



Mahopac Central School District Comprehensive K-12 Counseling Program

FINAL 2019-2020

Mahopac Central School District Mission Statement

Our Mission is to ensure that every student in our schools acquires the skills, knowledge, attitudes and interpersonal skills that will permit him or her to operate effectively in the broader community and lead a successful productive life in a changing world.

Mahopac Central School District Core Values

Student-Centered Decisions: We are best when students are first. All decisions are centered on the needs of the whole child.

Excellence: We strive for excellence in all that we do and have a passion for innovation, and measuring continuous improvement.

Pride: We have profound respect for our District's history and accomplishments.

Relationships: We build and maintain strong, respectful partnerships, value teamwork and communicate openly and honestly.

Safety: All of our schools and departments are physically and emotionally safe and supportive.

Service: We find positive ways to contribute to the broader community, generously give those in need and celebrate involvement in service.

Mahopac Central School District Priorities

- Develop and refine systems of proactive, transparent, honest and timely internal and external communication.
- Develop and articulate efficient and effective systems to support our mission and vision.
- Nurture a growth-mindset and support personal and professional growth in all stakeholder groups.
- Support progressive instructional practices which are rich, relevant and technology embedded.
- Proactively build the District's image by building relationships and celebrate District success.

Counseling Department Mission Statement

Our mission is to promote access for all students to an academically enriched, student-centered environment. Counselors will deliver a comprehensive school counseling program to all students to enhance their academic, career, and social-emotional development. In collaboration with other stakeholders, counselors will support all students in becoming responsible, literate, thinking, caring and contributing citizens.

Counseling Department Philosophy Statement

The Mahopac Counseling Department believes that all students can be successful and that the school counseling program is an integral component of our high school's overall core curriculum. Academic, college and career readiness, social-emotional, and community service skills are necessary for success beyond high school. Our school counseling program is provided to all students regardless of ethnicity, gender, ability, achievements or

aspirations. We operate under the philosophy of “Every Child, Every Challenge, Every Day”; that every child is important and respected regardless of any challenges they may face. The Counseling Department seeks to support students in their development healthy decision making, responsibility, resilience, self-confidence and compassion for others in the face of diverse life issues.

New York State Program Objectives – P-12:

- To help students explore various career options through resources, experiences and academic options. (iib)
- To review each student’s educational progress, career directions and future plans annually and to meet with all new students to review education goals and assist during periods of transition. (iia)
- To provide academic support and advisement for students experiencing academic struggles. (iic)
- To provide advisory assistance for students who exhibit attendance problems. (iic)
- To provide advisory assistance for students who exhibit behavioral and/or adjustment problems. (iic)
- To effectively work with students and parents on enrolling in appropriately challenging courses in order to maximize post-secondary options. (iic)
- To provide advisory assistance to help students develop and implement post-secondary educational and career plans. (iic)
- To encourage and facilitate parental involvement and communication in the educational process. (iic)
- To provide staff development and professional growth for school counselors. (iid)

American School Counselors Association (ASCA) National Standards

Academic Development:

Standard A-Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across lifespan. (A:SA)

Standard B- Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options including college. (A:SB)

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

College/Career Readiness:

Standard A-Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions. (C/CD: SA)

Standard B-Students will employ strategies to achieve future college and career goals with success and satisfaction. (C/CD: SB)

Standard C-Students will understand the relationship between personal qualities, education, training and the world of work. (C/CD: SC)

Social/Emotional Development:

Standard A-Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others. (S/E: SA)

Standard B-Students will make decisions, set goals, and take necessary action to achieve goals. (S/E: SB)

Standard C-Students will understand safety and survival skills. (S/E: SC)

MCS D Counseling Department Goals

1. **ACADEMIC SKILLS DEVELOPMENT (ASD):** Review each student's educational progress, trajectory toward graduation and post-secondary plans annually.
2. **COLLEGE/CAREER READINESS (CCR):** Facilitate the exploration of future career pathways and potential post-secondary avenues including college, work experience, military, study abroad or volunteerism.
3. **SOCIAL/EMOTIONAL DEVELOPMENT (SED):** Create opportunities for students to increase awareness and respect of self and others.
4. **PARENT OUTREACH (PO):** Encourage parental involvement in the educational process.

Mahopac Central School District											
Mahopac Central School District bases all program activities, objectives and services on the following framework of the Four Pillars for students: 1. Resilient 2. Risk Takers 3. Problem Solvers 4. Compassionate											
<i>Delivery</i>	<i>Foundation</i>				<i>Management</i>		<i>Accountability</i>	<i>Department Goals</i>			
<i>*Program Activity or Service</i>	<i>Grade Level</i>	<i>*Program Objective</i>	<i>Student Standard</i>		<i>Timeline</i>	<i>*Staff & Resources</i>	<i>*Assessment</i>	<i>A</i>	<i>C</i>	<i>S</i>	<i>P</i>
			<i>ASCA Standard</i>	<i>NYSED CDOS</i>				<i>S</i>	<i>R</i>	<i>E</i>	<i>O</i>
SEL Instruction	K-12	Incorporated in the Four Pillars are NY State Framework for Systematic Social and Emotional Learning: self awareness, self management, responsible decision making, relationship skills and social awareness.	A:SA A:SC C/CD:SB S/E:SA S/E:SB	iic	Sept-June	Administration Counselor Psychologists Social Workers Teachers	Individual Meetings, group instruction, classroom push in	X	X	X	X
Instructional Support Meetings	K-12	Regularly scheduled meetings for the purpose of identifying, addressing, planning and reviewing students with academic concerns.	A:SA	iic	Sept-June	Administration Counselors Psychologists Social Workers Teachers	Review of Various forms of data	X	X	X	X
Individual academic advisement	K-12	Review interim and quarterly reports, exam scores, current courses and course requests; identify areas for extracurricular involvement, reviewed tiered level supports for individual students.	A:SA A:SB A:SB C/CD:SA C/CD:SB C/CD:SC S/E:SB	iiia iib iic	Sept-June	Administration Counselors Psychologists Social Workers Teachers	Individual meetings, parent contact	X	X	X	X

*Program Activity or Service	Grade Level	*Program Objective	Student Standard		Timeline	*Staff & Resources	*Assessment	A S D	C C R	S E D	P O
			ASCA Standard	NYSED CDOS							
Individual Social-Emotional Counseling	K-12	identify areas for extracurricular involvement; guidance in life skills; social-emotional progress, crisis prevention, response and intervention.	A:SB C/CD:SB S/E:SA S/E:SB C/CD:SC C/CD:SB A:SC	iiia iiib iiic	Sept-June	Counselors Psychologists Social Workers Teachers	Individual meetings, parent contact	X	X	X	X
Conflict Resolution/ Mediation	K-12	Facilitate mediation and guide students through appropriate responses to challenges in maintaining healthy relationships. Model appropriate strategies for students to appropriately resolve conflicts.	S/E:SA S/E:SB	iiic	Sept-June	Counselors Psychologists Social Workers Teachers	parent contact	X		X	X
504 Accommodation Plans	K-12	Initial Eligibility Determination and develop appropriate plans to provide accommodations and modifications to ensure that students can access their education without discrimination. Review 504 Plans; testing, diagnostics, transcript, current grade reports and course requests	A:SB C/CD:SB S/E:SB	iiia iiic	Sept-June	Administration Counselors Parent Psychologists Social Workers Student Teachers	Committee Meeting. 504 updates when appropriate	X	X	X	X
504 Chairperson	K-12	Initial Eligibility Determination and develop appropriate plans to provide accommodations and modifications to ensure that students can access their education without discrimination. Review 504 Plans; testing, diagnostics, transcript, current grade reports and course requests	A:SB C/CD:SB S/E:SB	iiia iiic	Sept-June	Psychologists	Committee Meeting. 504 updates when appropriate	X	X	X	X
Re-entry meetings	K-12	To support the student's transition back to school following an absence. Focus on academic needs and social emotional supports. Review of suspension stipulations (if any), discharge papers, or other pertinent information.	S/E:SA S/E:SB	iiia iiic	Sept-June	Administration Counselors Nurse Psychologists Social Workers	Meeting with parents & students and community supports (if applicable), email teachers as needed, contact community supports as needed	X		X	X

*Program Activity or Service	Grade Level	*Program Objective	Student Standard		Timeline	*Staff & Resources	*Assessment	A S D	C C R	S E D	P O
			ASCA Standard	NYSED CDOS							
Crisis Management -Community	K-12	Respond to and assess crisis prevention.	PS:B1 PS:C1	i.5 i.6	Sept-June	Administration Counselors Psychologists Social Workers	Consultation, documentation and follow-up			X	X
Crisis Prevention	K-12	Crisis Prevention	PS:B1 PS:C1	i.5 i.6	Sept-June	Administration Counselors Psychologists Social Workers	Ongoing assessment, consultation and support.			X	X
Crisis Intervention -Individual	K-12	Respond to and assess for risk	PS:B1 PS:C1	i.5 i.6	Sept-June	Administration Counselors Psychologists Social Workers	Ongoing assessment, consultation, support,documentation and follow up. Provide community resources as needed.			X	X
CPSE/CSE Meetings	K-12	Follow NYS CSE Regulations to determine eligibility and to develop appropriate programs and services for special education students district wide. Review IEP; testing, diagnostics, transcript, current grade reports and course requests; SSD consent forms, ACCES-VR forms	S/E:SB A:SA A:SC C/CD:SC	iib iic iia	Sept-June	Administration Counselors Parents Psychologists Social Workers Students Teachers	Meetings scheduled, IEP updates when appropriate	X	X	X	X
Communication	K-12	Maintain open lines of communication between home and school. Updates, information sharing with parents regarding student progress and needs.	A:SA S/E:SA S/E:SB S/E:SC	lia iic	Sept-June	Administration Counselors Psychologists Social Workers Teachers	Conferences, calls, emails and mailings	X	X	X	X

*Program Activity or Service	Grade Level	*Program Objective	Student Standard		Timeline	*Staff & Resources	*Assessment	A S D	C C R	S E D	P O
			ASCA Standard	NYSED CDOS							
Coordinate Support for Students in Need	K-12	Providing information on school and community organizations for support.	A:SB S/E:SA	iic	Sept-June	Administration Counselors Parents Psychologists PTO Social Workers Teachers	Coordination and delivery of services and community resources.	X	X	X	X
Health Programs	K-12	Parent Communication provided based on individual lessons and information to be discussed. Parents can opt out their student from these lessons.	A:SA A:SC S/E:SA S/E:SB S/E:SC	iic	Sept-June	Health Department	Parent communication, parent outreach and newsletters			X	X
School Health and Wellness Council	K-12	Formerly known as the Health Advisory Council.	A:SA A:SC S/E:SA S/E:SB S/E:SC	iic	Quarterly	Health Department	Scheduled quarterly meeting, parent surveys and parent workshops			X	X
Elementary Push-In Lessons	K-5	Classroom lessons that address social and behavioral needs. Students will strengthen character and support social and behavioral needs with the purpose of developing positive citizens.	A:SA A:SC	iib iic	Quarterly	Counselor Psychologists Social Workers Teachers	Students will participate in an exit ticket to evaluate understanding			X	
Elementary Parent Workshops	K-5	For parents to acquire more skills in order to support their child's academic, social and behavioral needs.	A:SA A:SC	iib iic	Quarterly	Counselor Psychologists Social Workers Teachers	Parents will complete post-workshop survey to provide evaluation of workshop and to provide feedback for improvements.	X		X	X
Elementary Career Day	K-5	Students would be exposed to careers and the educational requirements necessary to qualify for positions in those fields.	A:SA A:SC	iib iic	Spring	Counselor Teachers	Students will complete an assignment demonstrating knowledge of their favorite career that was presented	X	X		X

*Program Activity or Service	Grade Level	*Program Objective	Student Standard		Timeline	*Staff & Resources	*Assessment	A S D	C C R	S E D	P O
			ASCA Standard	NYSED CDOS							
Elementary Snack with Seniors	K-5	Expose students to positive role models and to provide an opportunity for seniors to share advice for success with elementary students. Seniors will go back to the elementary schools that they attended.	A:SA A:SC	iib iic	Fall	Counselor HS Seniors Teachers	Students will complete a short classroom assignment on what they learned from the HS seniors.	X	X	X	X
Health Education	K-5	Students receive 5-10 lessons focusing on healthy choices aligned with NY State standards.	S/E:SA S/E:SB S/E:SC	iib iic	Sept-June	Health Department	In-class assignments, projects, homework, tests/quizzes			X	X
College Day	K-5	Expose students to colleges and universities and provide an opportunity for students to learn a little about the college from their teachers and staff.	S/E:SA S/E:SB S/E:SC	iib iic	Fall	All Staff	Students will ask questions about the college that staff have on their shirts.	X	X	X	X
Kindergarten Orientation	K	Tour of the elementary building, classroom, and simulate bus run.	A:SA A:SB	ia iib iic	August	Administration Teachers	Feedback from students.	X		X	X
Teen n Kids Mentoring Program	2-5	The Teens~N~Kids Mentoring program is offered by the Putnam County Youth Bureau as an afterschool program for identified students at Fulmar Road Elementary. The program matches elementary age students with high school students as their mentors. It offers the younger children an opportunity to develop positive relationships, social skills, and confidence while engaging in a variety of activities.	A:SA S/E:SA S/E:SB	iic	Sept-June	Administration Clinicians	Weekly meetings with mentors and mentees.			X	
DARE	5	Students learn about the dangers of alcohol, tobacco and other drugs. Students will learn the importance of thoughtful decision making, and an awareness regarding issues like peer pressure and bullying.	A:SA S/E:SA S/E:SB S/E:SC	iic	Sept-June	Carmel P.D.	Law enforcement push into class to deliver presentations.			X	X
Student Orientation	5	Provide students with accurate information concerning the location, support personnel and the activities at the Middle School. Tour of the building with student leaders. Seek and Search in August.	A:SA S/E:SA S/E:SB	ia iib iic	Spring - Summer	Administration Counselors Psychologists Social Workers Students	Anecdotal feedback welcomed	X	X	X	

*Program Activity or Service	Grade Level	*Program Objective	Student Standard		Timeline	*Staff & Resources	*Assessment	A S D	C C R	S E D	P O
			ASCA Standard	NYSED CDOS							
Course Selection Process	5-7	Counselors push into classes to review course selection and how courses relate to future career interests. Instruct student in online registration.	A:SB C/CD:SA C/CD:SB S/E:SB	ii iia iib iic	Feb- June	Counselors Parents Students Teachers	Classroom and individual appointments	X	X		
Instructional Support Transition Meetings	5-9	Meetings regarding student academic needs.	A:SA S/E:SA S/E:SB	iic	April-June	AIS Providers Counselors	Collaboration among grade levels	X			
Instructional Support Transition Meetings	5-9	Meetings regarding student academic needs.	A:SA S/E:SA S/E:SB	iic	April-June	AIS Providers Counselors	Collaboration among grade levels	X			
New Student/ Transfer Counseling	6-12	Review of transfer records and course descriptions from school of origin (if applicable), orientation packet, transcript review, new course requests and develop schedule, Naviance login for new account, CSE/504 records (if any), four year plan, career/college plans.	C/CD:SA C/CD:SB S/E:SB	ii iia iib iic	Sept-June	Counselors Social Workers Teachers	Infinite Campus, Naviance, Parent Portal, Transcripts, IEP, 504 Plan	X	X	X	X
Curriculum Night/ Incoming Freshmen	6-12	Review course selection process, recommended course sequences, review of graduation requirements and diploma types; how to access Program of Studies posted online.	A:SA A:SB C/CD:SC S/E:SB	ii iia iib iic	HS: April MS: Jan	Administration Counselors	Attendance, Q & A	X	X	X	X
Individual Career/ College Counseling	6-12	Review interim and quarterly reports, exam scores, current courses and course requests; Naviance survey results; identify areas of interest and potential majors/careers.	C/CD:SC	iic	Sept-June	Counselors	Individual meetings, parent contact, college letters of recommendation	X	X	X	X
Coffee with Counselors	6-8	An open forum with parents. Topics covered including academic resources, social and emotional support, available community outreach, the role of the counselor.	A:SB A:SC C/CD:SB	iic	Fall/ Winter	Counselors	Attendance at program, Q&A	X	X	X	X

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			ASCA Standard	NYSED CDOS							
Career Fair	6-8	Students have an opportunity to meet with representatives from colleges and a wide range of careers.	:SB C/CD:SA C/CD:SB C/CD:S	ii ii	Spring	Counselors	Student feedback	X	X	X	X
Health Education	6-8	Lessons cover the Health Triangle, bullying, digital citizenship, nutrition, puberty, adolescence, decision making, substance abuse awareness, HIV awareness and prevention. Other topics include mental health and sexuality education.	S/E:SA S/E:SB S/E:SC	ii ii ii	Sept-June	Health Department SRO/SPO	In-class assignments, projects, homework, tests/quizzes	X	X	X	X
New Year New You Health Fair	6-8	Students are introduced to different agencies throughout Putnam County that promote healthy behaviors and habits. The health fair is held in both middle school cafeterias and students have the opportunity to visit all vendors. Different agencies represented include, MS Health, PE, Drug Crisis in Our Backyard, Green Chimneys, Putnam Hospital Center and MHS STAGE Club and more.	S/E:SA S/E:SB S/E:SC	ii ii	1 Day	Health Department Community Agencies Social Workers	Student motivation			X	X
Introductory Session - Push-into 6th grade Health Class	6	Introduction to the role of the counselor. Students are presented with social situations typical of 6th grade. Lesson reviews problem solving skills, self-advocacy, and making good choices.	S/E:SA S/E:SC A:SA	ii ii	Sept	Counselors Health Department	Class discussion			X	
Clear Choices	7-8	Introduction to Clear Choices-Self Esteem Bullying Prevention, Advocacy.	S/E:SA S/E:SB S/E:SC	ii ii ii	Multiple Lessons	BOCES Consultant Teachers	Student Feedback			X	
Naviance for Middle School Students	7	Complete Learning Style Inventory. Review and discuss results so that students have an understanding of their individual learning preference and recommendations for an optimal learning environment.	/CD:SA C/CD:SC	ii ii	January - April	Counselors	Attendance, completion of Naviance assessment		X		

*Program Activity or Service	Grade Level	*Program Objective	Student Standard		Timeline	*Staff & Resources	*Assessment	A S D	C C R	S E D	P O
			ASCA Standard	NYSED CDOS							
Service Learning	8-12	List of not for profit organizations to support students' community service efforts.	A:SA A/SC C/CD:SA C/CD:SB C/CD:SC	iib iic	Sept-June	Counselors	Graduation requirement, certificate of completion, reflection sheet	X	X	X	X
Naviance for Middle School Students	8	Complete Career Key Interest Inventory in preparation for transition to high school and course selection.	/CD:SA /CD:SC	iib	January - April	Counselors	Attendance, completion of Naviance assessment		X		
Freshman Orientation	9-12	Review of schedules and tour of building with Orientation Leaders; presentation to parents.	A:SA A:SB S/E:SA S/E:SB	iiia iib iic	August	Counselors	Attendance, peer leaders provide feedback	X		X	X
Transcript Review	9-12	Transcripts that reflect accurately courses completed, exams taken and credits earned.	A:SB A:SC C/CD:SA C/CD:SB C/CD:SC S/E:SB	iiia iic	Sept-June	Counselors	Individual appointments, schedules	X	X		
Curriculum Night	9-12	PPT presentation to review course selection process, recommended course sequences, review of graduation requirements and diploma types; Program of Studies posted online.	A:SB C/CD:SA C/CD:SB S/E:SB	iiia iib iic	April	Administration Counselors	Attendance, Q & A	X	X		X
Coffee with Counselors	9-12	An open forum for parents to discuss topics such as the college landscape, graduation requirements, diploma types, course selections, SAT/ACT, and test prep opportunities.	A:SB A:SC C/CD:SB	iic	October-April	Counselors	Attendance at program, Q & A	X	X		X
Course Selection Process	9-12	Program of Studies "distribution"/review in large groups; 3-part Course request sheets; individual teacher recommendations.	A:SB C/CD:SA C/CD:SB S/E:SB	iiia iib iic	February-June	Counselors Parents Students Teachers	Small group guidance, individual appointments, schedule building	X	X		X

*Program Activity or Service	Grade Level	*Program Objective	Student Standard		Timeline	*Staff & Resources	*Assessment	A S D	C C R	S E D	P O
			ASCA Standard	NYSED CDOS							
Team Meetings	9-12	Multidisciplinary team approach to identify individual student needs and implement interventions. Review cum file, current grade reports/test scores, attendance, behavior/incident reports, assess students social/emotional functioning and teacher feedback.	A:SA A:SC	iic	Sept-June	Administration Counselors Psychologists Social Workers Teachers	Agenda, minutes, referrals to internal or external resources	X		X	
Financial Aid Night/ Mahopac U.	9-12	Presenter from HESC gives a thorough overview of the FAFSA and financial aid process. Youth culture, college campus, transition workshop.	A:SB C/CD:SA C/CD:SB C/CD:SC	iiia iib	Sept/ October	Counselors Social Workers	Attendance, Feedback survey	X	X	X	X
College Mini Fairs	9-12	Invitations to college admissions representatives;bi-weekly sessions allowing students to discuss academic requirements for admission.	A:SB C/CD:SA C/CD:SB C/CD:SC	iiia iib iic	Sept - Dec	Counselors	Feedback from college admissions reps, students and parents	X	X		X
College Scholarship Information	9-12	List of available scholarships (based on academic merit, service, activities etc) regularly maintained in Naviance.	A:SA A:SB C/CD:SB	iiia iib iic	Sept-June	Counselors Clerical	Senior Graduation Survey results	X	X		X
Health Education	9-12	Provide students with the knowledge and skills necessary to achieve and maintain a lifetime of wellness and healthy living. Course topics include physical/ mental/ social health, nutrition and fitness, destructive decisions, diseases, sexuality education and more. Additional higher level courses are available.	S/E:SA S/E:SB S/E:SC	iiia	Sept-June	Health Department	In-class assignments, projects, homework, tests/quizzes			X	
Back To School Night Health Fair	9-12	Students are introduced to different agencies throughout Putnam County that promote healthy behaviors and habits. The health fair is held in the High School gym where students and parents have the opportunity to visit all vendors. Different agencies represented include, HS Health, PE, Drug Crisis in Our Backyard, Green Chimneys, Putnam Hospital Center , MHS Clinicians and more.	S/E:SA S/E:SB S/E:SC	iiia iic	1 Day	Administration Community Agencies Counselors Health Department Psychologists Social Workers Teachers	Feedback from students, parents and community members			X	

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			ASCA Standard	NYSED CDOS							
Naviance-Career Assessment	9	Completion of the Strengths Explorer and review of survey results.	C/CD:SA C/CD:SB C/CD:SC	iia iib	Sept - March	Counselors	Completion of classroom activity identifying 2 careers of interest and 2 facts for each career and connect to college if applicable	X	X		X
Naviance-Career Assessment	10	Completion of the Do What You Are Personality Survey using Naviance; account log in updated from prior year; review of Myers Briggs Personality Type code, recommended careers, salary information, projected demand and coursework needed to prepare for selected careers.	C/CD:SA C/CD:SB C/CD:SC	iia iib	Sept - March	Counselors	Completion of classroom activity identifying 2 careers of interest and 2 facts for each career and connect to college if applicable	X	X	X	
BOCES tech visit	10	Trip by bus to PNW BOCES for all interested students; academic criteria and integrates academics reviewed by staff.	A:SB A:SC C/CD:SB C/CD:SC S/E:SB	iib iic	February-March	Counselors	Attendance, permission slips, Feedback forms; interest cards	X	X		
BOCES College & Career Fair	11	Trip by bus to PNW BOCES for all sophomores and juniors; career and college admissions reps review academic requirements for preparation and admission.	A:SB C/CD:SA C/CD:SB C/CD:SC S/E:SB	iia iic	May	Counselors	Attendance, permission slips, Feedback forms; interest cards	X	X		X
Individual Junior Conference Meetings	11	Review of junior college planning checklist including course selection, Naviance "Colleges I'm thinking about", review career surveys.	C/CD:SB	iic	January-April	Counselors	Appointments set via app; completion of tasks	X	X		X
Junior College Planning Workshops	11	Naviance: account log in update, tutorial on how to do a college search in Naviance with GPA comparison, graphs, SAT/ACT; college prep checklist for junior year.	C/CD:SB	iic	January	Counselors	Attendance, completion of Junior College Profile	X	X		X

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Junior College Planning Workshops	11	Naviance: account log in update, tutorial on how to do a college search in Naviance with GPA comparison, graphs, SAT/ACT; college prep checklist for junior year.	C/CD:SB	iic	January	Counselors	Attendance, completion of Junior College Profile	X	X		X
Pre-Prom Parent Meetings	11-12	Presentations for parents on student prom night safety, alcohol and other drug prevention, communication, parent host liability law.	S/E:SB	iic	Feb and May	Administration Community Agencies Health Department Social Workers	Parent form			X	X
Senior College Application Workshops	12	Naviance: account log in updates, how to add colleges to “Colleges I’m applying to” list, Common App link/match, college application checklist for senior year.	C/CD:SB	iic	Sept	Counselors	Attendance, completion of Profile, Resume, Naviance Common App match, Colleges I’m applying to, Teacher Recommendation request		X		X
12th Grade Suicide Prevention and Opioid Awareness	12	Presentations by student assistance counselor and health teacher to seniors during social studies class time in May.	S/E:SA S/E:SB	iic	2 Lessons	Health Department Social Workers	Student Attendance		X	X	

Advisory Council:

- Membership is comprised of representative stakeholders.
- Meets at least twice a year for the purpose of reviewing the comprehensive school counseling plan and advises on the implementation of the school counseling plan.
- Agenda and meeting minutes are kept.
- Must report to the Board of Education each year

Advisory council membership can include:

Parents, members of the Board of Education, school building and/or district leaders, community based service providers, teachers, certified school counselors and other pupil personnel service providers in the district including school social workers and school psychologists.

Process for Identifying and Selecting Membership:

- Survey to both the school community and community at large.
 - Identify connections to the counseling program
 - Availability to be part of the council
- Send invite on district letterhead to individuals selected

Meeting Dates for 2019-20 School Year:

Meeting will take place at the Mahopac Falls School. The anticipated time of these meeting would be 9 - 10:00 am.

- January 15, 2020
- June 2, 2020

Mahopac Central School District Members

Counselors			Clinicians		
Elementary	Middle School	High School	Elementary	Middle School	High School
TBA	Ofri Felder Janice Maxwell Stephanie Powers Allison Pugliese	Anna Boyle Marianna Callagy Trina Capone Julie Cummins Dennis Disanto Terry Lauchman Jaclyn Mittman Ron Pollaro	Margaret DeFrancesco Stephanie Grella Jill Iglesias Lisa Quinn Janine Salimbene Valerie Trefny Tara Velez	Ashley DeSombre Linda Kalman Kathleen McTernan Lisa Quinn Jacqueline Tome Tara Velez	Davia Bugge Kristel Halton Eva Hecht Barbara Hynes Suzanne Mayer Lisa Quinn Jennifer Stytzer Tara Velez Deborah Zides

DEVELOPMENTALLY APPROPRIATE STUDENT COMPETENCIES

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

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

ACADEMIC													
SC K-12.2.1. Academic Development: Standard A													
<i>Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.</i>													
IMPROVE ACADEMIC SELF-CONCEPT	K	1	2	3	4	5	6	7	8	9	10	11	12
Articulate feelings of competence and confidence as a learner.	X	X	X	X	X	X	X	X	X	X	X	X	X
Display a positive interest in learning.	X	X	X	X	X	X	X	X	X	X	X	X	X
Take pride in work and in achievement.	X	X	X	X	X	X	X	X	X	X	X	X	X
Accept mistakes as essential to the learning process.	X	X	X	X	X	X	X	X	X	X	X	X	X
Identify attitudes and behaviors which lead to successful learning.	X	X	X	X	X	X	X	X	X	X	X	X	X
ACQUIRE SKILLS FOR IMPROVING LEARNING	K	1	2	3	4	5	6	7	8	9	10	11	12
Apply time management and task management skills.	X	X	X	X	X	X	X	X	X	X	X	X	X
Demonstrate how effort and persistence positively affect learning.	X	X	X	X	X	X	X	X	X	X	X	X	X
Use communication skills to know when and how to ask for help when needed.	X	X	X	X	X	X	X	X	X	X	X	X	X
Apply knowledge of learning styles to positively influence school performance.	X	X	X	X	X	X	X	X	X	X	X	X	X
ACHIEVE SCHOOL SUCCESS	K	1	2	3	4	5	6	7	8	9	10	11	12
Take responsibility for their actions.	X	X	X	X	X	X	X	X	X	X	X	X	X
Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students.	X	X	X	X	X	X	X	X	X	X	X	X	X
Develop a broad range of interests and abilities.	X	X	X	X	X	X	X	X	X	X	X	X	X
Demonstrate dependability, productivity and initiative.	X	X	X	X	X	X	X	X	X	X	X	X	X
Share knowledge.	X	X	X	X	X	X	X	X	X	X	X	X	X

ACADEMIC													
SC K-12.2.2. Academic Development: Standard B													
<i>Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.</i>													

IMPROVE KNOWLEDGE	K	1	2	3	4	5	6	7	8	9	10	11	12
Demonstrate the motivation to achieve individual potential.	X	X	X	X	X	X	X	X	X	X	X	X	X
Learn and apply critical thinking skills.	X	X	X	X	X	X	X	X	X	X	X	X	X
Apply the study skills necessary for academic success at each level.	X	X	X	X	X	X	X	X	X	X	X	X	X
Seek information and support from faculty, staff, family, and peers.	X	X	X	X	X	X	X	X	X	X	X	X	X
Organize and apply academic information from a variety of sources.	X	X	X	X	X	X	X	X	X	X	X	X	X
Use knowledge of learning styles to positively influence school performance.	X	X	X	X	X	X	X	X	X	X	X	X	X
Become self-directed and independent learners.	X	X	X	X	X	X	X	X	X	X	X	X	X
PLAN TO ACHIEVE GOALS	K	1	2	3	4	5	6	7	8	9	10	11	12
Establish challenging academic goals in elementary, middle/junior high and high school.							X	X	X	X	X	X	X
Use assessment results in educational planning.							X	X	X	X	X	X	X
Develop and implement an annual plan of study to maximize academic ability and achievement.							X	X	X	X	X	X	X
Apply knowledge of aptitudes and interests to goal setting.							X	X	X	X	X	X	X
Use problem-solving and decision-making skills to assess progress toward educational goals.							X	X	X	X	X	X	X
Understand the relationship between classroom performance and success in school.							X	X	X	X	X	X	X

ACADEMIC													
SC K-12.2.3 Academic Development: Standard C													
<i>Students will understand the relationship of academics to the world of work, and to life at home and in the community.</i>													
RELATED SCHOOL TO LIFE EXPERIENCE	K	1	2	3	4	5	6	7	8	9	10	11	12
Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life.	X	X	X	X	X	X	X	X	X	X	X	X	X
Seek co-curricular and community experiences to enhance the school experience	X	X	X	X	X	X	X	X	X	X	X	X	X
Understand the relationship between learning and work.	X	X	X	X	X	X	X	X	X	X	X	X	X
Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals.	X	X	X	X	X	X	X	X	X	X	X	X	X
Understand that school success is the preparation to make the transition from student to community member.	X	X	X	X	X	X	X	X	X	X	X	X	X
Understand how school success and academic achievement enhance future career and vocational opportunities.	X	X	X	X	X	X			X	X	X	X	X

CAREER DEVELOPMENT

SC K-12.1.1 Academic Development: Standard A

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

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

CAREER DEVELOPMENT

SC K-12.1.2 Career Development: Standard B

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

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

CAREER DEVELOPMENT

SC K-12.1.3 Career Development: Standard C

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

Acquire Knowledge to Achieve Career Goals	K	1	2	3	4	5	6	7	8	9	10	11	12
Understand the relationship between educational achievement and career success.	X	X	X	X	X	X	X	X	X	X	X	X	X
Explain how work can help to achieve personal success and satisfaction.	X	X	X	X	X	X	X	X	X	X	X	X	X
Identify personal preferences and interests which influence career choices and success.	X	X	X	X	X	X	X	X	X	X	X	X	X
Understand that the changing workplace requires lifelong learning and acquiring new skills.	X	X	X	X	X	X	X	X	X	X	X	X	X
Describe the effect of work on lifestyles.	X	X	X	X	X	X						X	X
Understand the importance of equity and access in career choice.	X	X	X	X	X	X						X	X
Understand that work is an important and satisfying means of personal expression.	X	X	X	X	X	X	X	X	X	X	X	X	X
Apply Skills to Achieve Career Goals	K	1	2	3	4	5	6	7	8	9	10	11	12

Demonstrate how interests, abilities, and achievement relate to achieving personal, social, educational and career goals.	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Learn how to use conflict management skills with peers and adults.	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Learn to work cooperatively with others as a team member.	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences.	X	X	X	X	X	X							X	X

PERSONAL/SOCIAL DEVELOPMENT

SC K-12.1.4 Personal/Social Development: Standard A *Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.*

Acquire Self-Knowledge	K	1	2	3	4	5	6	7	8	9	10	11	12
Develop a positive attitude toward self as a unique and worthy person.	X	X	X	X	X	X	X	X	X	X	X	X	X
Identify values, attitudes and beliefs.	X	X	X	X	X	X	X	X	X	X	X	X	X
Learn the goal setting process.	X	X	X	X	X	X	X	X	X	X	X	X	X
Understand change as a part of growth.	X	X	X	X	X	X	X	X	X	X	X	X	X
Identify and express feelings.	X	X	X	X	X	X	X	X	X	X	X	X	X
Distinguish between appropriate and inappropriate behaviors.	X	X	X	X	X	X	X	X	X	X	X	X	X
Recognize personal boundaries, rights and privacy needs.	X	X	X	X	X	X	X	X	X	X	X	X	X
Understand the need for self-control and how to practice it.	X	X	X	X	X	X	X	X	X	X	X	X	X
Demonstrate cooperative behavior in groups.	X	X	X	X	X	X	X	X	X	X	X	X	X
Identify personal strengths and assets.	X	X	X	X	X	X	X	X	X	X	X	X	X
Identify and discuss changing personal and social roles.	X	X	X	X	X	X	X	X	X	X	X	X	X
Identify and recognize changing family roles.	X	X	X	X	X	X	X	X	X	X	X	X	X

Acquire Interpersonal Skills	K	1	2	3	4	5	6	7	8	9	10	11	12
Recognize that everyone has rights and responsibilities.	X	X	X	X	X	X	X	X	X	X	X	X	X
Respect alternative points of view.	X	X	X	X	X	X	X	X	X	X	X	X	X
Recognize, accept, respect and appreciate individual differences.	X	X	X	X	X	X	X	X	X	X	X	X	X
Recognize, accept and appreciate ethnic and cultural diversity.	X	X	X	X	X	X	X	X	X	X	X	X	X
Recognize and respect differences in various family configurations.	X	X	X	X	X	X	X	X	X	X	X	X	X
Use effective communication skills.	X	X	X	X	X	X	X	X	X	X	X	X	X
Know that communication involves speaking, listening, and nonverbal behavior.	X	X	X	X	X	X	X	X	X	X	X	X	X
Learn how to make and keep friends.	X	X	X	X	X	X	X	X	X	X	X	X	X

PERSONAL/SOCIAL DEVELOPMENT

SC K-12.1.5 Personal/Social Development: Standard B

Students will make decisions, set goals, and take necessary action to achieve goals.

Self-Knowledge Applications

	K	1	2	3	4	5	6	7	8	9	10	11	12
Use a decision-making and problem-solving model.	X	X	X	X	X	X	X	X	X	X	X	X	X
Understand consequences of decisions and choices.	X	X	X	X	X	X	X	X	X	X	X	X	X
Identify alternative solutions to a problem.	X	X	X	X	X	X	X	X	X	X	X	X	X
Develop effective coping skills for dealing with problems.	X	X	X	X	X	X	X	X	X	X	X	X	X
Demonstrate when, where, and how to seek help for solving problems and making decisions.	X	X	X	X	X	X	X	X	X	X	X	X	X
Know how to apply conflict resolution skills.	X	X	X	X	X	X	X	X	X	X	X	X	X
Demonstrate a respect and appreciation for individual and cultural differences.	X	X	X	X	X	X	X	X	X	X	X	X	X
Know when peer pressure is influencing a decision.	X	X	X	X	X	X	X	X	X	X	X	X	X
Identify long- and short-term goals.	X	X	X	X	X	X	X	X	X	X	X	X	X
Identify alternative ways of achieving goals.	X	X	X	X	X	X	X	X	X	X	X	X	X
Use persistence and perseverance in acquiring knowledge and skills.	X	X	X	X	X	X	X	X	X	X	X	X	X
Develop an action plan to set and achieve realistic goals.	X	X	X	X	X	X	X	X	X	X	X	X	X

SC K-12.1.5 Personal/Social Development: Standard C

Students will understand safety and survival skills.

Acquire Personal Safety Skills

	K	1	2	3	4	5	6	7	8	9	10	11	12
Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact).	X	X	X	X	X	X	X	X	X				
Learn about the relationship between rules, laws, safety, and the protection of an individual's rights.	X	X	X	X	X	X	X	X	X	X	X	X	X
Learn the difference between appropriate and inappropriate physical contact.	X	X	X	X	X	X	X	X	X	X	X	X	X
Demonstrate the ability to assert boundaries, rights, and personal privacy.	X	X	X	X	X	X	X	X	X	X	X	X	X
Differentiate between situations requiring peer support and situations requiring adult professional help.	X	X	X	X	X	X	X	X	X	X	X	X	X
Identify resource people in the school and community, and know how to seek their help.	X	X	X	X	X	X	X	X	X	X	X	X	X
Apply effective problem-solving and decision-making skills to make safe and healthy choices.	X	X	X	X	X	X	X	X	X	X	X	X	X
Learn about the emotional and physical dangers of substance use and abuse.	X	X	X	X	X	X	X	X	X	X	X	X	X
Learn how to cope with peer pressure.	X	X	X	X	X	X	X	X	X	X	X	X	X
Learn techniques for managing stress and conflict.	X	X	X	X	X	X	X	X	X	X	X	X	X
Learn coping skills for managing life events.	X	X	X	X	X	X	X	X	X	X	X	X	X

NYSED REGULATIONS PART 100.2(j) IMPLEMENTATION ASSESSMENT Rating Key: 1= None 2= Beginning 3= Developing 4= In Full Practice

(i) The K-6 school counseling program:	Implementation Rating	1	2	3	4
(i.1) is designed in coordination with the teaching staff.					
(i.2) prepares students to participate effectively in their current and future educational programs.					
(i.3) includes interventions for students with attendance problems.					
(i.4) includes interventions for students with academic problems.					
(i.5) includes interventions for students with behavioral problems.					
(i.6) includes interventions for students with adjustment problems.					
(i.7) educates students concerning avoidance of child sexual abuse.					
(i.8) encourages parental involvement.					
(ii) The 7-12 school counseling program is delivered by counselors with the assistance of teachers and other staff	Implementation Rating	1	2	3	4
(ii.1) includes the services of personnel certified or licensed as school counselors.					
(ii.2) includes an annual review of each student's educational progress and career plans by a certified school counselor.					
(ii.3) includes instruction at each grade level to help students learn about careers & career planning skills.					
(ii.4) includes other advisory and individual and/or group counseling provided by counselors or psychologists or social workers in cooperation with counselors.					
(ii.4.1) enables students to benefit from the curriculum.					
(ii.4.2) provides interventions for students with attendance problems.					
(ii.4.3) provides interventions for students with academic problems.					
(ii.4.4) provides interventions for students with behavioral problems.					
(ii.4.5) provides interventions for students with adjustment problems.					
(ii.4.6) provides advisement on developing and implementing postsecondary education and career plans.					
(ii.4.7) encourages parental involvement.					
(iii) The school district plan:	Implementation Rating	1	2	3	4
(iii.1) is filed in district office and available for review by any individual.					
(iii.2.1) includes program objectives which describe expectations of what students will learn from the program.					
(iii.2.2) includes activities to accomplish the objectives.					
(iii.2.3) includes specification of staff members and other resources assigned to accomplish objectives.					
(iii.2.4) includes provisions for the annual assessment of program results.					
(iii.3) is reviewed annually and revised as necessary.					
SUBTOTAL		0	0	0	0
TOTAL (Out of 100)		0			

