. Transcripts, recommendation request forms, activity sheet worksheet and samples, application check sheets, parent recommendation sheets, senior conference checklist, SUNY applications, Naviance, SAT/ACT registration information, college catalogs, important dates for senior year, senior cards. Preparation time for updating information and handouts. |

| Program | Need/Objective | Activity | Outcome/Evaluation | Staff/Resources |
|--|---|--|---|---|
| <u>Instant Admit Days</u> Target Grade: 12 Time Frame: October, November Domain/Standard: ASCA: Academic, Career NYS: Education, Communication | Students are encouraged and supported in completing their college application process. Students will find out on the spot if they are accepted to a particular school after a 10 minute meeting with college admissions reps. | Counselors reach out to College representatives in August/ Sept to set dates for Instant Decision Days. Students are informed of upcoming Instant Admit dates through the CC&C and daily announcements and/or website. Students meet with admissions at a designated time with their completed application and transcript and get an acceptance decision at that time. . | Students receive valuable interview experience in a 1:1 setting with a college official. Students will apply and get admission decision and sometimes scholarship awards in their 10-15 minute meeting with college admissions. | High school counselors, guidance secretary, college applications, transcripts, Meeting room(s). |

| Program | Need/ Objective | Activity | Outcome/Evaluation | Staff/ Resources |
|---|---|--|---|---|
| <u>Junior Conferences</u> Target Grade: 11 Time Frame: January, February Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support | Juniors need information regarding careers, college majors, the college/career application process and their progress toward graduation and their goals. To explain the college/career application process, gather information on future plans, and give information on colleges. | Counselors meet with each junior and go over course selections for next year. The college application process is explained. College visitation is stressed and college search information and resources are reviewed. Graduation requirements, diploma type, recommendation and SAT/ACT information are discussed. | Students will have the necessary information to begin/continue the college career search process. Students will be aware of graduation requirements and importance of academic success. Observation during senior conferences allows counselors to assess preparedness for post high school transition. | Counsel Transcripts, recommendation request forms, Junior Conference checklist, activity sheet worksheet and samples, parent recommendation forms, CHOICES, SAT/ACT registration packets, college catalogs. Preparation time for updating information and handouts. |

| Program | Need/Objective | Activity | Outcome Evaluation | Staff Resources |
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| <u>College Caravan</u> | Students need to become aware of post-secondary | Students will attend college fair held at | Students will have a better understanding of | High school counselors, admission representatives, guidance secretaries. |

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| Target Grade: 11,12 Time Frame: Fall & Spring Domain/Standard: ASCA: Academic, Career NYS: Education | education opportunities and requirements in their college selection process. Students will meet with college representatives to gather information and determine their mutual compatibility. | Mohonasen of local colleges and their representatives | various college program offerings and requirements. | H.S. LGI/CAT Theatre |
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| Program | Need/Objective | Activity | Outcome/Evaluation | Staff/Resources |
|---|---|---|---|---|
| College Representative Visits Target Grade: 10-12 Time Frame: September-December Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Communication | Students will gain a clearer perspective of whether a college will be a good match for them. Counselors stay up to date with college offerings. | College representatives make appointments beginning in August with guidance secretary. Students are informed of upcoming visits through the CC&C and daily announcements and/or website. Students meet with representatives of their choice and gather needed information on the school. College reps share updates on programs, admissions requirements, etc. with counseling staff and leave written info to reference or give out as needed. | Students make informed choices regarding applying to and visiting colleges. Students will be able to get information about a college and assess a school's compatibility in a timely, efficient manner. | High school counselors, guidance secretary, College Profile Sheets, Mohonasen Profile Sheets. Meeting room. |

| Program | Need/Objective | Activity | Outcome/Evaluation | Staff/Resources |
|--|--|--|--|--|
| Junior Panel Target Grade: 11 Time Frame: January Domain/Standard: ASCA: Career | 11 th graders and their parents will receive a review of the college search & application process to assist | A panel of 2- and 4-year school admissions representatives, a parent of former MHS students and a former student answer questions posed by a moderator (counselor) on the application process, transferring from a 2 to a 4 year school, | Juniors and their parents understand the college application process. Applications are handed in on time | HS counselors PowerPoint, computer, SNN, evaluations, handouts, FTC/LGI |

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| NYS: Education, Communication | their progress. This event kicks off the start of Junior Conferences. | touring and interviewing and financial aid. Counselors demonstrate the Naviance college search website that can be used in this process. Question and answer session follows panel presentation. | and students apply to appropriate colleges. Parents and students fill out evaluations at the end of the program. | |
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| Program | Need/Objective | Activity | Outcome/Evaluation | Staff/Resources |
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| <u>Updating Naviance</u> Target Grade: 9-12 Time Frame: Year Round Domain/Standard: ASCA: Academic, Career, Personal/Social NYS: Education | Students need to be knowledgeable about careers and the educational requirements necessary to qualify for jobs in those fields. To have students explore careers that fit their interests and abilities, facilitating their college selection process. | Meet with students during individual conferences and at after school workshops. Students will take an additional interest inventory to help them research and focus on a career. Once a general pathway is decided upon, a variety of other factors including college size, geographic location, and entrance difficulty will be factored into the college or job search. | Students will be knowledgeable of career and college information, expectations and requirements. Students will enter into post-secondary training in a career/major that fits their interests and abilities. | Counselor, computer lab Naviance, computer lab, printer, handouts |

| Program | Need/ Objective | Activity | Outcome/ Evaluation | Staff/Resources |
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| <p><u>College Application Kickstart</u> Target Grade: 12 Time Frame: Early October Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Communication</p> | <p>12th graders and their parents need a review of the college application process. Information to parents and students is dispensed as a way to move them forward toward completion of their college applications.</p> | <p>Counselors present information on the application process, financial aid, the college fair, graduation requirements and demonstrate the Naviance website that can be used in this process. Student and parent are on computers, working on their applications as counselors guide them through matching the Common App to Naviance. Question and answer session follows presentation.</p> | <p>Seniors and their parents understand the college application process. Applications are handed in on time and students apply to appropriate colleges. Parents and students fill out evaluations at the end of the program.</p> | <p>HS counselors PowerPoint, computers, mailings, evaluations, handouts, FTC/LGI</p> |
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| Program | Need/Objective | Activity | Outcome/ Evaluation | Staff/ Resource |
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| <p><u>Career Interest Profiler</u> Target Grade: 10 Time Frame: Quarter 1 or 2 Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Communication</p> | <p>To assist students in learning the importance of selecting a career which matches his/her interests and to explore the careers, paralleling those interests. Re-introduction to Naviance.</p> | <p>Students complete an Interest Profiler in the computer lab. Students learn how to save information on the network and to add to their career portfolio. Students review their interest areas and careers that seem to match those areas. Counselors discuss careers on the student's list at sophomore conferences and discuss similarities and/or discrepancies with regard to the student's career goals.</p> | <p>Students will become aware of the relationship between their interests and particular careers. Counselors will be able to access and discuss info with students.</p> | <p>Counselors, computer lab, Career Software.</p> |

| Program | Need/Objective | Activity | Outcome/Evaluation | Staff/Resources |
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| <u>Sharing Naviance Availability</u> Target Grade: 9-12 Time Frame: Year Round Domain/Standard: ASCA: Academic, Career, Personal/Social NYS: Education | Students need to understand how their interests, personality and strengths relate to the college selection process and career search. To give students the resources needed to integrate their interests with research related to their career, college and scholarship opportunities. Students can sign up to attend college visits in guidance conference room. | Counselors will demonstrate and describe how to use the Naviance Website to research careers, colleges and scholarships. This is addressed in individual meetings with students, in large groups and in the Career Portfolio Classes. | Students will access relevant college and career information as they continue to formulate their educational goals and post-secondary plans. Students will select appropriate careers, colleges, college majors and scholarships with accurate and up-to-date information | Counselors, Naviance subscription, computer lab, printer, handouts. |

| Program | Need/Objective | Activity | Outcome/Evaluation | Staff/Resources |
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| <u>Financial Aid Nights/FAFSA Workshop Night</u> Target Grade: 10-12 Time Frame: Fall & Spring (2 evening programs) Domain/Standard: ASCA: Academic, Career NYS: Education, Communication | To provide financial planning information and support for parents and students regarding the complex process of applying for financial aid. | Parents and students will be invited to attend financial aid evening programs. The first will focus on long term financial planning. A second program will be scheduled as a workshop to help explain the appropriate completion and filing of financial aid forms. | Parents and students will better understand and successfully complete the college financial aid application process. Participants will complete written evaluation. | Counselors, financial “expert” speakers, guidance secretary, LGI, promotional mailing, evaluations. |

| Program | Need/Objective | Activity | Outcome/Evaluation | Staff/ Resources |
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| <p>Regents Exam Appeals Target Grade: 11 & 12 Time Frame: February, June and Sept Domain/Standard: ASCA: Academic, Personal; Career NYS: Education, Support, Communication</p> | <p>To track and prepare the paperwork for students who may need to appeal a regents exam to graduate. To communicate information about the process, need, availability, etc to students and parents.</p> | <p>Regents exam scores and eligibility to appeal need to be tracked. Paperwork is done for those students appealing a score. Communication with parents and students.</p> | <p>Students, parents and administrators will know that certain students are eligible to appeal and they will be given the opportunity to meet that graduation requirement.</p> | <p>Counselors, State Regs, Principal, teachers, conf room, appeal forms.</p> |
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| Program | Need/Objective | Activity | Outcome/Evaluation | Staff/ Resources |
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| <p>SNN Messages Target Grade: 9-12 Time Frame: Year-round Domain/Standard: ASCA: Academic, Personal; Career NYS: Education, Support, Communication</p> | <p>To share information with parents and students in a timely fashion regarding information that is pertinent to them. School News</p> | <p>Notifications are composed and the needed supplemental information is sent to the Communications Dept to be sent out.</p> | <p>Families and students will be informed of opportunities and events that are instrumental in their school success or future planning.</p> | <p>Counselors, guidance secretary, SNN subscription, Communications Dept.</p> |

| Program | Need/Objective | Activity | Outcome/Evaluation | Staff/Resources |
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| <p>Course Selection Target Grade: 9-11 Time Frame: January, 1 day of grade level meetings; 40 minute Annual Review for each student throughout the year Domain/Standard:</p> | <p>Students require assistance in selecting courses appropriate for their educational plans and graduation requirements. To individually help students design a</p> | <ol style="list-style-type: none"> 1) Students receive a course selection sheet, and teachers in every area review course options in that subject, recommending students as appropriate. Students are expected to review their proposed schedule with parents. 2) Counselors and teachers present elective area options to students in groups. Credits and backup courses are checked as students turn in their scheduling sheets. 3) Student course requests are input into the computer. 4) Counselors schedule an annual review with each student. | <p>Students will have a schedule that supports his or her vocational and educational plans, while assuring</p> | <p>Counselors, Administrators, Teachers, scheduling sheets, grade level info sheets, LGI, Auditorium, powerpoint presentation.</p> |

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| ASCA: Academic, Personal, Career NYS: Education, Support, Communication | realistic and challenging class schedule to meet requirements and promote post-secondary success. | 5) Counselors follow-up with students regarding problems with their schedules throughout the spring and summer. 6) Failures are rescheduled after summer school sign ups and again after summer school completion. 7) Appropriately reschedule students for AIS courses as determined by subject administrators. | district and state compliance. | |
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| Program | Need/Objective | Activity | Outcome/Evaluation | Staff/Resources |
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| <u>College Application Processing</u> Target Grade: 12 Time Frame: October – March Domain/Standard: ASCA: Academic NYS: Education | Seniors' college applications need to be processed. Transcripts and recommendations must be sent out to colleges in a timely manner and present students in the best possible light. | Counselors review essays, activity sheets, student and parent brag sheets and other information to be sent out to colleges, giving feedback to students. Transcripts are printed/uploaded, checked and completed with school profile and made official. Counselors maintain records of applications sent out via School Tool, Naviance and other online systems. | Colleges receive all required information needed to assess each student's application in a timely fashion. | Counselors, guidance secretaries, teachers, college files, applications, transcripts, essays, activity sheets, counselor forms, student files, recommendations, supplemental information, application checklists, School Tool and Naviance. |

| Program | Need/ Objective | Activity | Outcome | Staff/Resources |
|--|--|--|---|--|
| <u>HS Counselors meeting with 8th Grade Counselor</u> Target Grade: Incoming 9 th Grade Time Frame: May/June Domain/Standard: ASCA: Academic, Personal; | To obtain academic and developmental information for incoming ninth grade students from their middle school counselor. | HS counselors meet with the 8 th grade counselor. This meeting will provide an opportunity for them to become aware of background information and the special | HS counselors will be knowledgeable of the needs and backgrounds of incoming 9 th grade students. They will have critical information about their new students and | High school counselors and 8 th grade counselor, student records, list of students by hs counselor. |

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| NYS: Education, Support, Communication, Safety | | academic and social needs of entering students. | families before meeting them. | |
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| Program | Need/Objective | Activity | Outcome/Evaluation | Staff/Resources |
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| <p><u>High School Team AIS Meetings</u> Target Grades: 9, 10 Time Frame: Year-round Domain/ Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Communication</p> | To provide a team-centered approach in identifying / supporting students academically at-risk in order to enhance their chances for success in their classes and on the regents exams, with the ultimate goal of graduation from high school. | Teams of guidance counselors, AIS teachers, and Administrators meet to discuss academically at-risk students, identifying strategies to help them meet success. These teams meet on a regularly scheduled basis as determined at the beginning of each school year. | Students will be identified and referred to appropriate academic support services and/or school staff and will demonstrate academic improvement and success. | Guidance counselors, AIS teachers, special education teachers, administrators, social workers, meeting room, student at-risk agenda. |

| Program | Need/ Objective | Activity | Outcome/ Evaluation | Staff/ Resources |
|---|---|---|--|--|
| Advanced Placement Program Coordination Target Grade: 10-12 Time Frame: September –May Domain/Standard: ASCA: Academic NYS: Education, Communication | Students need to be given the opportunity to take college level coursework and possibly earn college credit. To offer courses to students that will expand their coursework and provide a variety of academic experiences at the college level. | Designated counselor will serve as Advanced Placement Coordinator, working with administration and faculty update College Board with needed info, share approved course lists with other counselors and secure tests and proctors for AP exams. | To provide a comprehensive Advanced Placement exam experience where faculty, students and parents are aware of and complete the registration and procedures involved in the AP exam process. | H.S. Counselors (spec. AP coordinator) H.S. Principal, MHS Master Schedule, FamilyID |

| Program | Need/Objective | Activity | Outcome/Evaluation | Staff/Resources |
|---|---|--|--|--|
| Recommendation Writing Target Grade: 9-12 Time Frame: Year Round ASCA: Academic, Career NYS: Edicatopm | Students require counselors to write recommendations to employers, scholarship committees, and college admission representatives. | Counselors will provide recommendations, evaluations to students upon student request. Gather academic personal information from teachers, parents. Gather student activity sheets and parent records. | Students applications will include recommendations which will enhance the overall presentation of the student to the committees they are applying to. Counselors will receive feedback from admissions staff at colleges and universities as well as employers and scholarship committees. | H.S. Counselors, CCC Secretary, Student activity sheets, parent recommendations, MS word programs, transcripts, Career Plans |

| Program | Need/Objective | Activity | Outcome/Evaluation | Staff/Resources |
|---|---|---|---|--|
| Guidance Web Page Target Grade: 9-12 Time Frame: Year-Round Domain/ Standard: ASCA: Academic, Personal, Career | Students and parents need information to support success throughout high school. To provide parents and students with information regarding upcoming | High school counselors will provide communications specialists with information outlining useful links to college websites, annual conference materials and | Parents and students will access the website to become more aware of the various functions of the counseling and career center and see it as a viable resource. More students and parents will utilize the counseling and career center, | H.S. Counselors, CCC Secretary, Communications Specialist, handouts for annual meetings, |

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| NYS: Education, Communication | events, important dates, and resources available. | schedules of conferences as appropriate. | attendance will increase at CCC functions. | schedules of conferences |
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| Program | Need/ Objective | Activity | Outcome/ Evaluation | Staff/ Resources |
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| <p><u>High School Academic Awards Program</u> Target Grade: 11 & 12 Time Frame: December ,May Domain/Standard: ASCA: Academic, Personal NYS: Education, Support, Communication</p> | <p>The school and community should recognize students receiving scholarships and awards. To involve students, parents, and community in a process of recognizing students for their academic and community accomplishments.</p> | <p>High school counselors keep a database of all awards, contacts, and presenters. Counselors develop the program, audience program, and mail invitations to presenters. Counselors contact advisors, administrators, and community members to act as presenters at ceremony. Scholarship chairperson also contacts local trophy shop to order and pick up awards. CCC contacts parents to notify them that their child will be recognized at the end of year awards ceremony.</p> | <p>Students who have earned academic awards will be recognized.</p> | <p>Guidance counselors, administrators, custodial staff, CCC secretary, high school faculty. High school auditorium, presenter copies of program, audience copies of program, trophy shop. Excel, School Tool.</p> |

| Program | Need/ Objective | Activity | Outcome/ Evaluation | Staff/ Resources |
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| <p>Scholarship Process Target Grade: Primarily 12 (Some 9-11) Time Frame: Year Round September-May, as scholarships come in Domain/Standard: ASCA: Academic, Personal NYS: Education, Communication</p> | <p>Students need to be aware of the scholarship opportunities available from Mohonasen High School and community agencies. To help students research potential scholarship opportunities.</p> | <p>Students access scholarships posted by CCC on Naviance and through, referral to online resources such as Fast Web and cappex.com. Counselors also serve on the Mohonasen Scholarship Committee with one counselor acting as Chairperson of the committee to communicate essays and academic info regarding applicants prior to the scholarship committee meeting.</p> | <p>Students will become aware of and apply for various scholarships and recognitions. Students are recognized at the Mohonasen High School Academics Awards Night in May. They are awarded scholarships given them by the Mohonasen Scholarship Committee and other community agencies.</p> | <p>Counselors, scholarship committee, Naviance, scholarship applications from community agencies</p> |
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| Program | Need/ Objective | Activity | Outcome/ Evaluation | Staff/ Resources |
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| <p>APEX (Credit Recovery) Target Grade: 9-12 Time Frame: as needed Domain/Standard: ASCA: Academic, NYS: Education, Support, Communication</p> | <p>Students who have previously taken a course and failed may be eligible to enroll in APEX online learning. Students can participate if they cannot fit the course back into their schedule.</p> | <p>Counselors look at the students schedules to determine if a course can be rescheduled. If they cannot, counselors update and add the student to an APEX spreadsheet and notify administration on the new addition. The student is then also scheduled into the APEX room for certain times to work on their curriculum.</p> | <p>Students will make up their credits in addition to taking their other classes. This allows them the opportunity to not fall behind academically.</p> | <p>Counselors, administration, APEX room teacher, APEX curriculum and subscription, computers.</p> |

Middle & High School Counseling Program Activities

| Program | Need/ Objective | Activity | Outcome/ Evaluation | Staff/ Resources |
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| Academic Intervention Services (AIS) Target Grade: 6-12 Time Frame: Year Round Domain/Standard: ASCA: Academic, Personal NYS: Education, Support, Communication | Students are identified as needing AIS supports to help them be successful in school and ultimately meet the NYS Learning Standards. Students are identified through standardized tests (NYS Assessments), grades, and teacher recommendations. | Selection, scheduling and monitoring of students receiving the following services: AIS classes, remedial labs, social work, attendance monitoring Responsible for maintaining and balancing schedules, and parent correspondence through letters, phone calls and parent conferences | Students receive stronger grades in school and ultimately meet the NYS requirements for graduation. Student grades, test scores, attendance in school improve. | Counselors, Building Administrators, Teachers Student records, test scores, grades, Letters to parent/guardian |

| Program | Need/ Objective | Activity | Outcome/ Evaluation | Staff/ Resources |
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| Directed Planning Target Grade: 6-12 Time Frame: as needed Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Communication; Safety | Develop school wide objectives through collaborative planning to ensure student safety, instruction, educational and career goals. | Counselors join colleagues from other discipline, working collaboratively to develop ideas from videos and discussion to have a school wide approach to student and building issues. | Students will have the support of counselors, administration and faculty relating to academic and personal support through collaborative planning. | Counselors, administration, faculty |

| Program | Need/ Objective | Activity | Outcome/ Evaluation | Staff/ Resources |
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| Summer School Mailing/ Registration Target Grade: 6-12 Time Frame: June Domain/Standard: ASCA: Academic NYS: Education, Communication | Students and parents need to be notified of course failures, summer school eligibility and summer school. | Counselors gather accurate information from teachers regarding students who have failed courses and/or failed state exams. Counselors fill out appropriate course/state exam, failure and summer school eligibility forms, fold, stuff, label and mail this information to parents and students. Counselors register students for summer school classes. | Parents and students will receive timely and accurate information regarding failed courses, summer school eligibility and register. Students and parents receive summer school information. Eligible students registration. | Guidance counselors, guidance secretaries, summer school principal, summer school secretary. Course failure/state exam failure lists, summer school forms, SASI, envelopes, postage, labels, transcripts. |

| Program | Need/ Objective | Activity | Outcome/ Evaluation | Staff/ Resources |
|---|---|---|---|---|
| Parent/Teacher/Counselor Conferences Target Grade: 6-12 Time Frame: School Year Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Communication | Parents/guardians of students, teachers, and counselors need to periodically exchange information on students. To parents/guardians an opportunity to discuss student achievement with classroom teacher(s) and their counselor in order to assure student success. | Conferences are scheduled by counselors and are requested by teachers or parents. All teachers are invited to attend. At the meeting, areas of strength and weakness are discussed and a plan is devised to help the student achieve higher academic success. | Parent/school communication is enhanced to assure student success. The goal is for student achievement and behavior to improve. | Teaching and guidance counseling staff. Student grades, student standardized test scores, student progress information. |

| Program | Need Objective | Activity | Outcome Evaluation | Staff/Resources |
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| <p><u>Liaison with Outside Agencies</u> Target Grade: 6-12 Time Frame: Year-Round Domain/Standard: ASCA: Personal, Academic NYS: Education, Support, Safety</p> | <p>Coordination of services between the school and agencies and/or therapists working privately with a student are necessary to assure that providers are informed and working towards the same goal. To coordinate with caseworkers and therapists interventions to improve a student's academic success and emotional stability in school.</p> | <p>Telephone consultation, arranged meetings between student, agency worker or therapist and guidance counselor to discuss current student issues and progress.</p> | <p>Improved student success through informed coordination of services. Feedback from outside referral source.</p> | <p>Guidance counselors, social workers. Signed parental release giving permission to share information, student records.</p> |
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| Program | Need/Objective | Activity | Outcome/ Evaluation | Staff/Resources |
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| <p><u>Individual Counseling</u> Target Grade: 6-12 Time Frame: Year Round Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Safety, Communication</p> | <p>During the school year students may encounter academic or social problems that may require short term counseling support. Used to assist and counsel a student exhibiting behaviors that prevents him/her from learning.</p> | <p>Short term school based counseling is conducted while meeting with the student to assess needs, emotional state, interventions needed, referrals needed.</p> | <p>Individual counseling will help students going through difficult situations to cope with their problems, thereby allowing them to return to class and stay on target academically.</p> | <p>Counselors, student assistance counselor, social workers, psychologists, office space, student Records, outside agency information.</p> |

| Program | Need/Objective | Activity | Outcome/ Evaluation | Staff/Resources |
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| <p><u>Crisis Intervention and Evaluations</u> Target Grade: 6-12</p> | <p>Students experiencing or demonstrating extreme emotional distress within the school environment require immediate intervention. Diffuse potentially</p> | <p>Counselor meets with student(s) to try to discuss and diffuse crisis situations. Counselors assess students who are expressing suicidal or injurious thoughts. Provide appropriate interventions including</p> | <p>Follow-up with student, parents, teachers and any outside resources to determine outcome.</p> | <p>Counselors, social workers, school psychologist, administrator, office</p> |

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| Time Frame: School Year Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Safety, Communication | dangerous or hazardous situations in order to stabilize the student in an effort to keep them from hurting themselves or someone else. | notification to student's parents and/or outside referral, if necessary. | | space, outside resources, as needed. |
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| Program | Need/Objective | Activity | Outcome/Evaluation | Staff/Resources |
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| CSE Referrals Target Grade: 6-12 Time Frame: Year Round Domain/Standard ASCA: Academic, Personal, Career NYS: Education, Support, Communication | To determine if a child has a learning or emotional disability when other interventions have not increased the student's success. | Counselors prepare the referral form, discuss its implications with parents, inform child's teachers and school principal. | Student in need of individual education plans will be appropriately identified by the district's CSE. Student is tested, a CSE meeting is held, and the committee recommends whether classification is appropriate. | Counselor, School Psychologist, CSE committee, permanent record folder, CSE referral forms, attendance, standardized testing results, attempted interventions and transcripts. |

| Program | Need/Objective | Activity | Outcome/ Evaluation | Staff/ Resources |
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| CSE/ 504 Review Grade: 6-12 At least yearly, per student ASCA: Academic, Personal, Career NYS: Education, Support, Communication | Students and parents need information regarding the student's academic program. Some students who do not qualify for special education services still need some accommodations to help them be successful. | Counselors provide academic and career information and updates as known about their counselee to assist in assessing the appropriateness of the student's IEP or 504 Plan. They may also provide information about the student's study habits or difficulties, as known. Counselor will also provide information on student's course selection for the following year. Counselor secures a regular education teacher for all 504 reviews. | Students will be placed to, or remain in, an appropriate program with appropriate accommodations. IEP/504 and/or schedule will be adjusted as necessary to encourage academic success. | Director of Special Education, school psychologist, special education teacher, principal, guidance counselor, student, parent and regular education teacher. Copy of report card/interim, student's file, copy of transcript, course selections for following year, sheet for annual review notes. IEP or 504 Plan, teacher updates. |

| Program | Need/ Objective | Activity | Outcome/ Evaluation | Staff/Resources |
|--|--|--|---|---|
| <u>Graduate/ High School Intern Supervision</u> Target Grade: 6-12 Time Frame: Sept- June Domain/ Standard: ASCA: Academic, Personal, Career NYS: Education | School counseling graduate students and MHS interns at the MS need supervision by a certified guidance counselor. Students will experience the role/ responsibilities of middle and/or high school guidance counselors under supervised conditions. | High school students are responsible to shadow a guidance counselor one period every day. They are exposed to the guidance profession and are asked to provide academic support to a younger child. Graduate students are expected to fulfill the requirements of a New York Accredited School Counseling Program. Preparation includes: developing schedules, weekly supervision meetings to provide feedback, meeting with the graduate school supervisor. | Intern will develop a thorough understanding of the varied responsibilities and duties of a guidance counselor. High school students will pass CEIP class. Graduate students will successfully complete internship program. | Middle school and high school guidance counselors, graduate university expectations, CEIP expectations. |

| Program | Need/Objective | Activity | Outcome | Staff/Resources |
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| <u>Academic Progress Checks</u> Target Grade: 6-12 Time Frame: Ongoing Domain/Standard: ASCA: Academic, Personal/Social NYS: Support | Parents/guardians of students needing additional information about their child's academic efforts will call and request information from their child's teachers. | Counselors will distribute an email requesting the appropriate updates be shared with the student's parent requesting the info. Contact info will be shared. Counselors follow-up as needed. | Parents will have increased information of their child's academic effort and progress. | Counselor, teaching staff. Student academic standing, telephone, email. |

| Program | Need/Objective | Activity | Outcome/Evaluation | Staff/Resources |
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| <u>Capital District Counseling Association Meetings</u> | Counselors need to get updated information in order | Counselors attend Association meetings on relevant topics and | Counselors remain abreast of new | Counselors, |

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| Target Grades: Grade: 6-12 Time Frame: Year Round Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Safety | to best assist students. To remain current and increase knowledge on topics related to the field. | get updated information as well as exchange ideas with counselors from other districts and colleges. | information and topics in the field. Counselors evaluate effectiveness of each meeting through verbal exchange. | CDCA programs. |
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| Program | Need/Objective | Activity | Outcome/Evaluation | Staff/Resources |
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| <u>Weekly Department Meetings</u> Target Grade: 6-12 Time Frame: Year Round Domain/Standard: Career ASCA: NYS: Education, Support, Safety, Communication | Counselors need to maintain a process consistent from counselor to counselor within the department. Meeting weekly provides a forum to address changes, projects and problems and ensure clear communication between all counselors. | Counselors meet weekly to review concerns, plan projects and events and share information pertinent to counselors, secretaries and other stakeholders in the building or community. | Improved communication between counselors. All students will receive consistent services and information from the Counseling and Career Center. | All counselors, Counseling administrator, guidance secretaries, calendars, Schooltool, reports, quiet office |

| Program | Need/ Objective | Activity | Outcome/Evaluation | Staff/Resources |
|--|--|--|---|--|
| <u>Homebound Instruction Coordination/PM School</u> Target Grade: 6-12 Time Frame: Sept- June Domain/ Standard: ASCA: Academic, Personal | Counselors complete paperwork requesting HBI or PM School tutoring. Coordinate tutors if needed. | Counselors complete required forms to request tutoring and arrange for the necessary tutors for the approved homebound student. Counselors inform teachers that tutoring is being coordinated, request work and follow-up as needed. Counselors maintain contact with t and tutors regarding | Homebound students will receive required instruction, up to 10 hours/ week and return to their classes current and up to date with all of their work. | Guidance counselor, teachers, tutors, guidance secretary, student's schedule, outside tutor list, PM School coordinator. |

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| NYS: Education, Support, Communication | | student progress and trouble-shoot any problems that may arise. | | |
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| Program | Need/ Objective | Activity | Outcome/Evaluation | Staff/ Resources |
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| <u>Parent/Counselor Conferences</u> Target Grade: 6-12 Time Frame: School Year Domain/Standard: ASCA : Academic, Personal, Career NYS: Education, Support, Safety Communication | Parents/guardians and counselors need to work collaboratively to enhance student performance. | Counselors will meet with parents to discuss student progress or parental concerns regarding academic and social development, with administrator as needed. Counselors gather information from teachers via team meetings or written correspondence to assess student achievement. Counselors may communicate information to parents personally or via phone. Counselor will communicate conference outcomes with student's teachers. | Parent-School communication will be enhanced, student achievement and behavior will improve. | Guidance counselors, student grades, student standardized test scores, student progress information, and administrator as needed. Referral information may also be needed. |

| Program | Need/Objective | Activity | Outcome/Evaluation | Staff | Resources |
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| <u>Scheduling for Special Needs Students</u> Target Grade: 6-12 Time Frame: Year – Round Domain/Standard: ASCA: Academic NYS: Education, Support, Communication | To meet the specific needs of special populations by appropriately placing students within their prescribed special education program. | Creation and review of schedules for students with special needs during annual review meetings. | Schedules will be created to ensure that the prescribed individual educational plan for students with special needs is actualized. | Counselors, special education teachers and School Psychologist, Transition Counselor. | Scheduling materials, student records, SBW & CBW information. |

| Program | Need/Objective | Activity | Outcome/Evaluation | Staff/Resources |
|---|---|--|--|--|
| Balancing Classes Target Grade: 6-12 Time Frame: August Domain/Standard: ASCA: Academic, Personal, Career NYS: Education | Students and teachers benefit from classes being as balanced as possible. | Review class lists and appropriately change student schedules when possible, so class sizes are as balanced as possible. | Courses will be as balanced as possible. | Counselors, principal, master schedule, student requests, computer system. |

| Program | Need/Objective | Activity | Outcome/Evaluation | Staff/Resources |
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| Schedule Adjustment Target Grade: 6-12 Time Frame: Year-round Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Communication | During the school year students require schedule adjustments or would like to change courses. Requests need to be assessed as to their validity consistent with state and local expectations. | 1) Students must discuss possible schedule changes with their counselor. After discussing the change, including the student's reason for wanting the change, the counselor will determine whether the change is in the student's best interest. 2) Teacher, parent and administrator input will be ascertained. Once the counselor validates the possibility of the change, the student will obtain the appropriate course drop/level change form from his/her teacher and get appropriate signatures. 3) Once the change is approved, then it is made via the student management system. New schedules are printed and given to student. 4) For teacher/counselor requested changes, (i.e., lab additions/deletions, 6.5 credit check, etc.) – changes will be made and the student informed via a new schedule in homeroom. All necessary teachers will be notified. | Possible consequences of changes will be made clear to parents and students and an informed decision will be made. | Counselors, teachers, principal, master schedule, change request forms and assessment scores. |

| Program | Need/Objective | Activity | Outcome/Evaluation | Staff/Resources |
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| <p><u>Academic At-Risk Mailings</u></p> <p>Target Grade: 6, 7, 8, 11, 12</p> <p>Time Frame: Every 5 or 10 weeks</p> <p>Domain/Standard: ASCA: Academic NYS: Support, Communication</p> | <p>Parents/guardians of students with failing grades need information regarding their child's academic standing.</p> <p>Parents/guardians of students with failing grades will understand the ramifications of and consequences of failing.</p> | <p>In addition to ongoing updates of their child's academic progress through the parent portal, counselors prepare letters for the parents and students who are in failing at the end of the every 5 week period.</p> <p>Students who fail a class required for graduation, are sent a letter stating such and that it will impact their eligibility for school based programs, like attendance at the prom/ball.</p> | <p>Parents will be fully aware of their child's academic standing. Failing students will improve academically.</p> | <p>Guidance counselors and secretaries, student grades, failure letters.</p> |
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| Program | Need/Objective | Activity | Outcome/Evaluation | Staff/Resources |
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| <p><u>Meetings with New Students and Parents</u></p> <p>Target Grade: 6-12</p> <p>Time Frame: Year-round, as new students enroll</p> <p>Domain/Standard: ASCA: Academic, Personal; Career NYS: Education, Support, Communication; Safety</p> | <p>Inform students and parents new to the district about school policies, procedures, and programs to enhance the student's academic and social success. To gain information about the student, their background and their goals.</p> | <p>Counselor conference with student in person or by phone before the student begins school to review records and make a schedule. Policy information is reviewed and academic program, attendance and discipline are discussed as needed. Parent and student are asked to share info about previous successes and difficulties. A tour of the building may be given if meeting in person and the student's schedule is reviewed.</p> | <p>Students and parents become acquainted with their guidance counselor and administrator as well as get introduced to the school. School personnel know more about the student, their goals and past high school experience.</p> | <p>Guidance counselors, administrators, schedule, records from previous school.</p> |

| Program | Need/Objective | Activity | Outcome/Evaluation | Staff/ Resources |
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| <p><u>New Student Scheduling</u></p> | <p>To obtain documentation regarding academic,</p> | <p>With records from previous school, the student's schedule is</p> | <p>Students will be scheduled for courses that will allow</p> | <p>Counselors, guidance secretary, registrar,</p> |

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| <p>Target Grade: 6-12 Time Frame: Year-round, as new students enroll Domain/Standard: ASCA: Academic, Personal; Career NYS: Education, Support, Communication</p> | <p>attendance and disciplinary information. To accurately place students in classes which correspond to previous academic placements as much as possible.</p> | <p>made with corresponding classes from previous district, as much as possible. Graduation requirements are determined and grade level verified. Discuss goals with student and obtain information about current courses and answer family's questions.</p> | <p>them to pursue career goals as well as meet graduation requirements. They will understand any changes that needed to be made to their schedule.</p> | <p>School Psychologist as needed, student records, bus schedule, school calendar, Survival Guide.</p> |
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| Program | Need/ Objective | Activity | Outcome | Evaluation | Staff/ Resources |
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| <p><u>Interdistrict Records Retrieval and Assessment</u> Target Grade: 6-12 Time Frame: Year-round Domain/Standard: ASCA: Academic, Personal; Career NYS: Education, Support, Communication</p> | <p>Accurate academic records on new students are necessary for appropriate placement. To place students in appropriate courses based on previous academic and/or testing results.</p> | <p>Any information parents and students have at registration is gathered. A formal request for records is made of the previous school. Counselors follow-up with phone calls to obtain missing information and/or clarification of records received (i.e., grades-to-date, science labs, course descriptions, state assessment scores and AIS information). Student schedules are checked for appropriate placement. Follow up as needed.</p> | <p>Students will be accurately scheduled with consideration given to their abilities, interests and progress towards graduation requirements.</p> | <p>Successful transition into our district, complete transcript information from previous districts, and creation of an accurate student file.</p> | <p>Counselors, secretaries, registrar and other districts' personnel, student file.</p> |

| Program | Need/ Objective | Activity | Outcome/Evaluation | Staff/Resources |
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| <p><u>6th, 9th Grade Annual Reviews/Parent Conferences</u></p> <p>Target Grade: 6 & 9 Time Frame: School Year Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Communication</p> | <p>Counselors will establish a positive working relationship between home and school. Sixth & ninth grade students, parents/guardians and counselors will share information regarding student strengths, areas of concerns, and overall academic performance. Sixth and ninth grade students, parents/ guardians, will gain an understanding of graduation requirements and course offerings available at the high school.</p> | <p>Sixth /Ninth grade counselor invites students and parents/guardians to a conference. Sixth grade counselor has activity sheet for each student with student strengths, standardized test scores, and several sections in which the child and parent are asked to give input. Ninth grade counselors discuss next year's course selections, a four-year plan, and begin a career plan for each student. Conference summaries are provided to all participating parents. A laptop demonstration & introduction to the use of Naviance is also part of the conference for ninth grade.</p> | <p>Student/parent/counselor interaction assures optimal student academic performance and fewer schedule changes the following school year. Students and parents give verbal feedback.</p> | <p>Sixth grade counselor or Ninth grade counselors, guidance office, conference sheets, four-year plan sheets, permanent record folder information, laptop, copy machine, career plans, mailings, Time frame: 40 minutes per student.</p> |
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District Wide Counseling Program Activities (K-12)

| Program | Need/ Objective | Activity | Outcome/ Evaluation | Staff/ Resources |
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| <p><u>Update of Guidance Plan</u> Target Grade: K-12 Time Frame: as needed Domain/Standard: ASCA: Academic, Personal, Career</p> | <p>An updated Guidance Plan is needed to clarify the role and responsibilities of the school counselors. To educate the community regarding counselor roles, responsibilities.</p> | <p>Counselors meet with Dept Supervisor to develop a timeline of updating the plan and any additional responsibilities such as presentations to the Board of Education. Counselors review current plan and note any changes to be made, as well as write up needed information on activities to be added. As the need to stay current</p> | <p>A document that describes guidance responsibilities as comprehensively as possible. Current Guidance Plan is in place & adopted by the Board.</p> | <p>Director of Pupil Personnel, Counselors, Social workers, Psychologists. Room, old guidance plan.</p> |

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| NYS: Education, Support, Safety, Communication | | and cutting edge is addressed year to year, changes are made to presentations, activities and timelines to meet this need. | | |
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| Program | Need/Objective | Activity | Outcome Evaluation | Staff Resources |
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| Community Agency Referrals Target Grade: K-12 Time Frame: Year Round Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Safety, Communication | To provide appropriate and timely referral to resources/agencies for students and families that are beyond the scope of school services and resources | Outside treatment provided is contingent upon individual problems, (i.e., inpatient for treatment for alcoholism, outpatient mental health services, etc.). | Students and families will be connected with the appropriate community service and successfully reintegrated into the school environment. | Guidance counselors, social workers, student assistance counselors. Directory of community agencies. |

| Program | Need/Objective | Activity | Outcome Evaluation | Staff Resources |
|--|---|---|---|---|
| Community Agency Referrals Target Grade: K-12 Time Frame: Year Round Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Safety, Communication | To provide appropriate and timely referral to resources/agencies for students and families that are beyond the scope of school services and resources | Outside treatment provided is contingent upon individual problems, (i.e., inpatient for treatment for alcoholism, outpatient mental health services, etc.). | Students and families will be connected with the appropriate community service and successfully reintegrated into the school environment. | Guidance counselors, social workers, student assistance counselors. Directory of community agencies. |

| Program | Need/Objective | Activity | Outcome /Evaluation | Staff/ Resources |
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| <p><u>Documentation and Information Maintenance</u> Target Grade: K-12 Time Frame: Year-round Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Safety, Communication</p> | <p>To accurately document pertinent information to assure its accessibility when needed.</p> | <p>Counselors are always obtaining information from many different sources. This information needs to be organized and maintained. Counselors are also frequently asked to compile information regarding students, course requests, credits, interventions, etc. which must also be maintained and compiled. Student transcripts are reviewed repeatedly and status sheets completed in order to track student progress toward graduation. Announcements of upcoming programs, forms and information sheets for annual reviews are updated.</p> | <p>Information on students and data on many aspects of student success will be accurately compiled, and maintained for future reference, comparison, and/or evaluation. Information students and parents need will be readily accessible and shared as appropriate. Up to date career plans are kept on each student beginning in 9th grade.</p> | <p>Counselors, Guidance secretary, Transcripts, forms, status sheets, schedules, Student Mgt System. Career plans, State regulations, outside agencies and opportunities.</p> |
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| Program | Need/Objective | Activity | Outcome/Evaluation | Staff/Resources |
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| <p><u>Maintain Cumulative Records</u> Target Grade: K-12 Time Frame: Year-round Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Safety</p> | <p>To accurately maintain all relevant student information in a confidential, central student file. Maintain Career Plans for students.</p> | <p>Counselors maintain scheduling, diploma type, standardized testing, interventions attempted, support given and other overall information on how each student is progressing toward graduation.</p> | <p>An accurate comprehensive confidential student file will be maintained for each student.</p> | <p>Counselors, teachers, administrators, guidance secretary, student folder, student management system.</p> |

| Program | Need/ Objective | Activity | Outcome/ Evaluation | Staff/ Resources |
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| <p><u>ASCA DATA COLLECTION</u> Target Grade: K-12 Time Frame: Continuously Domain/Standard:</p> | <p>ASCA data collection is needed to clarify the role and responsibilities of the school counselors. To educate the</p> | <p>Counselors have students sign in on iPad upon arrival into the guidance office. The sign-in includes a survey to track what students are coming, what counselor they are working with, how long they are there, and the</p> | <p>Data is provided to see an up close look at what the counselors are doing on a day to day basis. It provides feedback on</p> | <p>Director of Pupil Personnel, Counselors, secretary, parents, students, faculty, iPad, Google form and response sheet.</p> |

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| ASCA: Academic, Personal, Career NYS: Education, Support, Safety, Communication | community regarding counselor roles, responsibilities. It also shows how school counselors time is being spent. | nature of their visit (academic, career, personal/social) | counselors' time spent on certain tasks. Below: Ex ample of the breakdown. | |
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