



Nyack School District

K- 12 Comprehensive School Counseling/Guidance Program

Building Bridges of excellence for today's students to cross into tomorrow's world with Equity, Innovation and Optimism.

2019- 2020

Table of Contents

Introduction	1
Nyack School Mission Statement	1
Department Members	3
Members of the Advisory Council	4
Program Objectives	4
Program Development and Maintenance Planning	5
Yearly School Counseling /Guidance Program Calendar	6
K - 5th Grade Comprehensive School Counseling /Guidance Program at the Elementary Schools	6
Academic Development.....	6
Career Development	8
Personal/Social Development	9
6th - 8th Grade Comprehensive School Counseling/Guidance Program at the Middle School.....	11
Academic Development	11
Career Development	14
Personal/Social Development	16
9th - 12th Grade Comprehensive School Counseling/Guidance Program at the High School	18
Academic Development.....	18
Career Development	21
Personal/Social Development	24
NYS Education Department Commissioner’s Regulations Part 100.2j Guidance Program	28
NYSED Career Development & Occupational Studies (CDOS) Student Standards	29

Introduction

The following pages outline the District's K- 12 Comprehensive Counseling/Guidance Program. In accordance with the national standards for school counseling program, as set forth by the American School Counseling Association(ACSA), the primary function of the school counseling department is to facilitate student development in three broad content areas: academic development, career development and personal/social development.

By 2019- 2020, all public schools are required to have a guidance program for all students. The K - 12 School Counseling/Guidance Program should prepare students to participate effectively in their current and future educational programs as age appropriate, and be designed to address multiple student competencies including career/college readiness standards, academic and social/emotional development standards.

Nyack School District has developed a comprehensive school counseling/guidance plan which describes how the district is addressing the New York State Education Department, Part 100 Regulations as stated in the mandates of section 100.2 (j). The purpose of the guidance plan, in accordance to the revised commissioner's regulations adopted by the New York State Board of Regents in November 2016, can be found at <http://www.regents.nysed.gov/common/regents/files/517brca14.pdf>. This plan will be updated annually, available for review at the district office and each school building and made available on the district's website. The plan includes program objectives, activities, program development and maintenance planning, school counseling curriculum development, professional development planning, evaluation methods based on data analysis reports to inform program improvement and assessment of the resources necessary to support positive student outcomes.

The District's K-12 Comprehensive School Counseling/Guidance plan supports the Nyack School District Mission Statement and the Board of Education definition of a guidance plan.

Nyack School District Mission Statement

We, the students, parents, community, and staff of the Nyack School District value:

-The pursuit of scholastic excellence
-The richness of our diverse community
- Harmonious relationships among individuals and groups

- Partnerships among students, staff, parents, and community
- Respect for self and others
- Responsible ethical behavior that engenders trust
- Individuals who think critically and creatively
- Ongoing involvement in local and global issues
- Development of essential skills and attitudes for a productive life
- A safe and nurturing environment

To embody these values, we ENVISION: a community, proud of traditions, that uses the richness of its diversity to meet the needs of all students and prepare them for a rapidly changing world. In a spirit of collaboration, we provide an environment that fosters scholastic excellence, cultural appreciation, and ethical behavior. Nyack is a community of lifelong learners, encouraging new ideas to share a positive future.

Guided by our values and vision, we will strive to:

Nurture a love of learning

Yield positive outcomes

Appreciate diversity

Care for each other

Keep on the path of excellence

Department Members

Lorraine Longing - District Director for Guidance

Marina Gomez - Elementary School Bilingual Guidance Counselor (K- 5)

Jon Christopher Hogg - Elementary School Guidance Counselor(K-5)

Edgar Lambert - 6th grade School Guidance Counselor

Liz Battista - 7th Grade School Guidance Counselor

Francesca Falvo - 8th Grade School Guidance Counselor

Maggie Gershonovitz - High School Guidance Counselor, 10th Grade AVID Counselor

Tara Heinemann - High School Guidance Counselor, 9th grade AVID counselor

Sean Cavanagh - High School Guidance Counselor
Alejandro Pena - High School ENL Guidance Counselor
Diana Wright - High School Guidance Counselor

Members of the Advisory Council

Lorraine Longing, District Director for Guidance
Karen Hughes, Board of Education Trustee
Mimi Madan, High School Social Worker
Liz Battista, Middle School Guidance Counselor
Maggie Greshonovitz, High School Guidance Counselor
Dornzella Milligan, Student Support Services
Joe Mercora, Upper Nyack Elementary Principal
Ms. Jennifer Johnson, Teacher
Ms. Desiree Aulet, Parent
Marjine Cesar, Student
Isabella Joyce, Student
Peter Sinistovic, Student

Nyack's K -12 comprehensive School Counseling/Guidance Program Objectives

The Nyack School District's guidance plan addresses the national standard developed by the American School Counselor Association (ASCA). The ASCA national standards for students serves as the foundation of the framework for a school counseling program. It is meant to help counselors design and implement programs that meet the academic, college and career, and personal/social needs of students, kindergarten through 12th grade. Through the national standards for academic development, students will be able to identify and access the many academic resources available to them, learn to advocate for themselves, and become aware of their own academic strengths and challenges. Through the national standards for career development, students will gain knowledge of various colleges and careers available to them, and will be prepared to develop post graduation goals. Through the national standards for personal/social development, students will develop a positive self image, understand the relationship between their actions and consequences, develop healthy relationships, and learn positive coping skills and effective communication skills.

Nyack's K- 12 Comprehensive School Counseling /Guidance Program Development and Maintenance Planning

In 2017, a committee was developed to review the current guidance program to create a comprehensive school counseling/guidance plan. The committee consisting of Director of Guidance, counselors, social workers, and elementary principals began the process of reviewing the current program for the development of a comprehensive districtwide school counseling and guidance plan. This plan is a result of that collaboration. This plan is modeled after a variety of local district's school counseling and guidance plans. A special thank you to the Bedford, White Plains and Lakeland school districts for allowing us to observe their exceptional guidance programs and learn from them. Additionally, we are indebted to Croton Harmon, Nanuet, Ossining, Katonah - Lewisboro, and Edgemont's guidance plans which were reviewed and adapted for the purposes of creating Nyack's guidance plan.

On a biannual basis, starting in the 2019- 2020 school year, an advisory council comprised of parents, members of the board of education, school building and district leaders, community based service providers, teachers, certified school counselors, social workers and school psychologists, will meet to review Nyack's K-12 Comprehensive School Counseling/Guidance Program plan. The advisory council will submit a report to the Board of Education. A program outcome report including data analysis will be presented to the Board of Education for review.

The Nyack School Counseling program is a comprehensive developmental guidance program. The K - 12 Comprehensive School Counseling/Guidance plan described herein is a general outline of the activities that are offered to all students in the Nyack School District. It is not intended to be a summary of everything that guidance counselors in the Nyack School district does throughout the year. It can be found on the www.nyackschools.org. In addition, a copy of the K-12 Comprehensive School Counseling/Guidance Plan is on file at the following locations: District Office, High School Guidance office, Middle School Guidance office, and the three elementary school's main offices.

Yearly K-12 School Counseling/Guidance Program Calendar

A yearly calendar is developed by the Director of Guidance in conjunction with counselor input which indicates major activities for the middle and high school. This is used as a guideline for the year. The calendar is available to staff, students and parents. The link to the department's calendar can be found here:

K - 5th Grade Comprehensive School Counseling/Guidance Program at Nyack Elementary Schools

Academic Development: ACSA (American School Counselor Association) National Standards for Academic Development guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post secondary options including college.

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

Expected Outcomes:

Students will:

- A:A1: Improve Academic Self Concept
- A:A2: Acquire Skills for improved Learning
- A:A3: Achieve School Success
- A:B1: Improve Learning
- A:B2: Plan to Achieve Goals
- A:C1: Relate School to Life Experiences

Methods of Evaluation:

- Student's Elementary School Report Cards
- Student's Elementary School Progress Reports
- Team Meeting conversations
- Formal and Informal assessments by counselors and teachers

Student's IEP and 504 Plan
RTI data and student progress notes

Activity	Target Group	ASCA Standards	Staff Assigned	Other Resources	Timeframe
Social Emotional Learning(SEL) Education - push in lessons through SECOND Step curriculum	K - 5	A: A1, A:A2, A:C1	Elementary Counselors	Second Step Curriculum K-5 Classroom lessons New York State Comprehensive School Counseling program, Kindergarten through elementary school activity book	September - May
504 Annual Reviews	K - 5	A:A2, A:B2, A:C1, PS:A1, PS:B1, PS:C1	Elementary Counselors	Social Worker School Psychologist 504 Coordinator	September - June
Annual reviews for students with disabilities	K - 5	A:A2, A:B2, C:B2, PS:A1, PS:B1, PS:C1	Elementary Counselors	Special Education Coordinator Social Worker School Psychologist	Spring semester
Individual/personal Counseling	K - 5	A:A2, A:B2, A:C1	Elementary Counselors	School Social Workers School psychologists	September - June
Group Counseling	K - 5	A:A2, A:B2, A:C1	Elementary Counselors	School Social Workers School Psychologists	September - June
Behavior Management	K - 5	A:A2, A:B2, A:C1	Elementary Counselors	School Social Workers School Psychologists	September - June
Crisis Intervention	K - 5	A:A2, A:B2, A:C1	Elementary Counselors	Building level crisis teams	September - June
In School Suspension Counseling	K - 5	A:A1, A:A2, PS:A1, PS:B1, PS:C1	Elementary Counselors	Building Administration	September - June
RTI Committee Meeting	K - 5	A:A2, A:B2, A:C1	Elementary Counselors	RTI committee	September - June

Parent Meeting	K - 5	A:A2, A:B2, A:C1	Elementary Counselors	Teachers Parents/Guardians	September - June
Teacher Consults	K - 5	A:A2, A:B2, A:C1	Elementary Counselors	Teachers	September - June
5 to 6th grade Bridges Program	K - 5	A:A1, A:B2, A:C1	Elementary Counselors	Teachers	May

Career Development: ASCA National Standards for Career Development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.

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.

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

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

Expected Outcomes:

Students will:

- C:A1: Develop Career Awareness
- C:A2: Develop Employment Readiness
- C:B1: Acquire Career Information
- C:B2: Identify Career Goals
- C:C1: Acquire knowledge to achieve Career Goals
- C:C2: Apply Skills to achieve Career Goals

Methods of Evaluation:

- Student survey results
- Student feedback from career assemblies and lessons
- Formal and informal assessments by counselors

Activity	Target Group	ASCA Standards	Staff Assigned	Other Resources	Timeframe
Career Day Classroom Presentations	K - 5	C:A1, C:B1, C;C1	Elementary Counselors	Local Professionals Parent volunteers Teachers and Staff	September - June
Bulletin Boards	K - 5	C:A1	Elementary Counselors	College and Career posters and information	September - June
Career Day Assemblies	K - 5	C:A1, C:B1, C;C1	Elementary Counselors	Building administration Parent volunteers Teachers and staff	September - June
Classroom lessons push in on different careers from the New York State Learning Standards	K - 5	C:A1, C:B1, C;C1	Elementary Counselors	Career resources American School Counselors Association New York State Comprehensive School Counseling program, Kindergarten through Elementary school activity book	September - June
March Madness College Spirit day- wear your favorite college shirt to promote positive messages	K - 5	C:A1, C:B1, C:B2, C:C1,	Elementary Counselors	Support Staff Building Administration	March

Personal/Social Development: ASCA National Standards for Personal/Social Development guide school counseling programs to provide the foundation and social growth as students progress through school and into adulthood.

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

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

Standard C: Students will understand safety and survival skills.

Expected Outcomes:

Students will:

PS:A1: Acquire Self- Knowledge

PS:A2: Acquire Interpersonal Skills

PS:B1: Self Knowledge Application
 PS:C1: Acquire Personal Safety Skills

Methods of Evaluation:

Second step: SEL curriculum student feedback
 RTI meeting discussions
 Formal and informal assessments by counselors
 Parent feedback

Activity	Target Group	ASCA Standards	Staff Assigned	Other Resources	Timeframe
Social Emotional Learning Education - push in lessons through SECOND Step curriculum	K - 5	PS:A1, PS:A2, PS:B1, PS:C1	Elementary Counselors	Second Step Curriculum K- 5 classroom lessons	September - June
"Start with Hello" Activities Week	K- 5	PS:A1, PS:A2, PS:B1, PS:C1	Elementary Counselors	Teachers Sandy Hook Promise Foundation	September
"Stomp Out Bullying/ Blue Shirt Day" activities	K - 5	PS:A1, PS:A2, PS:B1, PS:C1	Elementary Counselors	Teachers www.STOMPOutBullying.org	October
Collaborate with Morning Program activities	K- 5	PS:A1, PS:A2, PS:B1, PS:C1	Elementary Counselor	PBIS committee Character Education activities for morning program	September - June
Mindfulness Monday announcements	K- 5	PS:B1, PS:C1	Elementary Counselors	Mindful schools curriculum Mindful Games Sitting Still Like A Frog Breathe like a Bear	Every Monday
Mindfulness Lessons	K - 5	PS:A1, PS:A2, PS:B1, PS:C1	Elementary Counselors	Mindful schools curriculum Habits of Mind Mindful Games Sitting Still Like A Frog Breathe like a Bear	September - June
Building Wide Monthly	K- 5	PS:A1, PS:A2,	Elementary	Bulletin boards, PBIS program	September - June

Themes		PS:C1	Counselors	Character Education	
Mood meters/zones of regulations	K - 5	PS:A1, PS:B1,	Elementary Counselors	Mood meter posters Yale Ruler curriculum	September - June
"Say Something" Week	K - 5	PS:A1, PS:A2, PS:B1, PS:C1	Elementary Counselors	Teachers Sandy Hook Promise	March
Consultations with outside providers	K-5	PS:A1, PS:A2	Elementary Counselors	IDT, Community based agencies, Alternative Placements, Home instruction	September - June

6th - 8th grade Comprehensive School Counseling/Guidance Program at Nyack Middle School

Academic Development: ACSA National Standards for Academic Development guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post secondary options including college.

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

Expected Outcomes:

Students will:

- A:A1: Improve Academic Self Concept
- A:A2: Acquire Skills for improved Learning
- A:A3: Achieve School Success
- A:B1: Improve Learning
- A:B2: Plan to Achieve Goals
- A:C1: Relate School to Life Experiences

Methods of Evaluation:

Nyack Middle School Report Cards
 Nyack Middle School Progress reports
 Completed Annual Individual Progress Review sheets
 Team Meeting conversations
 Formal and Informal assessments by counselor
 Effective use of the campus portal
 Attendance Records

Activity	Target Group	ASCA Standards	Staff Assigned	Other Resources	Timeframe
6th grade orientation	Incoming 6th graders	A:A1, A:A2, A:B1, A:B2	6th grade Guidance Counselor	Middle School Administrators Social Worker School Psychologist Family Resource Center Coordinator	August
Annual Individual Progress Review Meetings	Middle school students, grades 6, 7, 8	A:A1, A:A2, A:A3, A:C1	Guidance Counselors	Annual Progress Review Sheets	September - June
Nyack Pride Week Activities	Middle school students grades 6, 7, 8	A:A3, A:C1	Guidance Counselors	Teachers Middle School Administrators	October
In School suspension Counseling	Middle school students grades 6, 7, 8	A:A1, A:A2, PS:A1, PS:B1, PS:C1	Guidance Counselors Student Support Services	Building Administration	September - June
Schedule Team meetings	Middle school students grades 6,7,8	A:A2, A:A3, A:B2, A:C1	Guidance Counselors	Parents Teachers	September through June
Monitor academic success through the review of progress and reports cards	Middle school students grades 6,7,8	A:A2, A:A3, A:B1, A:B2	Guidance Counselors	Infinite Campus Data	October through June at progress and report card time
Identify Middle School students at risk and	Middle School students grades 6,7,8, who have	A:B1	Guidance counselors	Administration Failure lists gathered from data in	November through June at report card

conduct formal at risk meetings	failed two or more subjects			Infinite Campus	time.
Counsel students to help them understand their academic strengths and challenges and identify resources for students who are demonstrating a need for support	Middle school students grades 6, 7, 8	A:A1	Guidance Counselors Student Support Services	Social Workers School Psychologists Family Resource Center Coordinator Thinking Maps activity	September through June
Help students identify clubs and activities that are available to them	Middle school students grades 6,7, 8	A:C1	Guidance Counselors Student Support Services	Club Advisors and Coaches	September through June
Help teachers and parents/guardians understand student's academic capabilities and provide translation when needed	Middle School students grades 6, 7,8	A:A3	Guidance Counselors Teachers Parents	Infinite Campus Data Family Resource Center Coordinator	September through June
Assist with summer school registration for students who have failed a course or a regents exam	Middle school students grades 6, 7, 8	A:A3	Guidance Counselors	Regional summer school staff	June
Guide parents and guardians through the CSE referral process and Section 504	Middle School parents and guardians	A:A2	Guidance Counselors	Social Worker School Psychologist 504 Coordinator	September through June
Participate in initial reviews and annual reviews	Middle School students grades 6, 7, 8	A:A1, A:A2, A:A3, A:B1, A:B2	Guidance Counselors Special Education Teachers	Social Worker School Psychologist Special Education Coordinator	September through June

Provide students with a smooth transition into middle school through the BRIDGES program	5th grade students	A:A1, A:A2, A:A3, A:B1, A:B2, A:C1	Guidance Counselors Teachers Administrators	Elementary School Administration	May
Acknowledge and celebrate students' achievements	Middle School students grades 6,7,8	A:A1, A:A3, A:C1	Guidance Counselors Director of Guidance Student Support Services	Honors assemblies RCC Hispanic Achievement ceremony and breakfast RCC Black Achievement ceremony and breakfast	May

Career Development: ASCA National Standards for Career Development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.

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.

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

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

Expected Outcomes:

Students will:

- C:A1: Develop Career Awareness
- C:A2: Develop Employment Readiness
- C:B1: Acquire Career Information
- C:B2: Identify Career Goals
- C:C1: Acquire knowledge to achieve Career Goals
- C:C2: Apply Skills to achieve Career Goals

Methods of Evaluation:

Naviance Interest Inventory results

Student survey results
 Student feedback from Career Day
 Formal and informal assessments by counselor

Activity	Target Group	ASCA Standards	Staff Assigned	Other Resources	Timeframe
Naviance Interest inventories for middle school students (6th grade- Cluster Finder, 7th grade - Career Key, 8th grade- Strength Explorer)	Middle school students grades 6, 7, 8	C:A1, C:B1, C:B2, C:C1,	Guidance Counselors	Naviance AVID College and Career Readiness Activities Thinking Maps activities	September through June
Career Plans - update career and related academic goals in students files	Middle school students grades 6, 7, 8	C:A1,C:A2, C:B1, C;B2, C:C1, C;C2	Guidance Counselors	Annual progress review sheets Career Questionnaires AVID College and Career Readiness activities	September through June
Plan, organize and offer presentations on a variety of careers for all middle school students during our annual college and career fair	Middle school students grades 6, 7,8	C:A1, C:B1, C:B2, C:C1,	Guidance Counselors Support staff Director of Guidance	Local agencies Parents Family Resource Center Coordinator T.E.E.N. Works	March
Admissions Counselors present to 8th graders for an Early College Awareness Program	Middle school students 8th grade	C:A1, C:B1, C:B2, C:C1,	8th grade Guidance Counselor	Local college admissions representatives	Fall Semester
Host college representatives during a college fair for middle school student during March Madness	Middle school students grades 6, 7, 8	C:A1, C:B1, C:B2, C:C1,	Guidance Counselors Support Staff Director of Guidance	Local college admission representatives	March
College Spirit Day- wear your favorite college shirt to promote positive	Middle school students 6, 7, 8	C:A1, C:B1, C:B2, C:C1,	Guidance Counselors	Support staff Building Administration	March

messages					
----------	--	--	--	--	--

Personal/Social Development: ASCA National Standards for Personal/Social Development guide school counseling programs to provide the foundation and social growth as students progress through school and into adulthood.

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

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

Standard C: Students will understand safety and survival skills.

Expected Outcomes:

Students will:

PS:A1: Acquire Self- Knowledge

PS:A2: Acquire Interpersonal Skills

PS:B1: Self Knowledge Application

PS:C1: Acquire Personal Safety Skills

Methods of Evaluation:

Second Step: SEL curriculum student feedback via Exit Tickets

IST meeting discussions

Formal and Informal assessments by counselors

Parent feedback

Activity	Target Group	ASCA Standards	Staff Assigned	Other Resources	Timeframe
Counsel students to address issues of concern	Middle school students grades 6,7,8	PS:A1	Guidance Counselors Student Support Services	Social Workers School Psychologists Family Resource Center	September through June
SEL/ AVID Activities presented during extended homerooms	Middle School students grades 6, 7, 8	PS:A1, PS:A2, PS:B1, PS:C1	Guidance Counselors	Teachers New York State Comprehensive School counseling program:Middle level activity book	September through June

				Mindfulness games AVID classroom strategies Thinking Maps activities	
Mindfulness Activities presented in core classes	Middle School students grades 6, 7, 8	PS:A1, PS:A2, PS:B1, PS:C1	Guidance Counselors Teacher	Mindful schools curriculum Mindfulness games Sit like a Frog Thinking Maps activities Habits of Mind	September through June
Promote social and emotional health through community "circles"	Middle School students grades 6, 7, 8	PS:A1, PS:A2, PS:B1, PS:C1	Guidance Counselors Teachers	Building administration Dean of Students Thinking Maps Activities	September through June
Offer lunchtime support group opportunities, such as Girls Circle, Boys Council, and Positive Action Club	Middle School students grades 6, 7, 8	PS:A1, PS:A2, PS:B1, PS:C1	Family Resource Center Coordinator Student Support Services	Guidance Counselor Social Worker	September through June
Conduct Social Emotional Learning curriculum presentations in 6, 7, and 8th grade classes	Middle school students grades 6,7,8	PS:A1, PS:A2, PS:B1, PS:C1	Guidance Counselors School Psychologist Teachers	Teachers Second Step Curriculum New York State Comprehensive School counseling program: Middle level Activity Book AVID activities	September through June
Participate in weekly IST meetings to discuss students of concern and develop behavioral plans and next steps.	Middle school students grades 6,7, 8	PS:B1	Guidance Counselors Social Worker School Psychologist Teachers Family Resource Center Coordinator Building Administration Director of Guidance	Infinite Campus Data	September through June
Crisis intervention	Middle school	PS:C1	Director of Guidance	Crisis Team Members	September through June

	students grades 6,7,8		Guidance Counselors	Social Worker School Psychologist Family Resource Center	
--	--------------------------	--	---------------------	--	--

Grades 9 - 12 Comprehensive School Counseling/Guidance Program at Nyack High School

Academic Development: ACSA National Standards for Academic Development guide school counseling programs to implement strategies and activities to support and maximize each student’s ability to learn.

Standard A: Students will acquire the attitudes , knowledge and skills that contribute to effective learning in school and across the life span.

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post secondary options including college.

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

Expected Outcomes:

Students will:

- A:A1: Improve Academic Self Concept
- A:A2: Acquire Skills for improved Learning
- A:A3: Achieve School Success
- A:B1: Improve Learning
- A:B2: Plan to Achieve Goals
- A:C1: Relate School to Life Experiences

Methods of Evaluation:

- Nyack High School Report Cards
- Nyack High School Progress reports
- Failure reports
- Parent Portal
- Alumni Tracker Data

Activity	Target Group	ASCA Standards	Staff Assigned	Other Resources	Timeframe
Monitor academic success through the review of progress reports and report cards every 5 weeks	High School students grades 9 - 12	A:A1, A:A2, A:A3, A:B1, A:B2, A:C1	Guidance Counselors	Guidance Department clerical staff Student information in Infinite Campus Students in danger of failing reports Senior at risk meetings Goal Setting Activities Thinking Maps Activities	October through June at progress report and report card time
Conduct individual counseling sessions with students regarding their academic progress, develop academic goals for all students	High School students grades 9 -12	A:A1, A:A2, A:A3, A:B1, A:B2, A:C1	Guidance Counselors Director of Guidance Building Administration	Infinite Campus Data	September through June
In School Suspension Counseling	High School Students Grades 9 -12	A:A1, A:A2, PS:A1, PS:B1, PS:C1	Guidance Counselors Student Support Services	Teachers Reflection Activity	September through June
Help students understand credit and graduation requirements needed for high school as well as those needed for post secondary education	High School students grades 9 -12	A:C1	Guidance Counselors Director of Guidance	Conferences with individual students Senior credit letters Credit checks at scheduling meetings Transcripts and data in IC	September through June
To assist students with program planning	High School students grades 9 -12	A:A1, A:A2, A:A3, A:B1, A:B2, A:C1	Guidance Counselors Director of Guidance	Program of Studies Teacher input Parent input Director of special education Department chairs Building administration	January through March
Collaborate with faculty members to identify	High School students grades 9	A:A1, A:A2, A:A3, A:B1, A:B2, A:C1	Guidance Counselors	IST Meetings 504 Meetings	September through June

areas of need and strategies for student success	-12		Student Support Services Equity Team Eligibility Team	Teacher/ parent / counselor meetings	
Assist with summer school placement for students who have failed a required course or Regents/Common Core examination	High School students grades 9 - 12	A:A2, A:B1, A:B2	Guidance Counselors	BOCES Summer School Administrators	June
Participate in Annual Reviews for students who receive services and or accommodations through CSE	Special education High School students 9 - 12	A:A1, A:A2, A:A3, A:B1, A:B2, A:C1	Guidance Counselors	Special Education Coordinator Social Worker School Psychologist Transition Coordinator	September through June
Participate in 504 meetings for students who receive services under Section 504	High School students 9 - 12 with a 504 plan	A:A1, A:A2, A:A3, A:B1, A:B2, A:C1	Guidance Counselors	504 Chair Support Staff Building administration Social worker School Psychologist Transition Coordinator Student Support Services	September through June
Assist parents and guardians in requesting accommodations for standardized tests	High School students grades 9 - 12	A:A1, A:A2, A:A3, A:B1, A:B2, A:C1	Guidance Counselors	College board support Parents Infinite Campus data	September through June
Keep track of graduation requirements for all students	High School students grades 9 - 12	A:A1, A:A2, A:A3, A:B1, A:B2, A:C1	Guidance Counselors	Infinite Campus data Senior credit letters	September through June
Develop personalized education plans for students who are struggling to meet graduation requirements	High School at risk students	A:A1, A:A2, A:A3, A:B1, A:B2, A:C1	Guidance Counselors	Fresh Start program FUEL education program	September through June

Participate in weekly IST meetings.	High School students grades 9 -12	A:A1, A:A2, A:A3, A:B1, A:B2, A:C1	Guidance Counselors	Building Administration Director of Guidance Social Worker School Psychologist Student Support Services	September through June
Prepare senior credit letters	High School Seniors	A:B2	Guidance Counselors	Infinite Campus Data	August thru September
Announce information on bulletin boards around the building	High School students grades 9 -12	A:C1	Director of Guidance Support staff	Posters and information	September through June
Acknowledge and celebrate students' achievements	High School students grades 9 -12	A:A3	Director of Guidance Guidance Counselors Student Support Services	National Merit Scholarships Applications Senior Awards Night Scholarship Applications Honors Assemblies RCC Hispanic Achievement Ceremony RCC Black Achievement Ceremony	September through June

Career Development: ASCA National Standards for Career Development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.

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.

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

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

Expected Outcomes:

Students will:

- C:A1: Develop Career Awareness
- C:A2: Develop Employment Readiness
- C:B1: Acquire Career Information
- C:B2: Identify Career Goals

C:C1: Acquire knowledge to achieve Career Goals

C:C2: Apply Skills to achieve Career Goals

Methods of Evaluation:

Attendance at college informational evenings

Participation in College Mondays and other college visits

Participation in Lunch & Learn Career Exploration Programs

Completion of career inventories and college searches in the Naviance program

AVID College and Career Activities

End of the year graduation survey

Alumni Tracker Data

Activity	Target Group	ASCA Standards	Staff Assigned	Other Resources	Timeframe
Conduct classroom presentations on PSAT and the use of standardized tests in the college admissions process	High School Juniors	C:A2, C:C1	Guidance Counselors	PSAT student scores reports College Board website Powerpoint	October
Conduct classroom presentations for the ACT Aspire and the use of standardized tests in the college admissions process	High School Sophomores	C:A1, C:A2, C:B2, C:C1	Guidance Counselors	ACT Aspire Results	November
Meet with individual students and in groups to discuss the course selections and the impact on transcripts and the college admissions process	High School students grades 9 - 12	C:B2, C:C1	Guidance Counselors	High School Program of Studies Infinite campus	January through March

Conduct Junior College Planning Conferences with students and parents/guardians	High School Juniors	C:A1, C:A2, C:B1, C:B2, C:C1, C:C2	Guidance Counselors	Junior Planning Conference Folder Naviance AVID College and Career Readiness activities	Spring semester
Common Application workshops	High School seniors	C:A2, C:C1	Guidance Counselors	Naviance Program Common Application website	Fall semester
Plan and host parent evenings on early college awareness, college planning and financial aid(Senior Parent night, Junior Parent Night, Sophomore Parent night)	High School parents	C:A1, C:A2, C:B1, C:B2, C:C1, C:C2	Director of Guidance Guidance Counselors Support staff	Local college admissions representatives	September through June
Host college admissions representatives and military officers to meet with students during lunch period	High School students 9 - 12 grades	C:A1, C:A2, C:B1, C:B2, C:C1, C:C2	Director of Guidance Support staff	Local college admissions representatives	September through June
Write college letters of recommendation for students for the college application process, scholarship opportunities and summer programs	High School Seniors	C:A2	Guidance Counselors	Teachers Naviance Scholarship applications Resume builder in Naviance	September through June
Advise student athletes about the NCAA clearinghouse process	High School students that are planning to play division sports in college	C:A1, C:A2, C:B1, C:B2, C:C1, C:C2	Guidance Counselors Support Staff	NCAA website Athletic Director	September through June
Provide students with career information through the LUNCH &	High School students 9 - 12 grades	C:A1, C:A2, C:B1, C:B2, C:C1, C:C2	Director of Guidance Support Staff	Local organizations	September through June

LEARN; Career Exploration Program					
Announce information on bulletin boards around the building, morning announcements and district approved electronic communication apps	High School students grades 9 - 12	C:A1, C:B1	Director of Guidance	Posters, flyers, information	September through June
Organize college campus local tours	High School Juniors and Seniors	C:A1, C:B1	Director of Guidance Guidance Counselors	Local college admissions representatives	Fall semester
Inform students and parents about local college fairs	High School students grades 9-12	C:A1, C:B1	Guidance Counselors	RCC College Fair	October
Organize the Alumni Day presentations and alumni college fair	High School Seniors	C:C2	Director of Guidance Guidance Counselors Support Staff	Alumni	November
Organize and plan Instant Decisions Days	High School Seniors	C:C2	Director of Guidance Guidance Counselors Support Staff	College Admissions representatives	February
Provide transition services to seniors	High School Seniors	C:C2	Guidance Counselors Support Staff	Transition Coordinator ACCES-VR liaison ACCES-VR applications	Spring semester

Personal / Social Development: ASCA National Standards for Personal/Social development guide school counseling programs to provide the foundation and social growth as students progress through school and into adulthood.

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

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

Standard C: Students will understand safety and survival skills.

Expected Outcomes:

Students will:

- PS:A1: Acquire Self - Knowledge
- PS:A2: Acquire Interpersonal Skills
- PS:B1: Self Knowledge Application
- PS:C1: Acquire Personal Safety Skills

Methods of Evaluation:

- IST meeting discussions
- Formal and informal assessment by counselors
- Parent and teacher feedback

Activity	Target Group	ASCA Standards	Staff Assigned	Other Resources	Timeframe
Meet and greet "circle" activity with the counselor at Freshmen Orientation	Freshmen	PS:A1, PS:A2, PS:B1	Guidance Counselors	Community circle protocol AVID activities Thinking Maps activities	August
Counsel students individually	High School students 9 - 12	PS:A1, PS:A2, PS:B1, PS:C1	Guidance Counselors, Social Workers School Psychologists Transition Coordinator Student Support Services	Mentors Administrators Teachers Parents Annual Progress review Sheets	September - June
Freshmen minute meetings	Freshmen	PS:A1, PS:A2, PS:B1, PS:C1	Guidance Counselors	Ice breakers Student surveys through Naviance AVID Activities	September, October and November
Collaborate with school social workers	High School students grades 9 - 12	PS:A1, PS:A2, PS:B1, PS:C1	Guidance Counselors	Social Worker School Psychologists	September through June

and school psychologists to address the social, emotional and personal issues of students				Transition Coordinator Student Support Services	
Promote healthy messages through “Start with Hello”, “Say Something” week, activities and poster contests	High School students grades 9 - 12	PS:A1, PS:A2, PS:B1, PS:C1	Student Support Services	Assembly programs Sandy Hook Promise Foundation Jimmy Hauburger Memorial Foundation	September through June
Establish and maintain positive relationships with outside service providers	High School students grades 9 - 12	PS:A1, PS:A2, PS:B1, PS:C1	Guidance Counselors Social Workers School Psychologist Transition Coordinator Student Support Services	Local mental health agencies Center for Safety and Change	September through June
Refer students to IST meetings	High School students grades 9 - 12	PS:A1, PS:A2, PS:B1, PS:C1	Guidance Counselors	Social Worker School Psychologists Transition Coordinator Student Support Services	September through June
Meet with parents and guardians to support student’s physical, social and emotional health	High School parents	PS:A1, PS:A2, PS:B1, PS:C1	Guidance Counselors	Teachers Social Worker School Psychologist Student Support Services	September through June
Encourage leadership roles in extracurricular activities, clubs and local organizations such as HOBY, Nyack Rotary(RYLA) and Center for Safety	High School students grades 9 - 12	PS:A1, PS:B1,	Guidance Counselors	Club advisors and coaches Local organizations	September through June

and Change					
Participate in restorative justice circles	High School students grades 9 - 12	PS:A1, PS:A2	Guidance Counselors	Dean of Students Restorative Circle protocol	September through June
Announce information on bulletin boards around the building	High School students grades 9 - 12	PS:A1, PS:A2, PS:B1, PS:C1	Director of Guidance Support Staff	Posters, flyers, information	September through June
Crisis intervention	High School students grades 9 - 12	PS:A1, PS:A2, PS:B1, PS:C1	Director of Guidance Guidance Counselors	Crisis Team members Social Worker School Psychologist Student Support Services	September through June
Reflective activity - and Discussion with counselor	High School students grades 9 -12 involved in School AIP	PS:A1, PS:A2	Guidance Counselors	Alternative to suspension activity Thinking Maps Activities	September through June
Follow up Conference with students who are suspended	High School students grade 9- 12 involved in School AIP	PS:A1, PS:B1	Guidance Counselors Student Support Services	Alternative to suspension program Re- entry Meetings	September through June

NYS EDUCATION DEPARTMENT COMMISSIONER'S REGULATIONS

PART 100.2 (j) Guidance programs

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

(i) In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.

(ii) In grades 7-12, the guidance program shall include the following activities or services:

(a) an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;

(b) instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;

(c) other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed schools 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.

NYSED Career Development & Occupational Studies (CDOS) Student Standards

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

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

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

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

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

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

3a.2 **Thinking skills** lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.

3a.3 **Personal qualities** generally include competence in self-management and the ability to plan, organize, and take independent action.

3a.4 **Positive interpersonal qualities** lead to teamwork and cooperation in large and small groups in family, social, and work situations.

3a.5 **Technology** is the process and product of human skill and ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants.

3a.6 **Information management** focuses on the ability to access and use information obtained from other people, community resources, and computer networks.

3a.7 **Using resources** includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.

3a.8 **Systems skills** include the understanding of and ability to work within natural and constructed systems.

STANDARD 3b: Career Majors - Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

B/IS	Business/Information Systems: Core, Specialized, and Experiential
HS	Health Services: Core, Specialized, and Experiential
E/T	Engineering/Technologies: Core, Specialized, and Experiential
HPS	Human and Public Services: Core, Specialized, and Experiential
NAS	Natural and Agricultural Sciences: Core, Specialized, and Experiential
A/H	Arts/Humanities: Core, Specialized, and Experiential

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