

**Mount Pleasant Central School District**

**COMPREHENSIVE DEVELOPMENTAL  
SCHOOL COUNSELING PROGRAM**

**K - 12**



**2018 - 2019**

# Table of Contents

1. Introduction
  - a. Preface/Overview
  - b. Mount Pleasant CSD School Counseling Vision Statement
  - c. New York State regulation on Comprehensive Developmental School Counseling Program.
2. K-12 School Counseling Advisory Board
3. Standards and Expectations of a K-12 School Counseling Program
  - a. Benefits of a school counseling program
  - b. Key roles of a School Counselor
  - c. NYS CDOS Learning Standards
  - d. NYS Career Plan
  - e. NYS Social Emotional Learning Goals
4. Related NYS regulations/services
  - a. No Child Left Behind (NCLB)
  - b. Safe Schools Against Violence in Education (SAVE)
  - c. Dignity for All Students Act (DASA)
  - d. Academic Intervention Services (AIS)
  - e. Response to Intervention (RTI)
5. School Counseling Domains and Models
  - a. Academic Domain
    - 1) AIS
    - 2) RTI
  - b. Personal/Social Domain
    - 1) Youth Development
  - c. Career Domain
6. Home & Careers Curriculum
7. Elementary (K-5) School Counseling
  - a. Overview/Mission Statement
  - b. Elementary School Counseling Program Grid
  - c. Character Education Schedule
8. Middle School (6-8) School Counseling
  - a. Overview/Mission Statement/IB Objective
  - b. Middle School Counseling Program Grid
  - c. 8<sup>th</sup> to 9<sup>th</sup> Grade Transition
9. High School (9-12) School Counseling
  - a. Mission Statement/Overview
  - b. 9<sup>th</sup> Grade Overview and Calendar
  - c. 10<sup>th</sup> Grade Overview and Calendar

- d. 11<sup>th</sup> Grade Overview and Calendar
  - e. 12<sup>th</sup> Grade Overview and Calendar
  - f. High School Counseling Program Grid
10. Analysis of Comprehensive Development School Counseling Program
- a. NYS Implementation Assessment
  - b. ASCA School Counseling Program Assessment
  - c. School Data Profile
11. References

## **Preface**

The Mount Pleasant Central School District Guidance & Counseling Department is proud of present its Comprehensive Developmental School Counseling Program.

It is the overarching goal of this program to provide a framework for the way in which our school district approaches, addresses and instructs students on self-awareness, self-advocacy, career and college mindedness and personal and social development all as they relate to student learning.

We are firm in our belief that it is essential to educate the whole child, K-12. Our Counselors and staff take an intentional and comprehensive approach to ensure that students are always learning and being mindful of their goals, abilities, potential and future.

We hope you take interest in and enjoy our program.

# **OVERVIEW OF THE MOUNT PLEASANT CENTRAL COMPREHENSIVE SCHOOL K-12 COUNSELING PROGRAM**

"Counseling is a process of helping people by assisting them in making decisions and changing behavior. School counselors work with all students, school staff, families and members of the community as an integral part of the education program. School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy and social/emotional and career development."

*American School Counselor Association 1997*

The Mount Pleasant Central Comprehensive School Counselor Program follows the Developmental Counseling Program, which recognizes that all children do not develop in a linear fashion according to a certain timetable, understanding the developmental progression of a student's growth throughout the pre-K through 12 experiences is essential. Developmental School Counseling is for all students, has an organized and planned curriculum, is sequential and flexible, is an integrated part of the total educational process, involves all school personnel, helps students learn more effectively and efficiently, and includes counselors who provide specialized counseling services and interventions.

Our model here at Mount Pleasant incorporates the national standards. Our comprehensive school-counseling model provides the framework for building a program based on standards developed by the American School Counselor Association for academic, personal/social, and career development and the New York State Learning Standards. Our counseling program has an extensive transitional program, particularly from grades 2-3, 5-6, and 8-9. The Elementary Counselor oversees students in both Hawthorne Elementary and Columbus Elementary. The Counselor utilizes a push in model, workshop model and both group and individual counseling to implement the Elementary Guidance Curriculum to all students. The two middle school counselors are assigned a caseload; the counselor then follows these students from the 6<sup>th</sup> grade up through the end of the 8<sup>th</sup> grade. This counselor serves as the middle school transition counselor and works closely with the high school counselors throughout the entire 8<sup>th</sup> grade year. The high school counselors also work with their own assigned students all four years, making sure that each of the students has a very specific post-high school plan and beyond.

We are always a work in progress and will continue to provide services that are needed as the needs and times demand. For example, we have recently included materials pertaining to the *Dignity for All Students Act*. In addition, we have been an integral part of the AIS (Academic Intervention Services) process and Career Development and Occupational Studies.

Some of the counseling services and programs that are consistently offered K-12th grade are the following:

Counselor involvement in RTI, AIS, CST, CSE, annual meetings with students and parents, 504 case management, transition programs from grade to grade, academic and attendance counselor, career exploration and development, frequently published newsletters, scheduling, review of standardized tests, teacher/parent/student meetings.

Most importantly, our guidance department K-12 spends a good deal of time assessing our existing programs, surveying students as to what their needs are, and working one-on-one with each student and his/her parent on an annual basis to provide information and obtain feedback in order to continue to improve and expand our services.

## **MT. PLEASANT CENTRAL SCHOOL DISTRICT** **SCHOOL COUNSELING VISION STATEMENT**

We aim to motivate students to maximize their potential through a focus on their academic study, personal values, interpersonal skills and career goals. We want our students to reflect on their education as a successful path that provided multiple opportunities to reach beyond their comfort zone to explore their interests and learn new things.

# **Guidance Programs and Comprehensive Developmental School Counseling/Guidance Programs Commissioner's Regulation 100.2(j)**

## **INTRODUCTION**

New Regulations Effective July 1, 2019

Amendments to subdivision (j) of section 100.2 of the Regulations of the Commissioner of Education were adopted by the Board of Regents effective July 1, 2017. The amended regulations govern comprehensive developmental school counseling programs beginning with the 2019-2020 school year. The full text of the regulation is available here:

<http://www.regents.nysed.gov/common/regents/files/517brca14.pdf>

The guidance document is designed to provide additional direction for school districts as they implement the amended regulations.

The New York State Education Department ("The Department") amended the school counseling regulations in an effort to help increase opportunities for all students to be successful. It is important for students to have access to a certified or licensed school counselor in the early years to help inspire young students to strive for success and consider college and career opportunities. Access does not necessarily mean that every elementary school must hire a full-time counselor; but requirements such as core curriculum instruction do require that the time of a certified school counselor be included in the elementary program. Every school district will need to make personnel decisions based on student needs and current staffing configurations. It is important to emphasize the positive effects that school social workers, school psychologists, school counselors, school nurses, health educators, teachers and parents have on student success when they collaborate and work as a team, offering their respective professional expertise to support the "whole child."

The Department's Every Student Succeeds Act (ESSA) State Plan aligns with these amended school counseling regulations by including provisions that encourage schools and district to adopt a "Whole School, Whole Community, Whole Child" multi-tiered model to promote positive school climates that, in turn, improve student outcomes. School climate is the way school culture affects a child's sense of safety and acceptance, and consequently, is a critical determinant of their ability to focus on the task of learning. (1) Research shows that the whole child approach with the emphasis on social emotional learning (SEL) will lead to improved outcomes for children. In fact, the quality of the school climate may be the single most predictive factor in any school's capacity to promote student achievement. (2)

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- (1) Dessel, A. (2010) Prejudice in schools: promotion of an inclusive culture and climate. *Education and Urban Society*, 42(4), 407-429
  - (2) Shindler, J. Jones, A.D., Taylor, C. Cardenia, H. (20-16). The school climate-student achievement connection: If we want achievement gains, we need to begin by improving climate. *Journal of School Administration and Development* 1(1), 9-16.

## **Guidance Programs and Comprehensive Developmental School Counseling/Guidance Programs Commissioner's Regulation 100.2(j)**

### Current Regulations Effective Until June 30, 2019

Prior to September 2019, the previous requirements, which have been in place since the mid-1970's, continue to remain in effect for grades k-12. (3) The previous regulations require school districts to have a guidance program for all students. However, because these regulations have not been updated in several decades, in preparation for the effective date of the amendments, districts should review their current program to highlight any areas needing immediate attention.

Commissioner's Regulations do not contain requirements for charter schools. Charter Schools are required to provide supports and services to students enrolled in the charter school pursuant to the school's charter and applicable State and federal laws. The Department advises charter schools to review their program in light of advances in the profession of school counseling to include best practices and evidence –based approaches.

For non-public schools, the previous regulations, which specifies that each nonpublic secondary school shall provide a guidance and counseling program for students in grades 7-12, remains in effect. The Department advises nonpublic schools to review their program in light of advances in the profession of school counseling to include best practices and evidence-based approaches.

### Guidance Chart for Implementation of Regulatory Amendments in 2019-2020 School Year

The chart on the following pages breaks down the terms of the regulations into smaller sections and provides both related information and guidance to assist school districts as they plan for implementation of the regulatory amendments by July 1, 2019. The chart also references several sample documents that are included as appendices.

## **K-12 School Counseling Advisory Board**

### **Should consist of.....**

Stakeholders such as School Counselors, School Psychologists, Administrators, parents and teachers.

### **Seeks to .....**

Review the K-12 Comprehensive School Counseling Plan's Objectives and outcome twice per school year.



### **2018-2019 Committee Members**

Nicholas P. DiPaolo, Committee Chairperson

Keith Schenker, Principal

Dr. Gilian Goldman, School Psychologist

Constance Cotrone, Elementary School Counselor

Tania Greco, Middle School Counselor

Tim O'Dwyer, High School Counselor

TBA, Parent Member

TBA, General Education Teacher

# **BENEFITS OF COMPREHENSIVE SCHOOL COUNSELING PROGRAMS**

Comprehensive developmental school counseling programs positively impact students, parents, teachers, administrators, boards of education, and other student services personnel, school counselors, business, and industry. The benefits to each of these groups include the following:

## **Benefits for students**

1. Prepares students for the challenges of the 21<sup>st</sup> century by acquiring knowledge and skills in academic, career, and personal/social development.
2. Connects the educational program to future success.
3. Facilitates career exploration and development.
4. Develops decision-making and problem solving skills.
5. Assists in acquiring knowledge of self and others.
6. Enhances personal-social development.
7. Assists in developing effective interpersonal relationship skills.
8. Broadens knowledge of our changing world.
9. Guarantees school counseling services to every student.
10. Increases the opportunity for counselor-student interaction.
11. Encourages facilitative, co-operative peer interactions.
12. Fosters resiliency factors for students.
13. Fosters literacy across all content areas.

## **Benefits for parents**

1. Prepares their children for the challenges of the 21<sup>st</sup> century through academic, career, and personal/social development.
2. Provides support for parents in advocating for their child's academic, career, and personal/social development.
3. Develops a systematic approach for their child's long-range planning and learning.
4. Increases opportunities for parent/school interaction.
5. Enables parents to access school and community resources.

## **Benefits for teachers**

1. Provides an interdisciplinary team effort to address student needs and educational goals.
2. Provides skill development for teachers in classroom management, teaching effectiveness, and affective education.
3. Provides consultation to assist teachers in their guidance and advisement role.
4. Positively impacts school climate and the learning community.
5. Supports classroom instruction.
6. Encourages positive, calendared activities and supportive working relationships.
7. Promotes a team effort to address developmental skills and core competencies.
8. Increases teacher accessibility to the counselor as a classroom presenter and resource person.

### Benefits for administrators

1. Integrates school counseling with the academic mission of the school.
2. Provides a program structure with specific content.
3. Assists administration to use school counselors effectively to enhance learning and development for all students.
4. Provides a means of evaluating the effectiveness of the school-counseling program.
5. Demonstrates school counseling accountability.
6. Enhances community image of the school-counseling program.

### Benefits for local Boards of Education

1. Provides rationale for implementing a comprehensive developmental counseling program in the school system.
2. Provides assurance that a quality school counseling program is available to every student.
3. Demonstrates the necessity of appropriate levels of funding for implementation.
4. Supports appropriate credentialing and staffing.
5. Provides a basis for determining funding allocations for school counseling programs.
6. Furnishes program information to the community.
7. Gives ongoing information about student acquisition of competencies and standards through school counseling program efforts.

### Benefits for school counselors

1. Provides a clearly defined role and function in the educational system.
2. Eliminates non-counseling functions.
3. Provides direct service to every student.
4. Provides a tool for program management and accountability.
5. Enhances the role of the school counselor as a student advocate.
6. Ensures involvement in the academic mission of the school.
7. Places school counselors in a leadership role to close the gap!

### Benefits for student services personnel

1. Provides school psychologists, social workers, and other professional student services personnel with a clearly defined role of the school counselor.
2. Clarifies areas of overlapping responsibilities.
3. Fosters a positive team approach, which enhances cooperative working relationships.

### Benefits for business and industry

1. Increases opportunities for business and industry to participate actively in the total school program.
2. Provides increased opportunity for collaboration among counselors, business, industry, and communities.
3. Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity.

## Benefits for the community

1. Provides an increased opportunity for collaboration and participation of community members with the school program.
2. Creates community awareness and visibility of the school-counseling program.
3. Connects the community to the needs of the school and the school to the needs of the community.
4. Enhances economic development through quality preparation of students for the world of work.

Adapted from the *Missouri Comprehensive Guidance Program*, Missouri State Department of Education.

## **THE SCHOOL COUNSELOR IS...**

The school counselor is a certified professional educator who assists students, teachers, parents and administrators. Five generally recognized helping processes used by the counselor are counseling, consulting coordination, advocacy and program implementation.

- **Counseling** is a complex helping process in which the counselor establishes a trusting and confidential working relationship. The focus is on problem-solving, decision-making and discovering personal meaning related to learning and development.
- **Consultation** is a cooperative process in which the counselor-consultant assists others to think through problems and to develop skills that make them more effective in working with students.
- **Coordination** is a leadership process in which the counselor helps organize and manage a school's counseling program and related services.
- **Advocacy** is supporting our students to become independent, self-reliant thinkers. With the Counselors assistance, students will learn how to mitigate and mediate challenging situations to become strong self-advocates.
- **Program Implementation** is creating push-in model or workshop style lessons to extend the School Counseling curriculum to all students. These lessons can be delivered in classroom settings, small groups or individually.

Adopted by: American School Counselors Association Governing Board, December 1998

# **The State of Education in New York**

## **NEW YORK STATE EDUCATION DEPARTMENT: OFFICE OF ELEMENTARY, MIDDLE, SECONDARY, AND CONTINUING EDUCATION**

A primary goal of the Mount Pleasant Central Comprehensive School Counseling Program K-12 is to align with the objectives of, and the learning standards delineated by, the New York State Education Department (NYSED). Among NYSED's many offices, it is the Office of Elementary, Middle, Secondary, and Continuing Education (EMSC) that has the greatest impact on this program.

### **New York State Learning Standards**

#### ***Career Development and Occupational Studies***

##### **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.

##### **Standard 2: Integrated Learning**

- Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

##### **Standard 3a: Universal Foundation Skills**

- Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

##### **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.

## **New York State defines a Career Plan as...**

Career Plans are an important mechanism to add relevance and meaning to learning experiences across subject areas. The career development model used to create the Career Plan aligns with the CDOS standards.

The New York State Career Plan records a student's knowledge and skill attainment. It documents a history of achievement that students build from elementary school to high school. The Career Plan design has also incorporated the transition planning process that is highly desirable for all students and required for students with disabilities.

Career Plans can be used as the employability profile that is required for students in programs approved under the 2001 Regents Policy on CTE. More importantly, the Career Plan is an effective graduation planning tool for all students.

# **SOCIAL EMOTIONAL LEARNING IN NEW YORK STATE**

## **NYS Social Emotional Learning Goals:**

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

## **SEL and Academic Instruction**

Integrating SEL into academic instruction includes free-standing lessons that teach SEL competencies, inclusion of SEL academics, and teaching practices to create classroom and schoolwide conditions that teach and model SEL.

## **SEL and School Climate**

Critical conditions for learning include:

- An engaged school community responsive to culture, race, ethnicity, language, and socio-economic status
- Safe and inclusive academic environments that recognize and value the languages and cultures of all students.
- Caring connections, trust, and respect
- Activities and curricula that engage and challenge

Without these conditions, students are more likely to engage in negative behaviors disengage from school and dropout.

## **SEL and Approach to Discipline**

Restorative Practices draw on SEL competencies to help students understand why behavior is unacceptable and the harm it causes, take responsibility, understand what they could have done differently, learn strategies and skills to use in the future, and understand consequences.

## **SEL and Mental Health**

SEL can support required Mental Health Education under Education Law #804, effective July 1, 2018. Learn more on our Mental Health Education web page at: **COMING SOON!**

## **SEL and Trauma**

Adverse Childhood Experiences (ACEs) and trauma can have a negative impact on young people's ability to learn and on school outcomes. SEL can nurture skills that better equip young people to manage responses and improve outcomes.

## **SEL and Economic Impact**

SEL provides an \$11 return for every \$1 invested in school-based SEL programming with proven outcomes.

## **SEL and Equity**

Increasing SEL competencies can decrease implicit bias, increase cultural responsiveness, and result in greater equity for New York's young people.

- Implicit biases are unconscious stereotypes and attitudes that can negatively impact students. Increasing SEL competencies can help us manage these biases.
- To reduce these biases, we must be able to see them in ourselves (self-awareness), manage them (self-management), and manage their influence on our attitudes, actions, and decisions (social awareness, relationship skills, responsible decision-making).

Culturally Responsive Practices means relating teaching and learning in the context of students' cultural identity and experiences and requires skill in all the SEL competencies. It has been effective in improving student academic performance and life opportunities.

# **New York State and Educational Regulations**

## **NO CHILD LEFT BEHIND (NCLB)**

“...to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at minimum, proficiency on challenging State academic achievement standards and state academic assessments.”

*No Child Left Behind (2000)*

No Child Left Behind ensures that all students will meet high standards in academic performance and personal behavior. The goal is to compete globally and provide students with the necessary skills to achieve. School counselors guide students in developing the needed skills through a comprehensive program that improves the academic, personal/social and career domain.

School counselors in New York can incorporate the NCLB provisions in developing a local school-counseling program by focusing on the provisions established by the law. NCLB states that all students must meet the required standards set by the New York State Learning Standards in order to be better prepared for higher education and the competitive world. School counselors are trained and certified professionals who can develop and provide curriculum work related to study skills, career choices, college opportunities and other activities that aid in acquiring resources and opportunities for success.

“Research suggests that high-quality counseling services can have long-term effects on a child’s well-being and can prevent a student from turning to violence and drug or alcohol abuse. High-quality school counseling services also can improve a student’s academic achievement. Studies on the effects of school counseling have shown positive effects on students’ grades, reducing classroom disruptions, and enhancing teachers’ abilities to manage classroom behavior effectively. “High-quality school counseling services also can help address students’ mental health needs” (NCLB 2001).

Below are the provisions established by the New York State Education Department pertaining to closing the educational gap and implementing higher standards for ALL children:

- Stay the course of the standards and reach beyond
- Strengthen teaching
- Improve classroom instruction through technology
- Retain and recruit effective school leaders
- Ensure success by giving students extra time and help they need and by removing barriers to learning
- Give students a strong, successful start in education
- Help schools be accountable for student success
- Commit resources
- Build partnerships
- Communicate the need to close the gap and the consequences for not succeeding

A school counselor should, but is not limited to:

- Provide students with support services, through AIS requirements in order to reduce barriers for learning.
- Assist in bridging the gap through individual student planning and focusing on the knowledge that ALL students can learn.
- Maintain data as a factor for accountability and effectiveness of program.
- Participate in the school system's leadership teams ensuring an environment for learning and student success.

***New York State has adopted a waiver through the Elementary and Secondary Education Act that allows flexibility of the No Child Left Behind Act.***

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# **SAVE LEGISLATION**

## **Safe Schools Against Violence in Education**

Creating and maintaining a safe environment is everyone's responsibility. The New York State Education Department has made a commitment to provide positive learning for students in order to achieve academic success. School climate is key to engaging students in their learning and promoting academic, career and personal/social achievement. School counselors can be involved in the listed provisions of the SAVE (Safe Schools Against Violence in Education) Legislation:

1. Developing a School Safety Plan:
  - a. All school members, including school counselors should participate in plan development.
  - b. Plans should utilize prevention in a comprehensive format.
  - c. Developing activities to encourage safe educational environment.
  - d. Identify school and student needs through the use of data.
  - e. Define roles and responsibilities of personnel.
2. Coordinate Building Level Emergency Response Plans
  - a. Participate in emergency response team.
  - b. Work on establishing policies and procedures for communication with parents.
  - c. School safety training for students and staff.
  - d. Improve communication with students between students and staff.
3. Codes of Conduct
  - a. Promoting appropriate Dress and Language.
  - b. Establish procedures for Parental Notification.
  - c. Develop procedures for referral and communication with outside agencies.
  - d. Provide prevention/intervention activities for code violations and disruption of pupils.
4. Removal of Students
  - a. Coordinate intervention activities for disruptive students.
  - b. Review educational plan for removed students.
  - c. Advocate for students at meetings.
5. Uniform Violent Incident Reporting
  - a. Review all data regarding violent incidents, number of suspensions, and ages and grades of students disciplined.
  - b. Establish a prevention/intervention program for students.
6. Health Curriculum
  - a. School Counselors should participate in teams reviewing health curriculum.
  - b. Provide classroom activities on prevention.
7. Child Abuse Reporting: School counselors are defined as mandated reporters.

Under the provisions of the SAVE Legislation, schools are mandated to provide instruction in Civility, Citizenship and Character Education. This K-12 instruction reviews the principles of honesty, tolerance, personal responsibility, respect for others, observance of laws and rules, courtesy, dignity and other positive traits.

School counselors, under the standards of personal/social skills, have the ability to provide activities related to Character Education. In a comprehensive program, school counselors give support to classroom teachers mandated to provide the instruction in the above-mentioned areas.

A comprehensive school-counseling program with developmental activities can provide the following:

- Safer environment
- Improved interpersonal relationships
- Improved behavior
- Problem solving strategies
- Increased positive self-awareness
- Prevention of disruption or violent incidents
- Reduced dropout rates
- Understanding

Adapted with permission from the NYS Education Department

School counselors are integral in developing a comprehensive school plan that establishes a safe learning environment. The provisions of the SAVE Legislation allow for school counselors to create activities that educate students on codes of conduct thereby reducing suspension and detention, teaching civility, conflict resolution, tolerance and diversity and other areas of child development that promote safety. School counselors embrace the opportunity to incorporate components of the SAVE Legislation at all levels of activities. If students are given a safer learning environment they are more apt to achieve success.

# The Dignity for All Students Act

**New York State's Dignity for All Students Act (The Dignity Act) seeks to provide the State's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function.**



The Dignity Act was signed into law on September 13, 2010 and takes effect on July 1, 2012.

This legislation amended State Education Law by creating a new Article 2 – Dignity for All Students. The Dignity Act also amended Section 801-a of New York State Education Law regarding instruction in civility, citizenship, and character education by expanding the concepts of tolerance, respect for others and dignity to include: an awareness and sensitivity in the relations of people, including but not limited to, different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, gender identity, and sexes. The Dignity Act further amended Section 2801 of the Education Law by requiring Boards of Education to include language addressing The Dignity Act in their codes of conduct.

Additionally, under the Dignity Act, schools will be responsible for collecting and reporting data regarding material incidents of discrimination and harassment.

The Dignity for All Act seeks to create a school environment free of harassment for its students, faculty and staff. Each school building will have an appointed coordinator who students and staff can report any incidents to of harassment. In turn, the coordinator will investigate the reported incident fully and take action where appropriate.

**Adapted from NYS Education Department.**

## **New York State and School Counseling Domains**

Research has shown that effective activities and a comprehensive school counseling program can improve students' academic achievement and school climate, improve student character, assistance in bridging the educational gap and pursuing higher education and focus on student success. The comprehensive program will align the state requirements to the three domains of school counseling: academic, personal/social and career. A comprehensive school counseling program is unique in identifying state requirements and regulations that need to be considered as a component of the program.

### **Academic Domain: ACADEMIC INTERVENTION SERVICES**

Academic Intervention Services (AIS) are services designed to help students achieve the learning standards in English language arts and mathematics in grades K-12 and social studies and science in grades 4-12. These services include two components:

- Additional instruction that supplements the general curriculum (regular classroom instruction).
- Student support services needed to address barriers to improve academic performance.

The intensity of such services may vary, but must be designed to respond to students' needs as indicated through State assessment results and/or the district-adopted or district-approved procedure that is consistent throughout the district at each grade level.

Student support services means interventions that address barriers to student progress in State learning standards requiring AIS and may include, as needed school counseling services to improve attendance, coordination of services, provided by other agencies and study skills. Support services do not include direct academic instruction.

Barriers to Student Academic Progress that student support services might address include, but are not limited to:

- Attendance Problems
- Discipline Problems
- Family-Related Issues
- Health-Related Issues
- Nutrition-Related Issues
- Mobility/Transfer Issues

Adapted from the NYS Education Department/art 100.1 (g)/2000

### **Response to Intervention**

New York State Regulations define RTI as a school district's process to determine if a student responds to scientific, research based instruction. RTI services range from intervention supports to monitoring of student progress. The students are usually divided into different tiers with Tier I being Core Instruction for all students. Tier II would include supplemental intervention while Tier III services would include customized intervention. In Mt. Pleasant, each building's RTI structure is aligned in this way however, the exact services may have a different shape at the different developmental stages.

## **Personal/Social Domain: YOUTH DEVELOPMENT**

The personal/social domain focuses on the development of the child or adolescent as an ongoing process in which skills and competencies need to be built upon in order for them to be successful in their daily lives. The school counseling program focuses on the positive attributes of children and develops their strengths.

Research in New York State has found that children need the following:

- To become active citizens, workers and adults in the community
- To be acknowledged for their talents and strengths
- To understand the consequences of negative behavior for personal/social reasons

Youth development encourages individuals to actively shape their own development through their choices and perceptions. A critical element of youth development is that youth have the opportunity to interact with and learn from positive adult role models. Research has identified specific characteristics that can be attributed to adults who work and plan with children and adolescents, as well as characteristics of activities that promote positive youth development.

The adults are:

- Companions, providing time and genuine presence
- Supporters, offering emotional support
- Teachers who know something youth want to learn and are willing and able to share it
- Positive role models for children and adolescents; and
- Challengers who stretch youth

The Activities are:

- Goal directed and purposeful
- Ongoing
- Important meaningful to both the adult and the child or adolescent involved; and
- Challenging, balancing challenge with supports

Adapted with permission from NYS Ed. Department-Student Support Services/Youth Development

School counselors create opportunities for children in school, at home and in the community through a comprehensive program that addresses factors that influence youth development. Activities can be centered around, but are not limited to: self-esteem, building family relationships, improving peer communication, setting problem solving, personal goals, positive role model identification, reducing school absenteeism, and decreasing school failure.

School counselors engage youth in mentoring, emotional support, and skill building activities in an ongoing developmental process. School counseling programs should include the family and community in building a positive approach to student success and learning, and in reducing risk factors.

## **Career Domain**

### **CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES**

In New York State the career domain incorporates the high standards for student achievement in understanding situations and developing problem-solving abilities to be used in real world settings. New York State maintained the standards-based education format, which includes content, performance and opportunity to learn for every student. These areas identify what students should know and do. Students should be given resources and programs to develop quality work applicable to the real world setting and to make decisions on future goals.

The New York State Education Department developed the Career Development and Occupational Studies Program to serve as the guide along with the Career Plan Initiative, the implementation plan and activities. School Counselors provide students with opportunities to acquire resources and participate in activities that develop interests, objectives and skills for the workforce.

The Career Development and Occupational Studies Standards were developed because students are not transferring knowledge acquired in the classroom to everyday activities, work and life situations. Knowledge is gained for the purpose of passing on to the next level and not engaging it to situations out of context. Career Development and Occupational Studies (CDOS) promotes instructional strategies that address individual learning styles and provide experiential learning that increase student understanding of academic concepts and the connection between school and the workforce.

The performance indicators identified in the CDOS learning standards go across all disciplines and grade levels. This serves towards a continuum of learning that provides for flexibility in planning the educational goals of every student. The CDOS learning standards provide a way to connect all disciplines through classroom instruction that helps students transfer knowledge into career choices.

**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.

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

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

**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 post-secondary programs.

# Home and Careers Curriculum

**Mr. Adam Yaeger, Teacher**

Family and Consumer Science education describes an educational program that assists individuals in obtaining knowledge and skills required to meet the challenges of everyday life.

Family and Consumer Sciences prepare students to be critically reflective of social influences regarding families. Students are prepared to become proactive community leaders in the economic, social, political, and technological arenas.

Family and Consumer Sciences strengthen families and empower individuals to take action for the wellbeing of themselves and others in the home, workplace, community and world. Using an integrated, systemic approach to the relationships among individuals, their families, their communities and the environments in which they function, this course of study will enable students to discover and apply vocational and personal life skills to their everyday lives. The discipline integrates character development and citizenship as it strives to develop competent, functional individuals. With its unique focus on the relationship between family and careers, Family and Consumer Science help our students to meet the challenges of living and working in a diverse, global society.

The Mount Pleasant Central School District empowers our students in Family and Consumer Sciences education in grades 5, 6, and 7.

Fifth grade curriculum includes hands on lessons that include anti-bullying themes through the OLVEUS program, character education, and career exploration.

Sixth grade curriculum incorporates a hand on approach to food nutrition, production, safety, and sustainable living practices.

Seventh grade students involve themselves in activities that relate to the connection between school and the world of work. Career development and occupational studies continue to develop to meet the needs of our students.



# Hawthorne/Columbus K-5 Elementary School

## Counseling Program

**Mrs. Connie Cotrone, Counselor**

The elementary guidance program is a developmental, proactive and instructional approach to providing guidance and counseling to the youngest children of Mount Pleasant. The goal of the K-5 elementary guidance program is to equip our students with the skills they need to succeed at a pivotal time in their development. Children in elementary schools are beginning to acquire academic skills, in addition to social and emotional relationships. They are gaining an awareness of themselves in relation to others, as well as forming values, opinions, attitudes and interests that help shape their future. The elementary years are instrumental to students' success as they learn to navigate challenges and differences.

The elementary guidance program was developed based on a framework of four competencies: Self Awareness, Self-Management, Social Awareness and Social Management. The program is designed to provide an educational curriculum that will teach skills and strategies to help children become well-adjusted and productive members of society. The elementary school counselor will provide group instruction in the classroom as well as individual and group counseling sessions to address the academic, social and emotional needs of our student body by reducing the barriers that impede student success.

At Hawthorne (K-2) lessons focus on social thinking. Children learn how to think about other's thinking and how their actions can impact someone else. This is accomplished through the introduction of Superflex, a superhero who offers many strategies on how to be a flexible thinkers. He teaches the children many ways to defeat certain "unthinkable" characters that can take over our thinking and cause us problems by negatively affecting our thoughts and behaviors. These various strategies teach the children how to become independent problem solvers throughout their time at Hawthorne.

As they move onto Columbus (3-5) they continue to improve these skills as class lessons primarily focus on nurturing self-esteem, identifying a student's own strengths and challenges, managing emotions, conflict resolution, fostering independence and self-advocacy, taking responsibility, communicating effectively, goal setting, making healthy choices, positive risk taking, respecting individual differences, and recognizing how kindness is contagious. Kindness is emphasized daily at Columbus with the implementation of warm fuzzies, which are awarded to classes when students demonstrate random actions of kindness to each other. Monthly celebrations take place for classes with the most warm fuzzies earned.

One of the goals of the elementary guidance program is to teach skills that help children become responsible and positive role models in their community. Both Hawthorne and Columbus emphasize the importance of being STARS (Students That Are Responsible, Respectful and Safe). Students are recognized when they demonstrate responsible, respectful and safe behaviors in

their classrooms, hallways, cafeteria, playground and on the bus. This K-5 building wide initiative is taught through role playing, videos streamed into classrooms, class discussions and visual reminders throughout the schools. Students take great pride in being STARS at both Hawthorne and Columbus.

Additionally, the elementary counselor works collaboratively with teachers, parents, and administrators to meet the needs of students. The elementary counselor is accessible to any parent whom would like to develop an action plan to meet their child's needs. The elementary counselor is also a provider of resources for any parent/guardian who wishes to address their child's social and emotional well-being. Consultation with teachers and administration is ongoing for the betterment of the child. Building a child's sense of self is best achieved when there is a team approach that supports, encourages and arms students with the coping skills necessary for success.

# Hawthorne/Columbus Elementary School Counseling Curriculum

Activity	Grade	Staff Assigned	Dates	ASCA Standard	Program Objective	Mode of Evaluation
Character Education Push IN Lessons - see attached schedule	K-5	Counselor	Sept-May	A:A1, A:A2, A:C1, C:A1, PS:A1, PS:A2	Promote character skills building, career awareness, skills and goal setting for future	Anecdotal student understanding, teacher reports
S.T.A.R.S.	K-5	Counselor	Ongoing - all year	A:A1, A:A2, A:C1, C:A1, PS:A1, PS:A2	Promote character skills building, career awareness, skills and goal setting for future	Anecdotal student understanding, teacher reports
Warm Fuzzy Kindness Program	3-5	Counselor	Ongoing - All year	A:A1, A:A2, A:C1, C:A1, PS:A1, PS:A2	Promote character skills building, career awareness, skills and goal setting for future	Anecdotal student understanding, teacher reports
Building-wide Monthly Themes	3-5	Counselor	Ongoing - All year	A:A1, A:A2, A:C1, C:A1, PS:A1, PS:A2	Promote character skills building, career awareness, skills and goal setting for future	Anecdotal student understanding, teacher reports
504 Annual reviews	K-5	Counselors, 504 committee	Annually	A:A2, A:B2, C:B2, PS:A1, PS:B1, PS:C1	Ensure students can access education and support their learning	504 Plan
504 quarterly meetings	K-5	Counselors	As needed	A:A2, A:B2, C:B2, PS:A1, PS:B1, PS:C1	Ensure students can access education and support their learning	Meeting outcome
504 initial determination meetings	K-5	Counselors	As needed	A:A2, A:B2, C:B2, PS:A1, PS:B1, PS:C1	Ensure students can access education and support their learning	Meeting outcome
504 case management	K-5	Counselors	Ongoing - all year	A:A2, A:B2, C:B2, PS:A1, PS:B1, PS:C1	Ensure students can access education and support their learning	Anecdotal student understanding, teacher communication
Selected CSE Annual Reviews for students with disabilities	K-5	Counselors, CSE committee	Annually	A:A2, A:B2, C:B2, PS:A1, PS:B1, PS:C1	Ensure students can access education and support their learning	IEP
Selected CSE Initial determination meetings	K-5	Counselors, CSE committee	As needed	A:A2, A:B2, C:B2, PS:A1, PS:B1, PS:C1	Ensure students can access education and support their learning	IEP
Selected CSE Program Reviews	K-5	Counselors, CSE committee	As needed	A:A2, A:B2, C:B2, PS:A1, PS:B1, PS:C1	Ensure students can access education and support their learning	IEP
Monitor out-placed student academic progress	K-5	Counselors	Ongoing - all year	A:A2, A:B2, A:C1	Ensure understanding of academic expectations/program and to facilitate learning	Student grades, transcript
Individual/personal counseling	K-5	Counselors, other staff	Ongoing - all year	Situational	Situational; Advocate/ Assist students in resolving different issues that arise	Anecdotal student understanding
Group Counseling	K-5	Counselor	Ongoing - all year	Situational	Situational; Advocate/ Assist students in resolving different issues that arise	Anecdotal student understanding

Peer Mediation	K-5	Counselor	Ongoing - all year	Situational	Situational; Advocate/ Assist students in resolving different issues that arise	Anecdotal student understanding
<b>Activity</b>	<b>Grade</b>	<b>Staff Assigned</b>	<b>Dates</b>	<b>ASCA Standard</b>	<b>Program Objective</b>	<b>Mode of Evaluation</b>
Behavior Management	K-5	Counselor, teacher	Ongoing - all year	Situational	Situational; Advocate/ Assist students in resolving different issues that arise	Anecdotal student understanding, teacher reports
Teacher Consults	K-5	Counselor, teacher	Ongoing - all year	Situational; A:A2, A:B2, A:C1	Situational; Advocate/ Assist students in resolving different issues that arise	Anecdotal student understanding, teacher reports
Parent Meetings	K-5	Counselor, teacher	Ongoing - all year	Situational; A:A2, A:B2, A:C1	Situational; Advocate/ Assist students in resolving different issues that arise	Anecdotal student understanding, teacher reports
Crisis Intervention	K-5	Counselors, other staff	As needed	Situational	Situational; Advocate/ Assist students in resolving different issues that arise	Anecdotal student understanding
Community Based Support/Outside Providers	K-5	Counselor, outside provider	As needed	Situational; A:A2, A:B2, A:C1	Situational; Advocate/ Assist students in resolving different issues that arise	Anecdotal teacher and parent understanding
RTI Committee meetings	K-5	Counselors, RTI committee	2 X per month	A:A2, A:B2, A:C1	Support students who exhibit difficulty in one or more areas	RTI data, student progress
RTI individual progress monitoring	K-5	Counselors, teachers	As needed	A:A2, A:B2, A:C1	Support students who exhibit difficulty in one or more areas	Student progress, grades
5 to 6 Transition - articulation with 5h Gr teachers/counselor	5	Counselors, other staff	April	A:A1, A:A2, A:A3	Ensure understanding of academic expectations/program and to facilitate learning	Anecdotal teacher understanding
5 to 6 Transition - parent discussion	5	Counselors	Ongoing	A:A1, A:A2, A:A3	Ensure understanding of academic expectations/program and to facilitate learning	Anecdotal parent understanding
5 to 6 Transition - Music choices	5	Counselors, teachers	April	A:A1, A:A2, A:A3	Ensure understanding of academic expectations/program and to facilitate learning	Anecdotal student understanding
5 to 6 Transition - course placement	5	Counselors, other staff	June	A:A1, A:A2, A:A3	Ensure understanding of academic expectations/program and to facilitate learning	Student schedules
5 to 6 Transition - MS visitation day	5	Counselors, other staff	June	A:A1, A:A2, A:A3	Introduce and acclimate students	Anecdotal student understanding
5 to 6 Transition - parent orientation	5	Counselors/ admin	June	A:A1, A:A2, A:A3	Ensure understanding of academic expectations/program and to facilitate learning	Anecdotal parent understanding

Class Placement	K-5	Counselors, teacher, Admin	May/June	A:A2, A:B2, A:C1	Ensure understanding of academic program	Anecdotal teacher understanding
2 to 3 Transition - Articulation with HES/CES Psychologists	2-3	Counselor, Psychologist	May/June	A:A1, A:A2, A:A3	Support students who exhibit difficulty in one or more areas	Anecdotal psych understanding

**Hawthorne & Columbus Elementary School**  
**Counseling Department**

<b>MONTH</b>	<b>HES LESSONS</b>	<b>CES THEMES</b>	<b>CES LESSONS</b>
September	Kindness Bucket Filing	Kindness	Warm Fuzzies – Positive Behavior Intervention Support
October	INTRO TO SUPERFLEX Defeating Rock Brain	Goal Setting	Growth Mindset
November	Defeating Rock Brain	Confidence	Growth Mindset
December	Defeating Glass Man	Problem Solving	Conflict Resolution
January	Defeating Glass Man	Communication	Conflict Resolution
February	Defeating Mean Jean	Empathy	Kindness Week Kick Off
March	Defeating Mean Jean	Tolerance	Kindness/Empathy
April	Defeating Worry Wall	Courage	Strategies for Anxiety
May	Defeating Worry Wall	Determination	Strategies for Anxiety

\* Topics are subject to change.



# Westlake Middle School

**Mrs. Tania Greco, Counselor**

**Mr. Bill Keogh, Counselor**

The counselor today provides a variety of services to meet the expanding needs of students and their families. While we still assist students with scheduling, our primary responsibility is to assist each student to attain his/her maximum potential. Our developmental approach is based on the American School Counselor Association National Standards and indicators for academic, career, personal/social development. The Westlake Middle School Counseling program supports the academic, social, and emotional development of children.

## **Team approach . . .**

We fully embrace the team concept. Achievement of our goal requires the combined efforts of students, parents, teachers, counselors and administrators. Monitoring a child's academic progress is a day-to-day process. All counselors encourage parents/guardians to conference with us on an annual basis in order to discuss any concerns as well as to plan for the coming academic year.

## **6<sup>th</sup> Grade Academic Introduction**

- Coordinate the introduction of the academic world of the 6<sup>th</sup> grade parent with administration and faculty.
- This is presented at an Orientation at Columbus Elementary School during the day.
- The School Counselor is part of a panel with the Teachers and Administration; it is a presentation offered to the parents at night.

## **7<sup>th</sup> and 8<sup>th</sup> Grade Guidance in the Classroom**

In both 7<sup>th</sup> and 8<sup>th</sup> grade, the School Counselors will be pushing into the classrooms at least four times during the year.

In 7<sup>th</sup> grade, the counselors will be pushing into the Home and Careers Classes, and addressing friendship issues, social media, college and career readiness and other timely topics.

In 7<sup>th</sup> grade, the counselor of this grade participates with the principal in an evening program to help with 8<sup>th</sup> grade course selections for the following year.

In 8<sup>th</sup> grade, the counselors will be pushing into the Community Leaders class. We will be addressing high school preparedness, friendship issues, social media, extracurricular opportunities, and other topics as appropriate.

In 8<sup>th</sup> grade, the counselor works with the secretary and ELA/Social Department to organize the Washington DC Trip in May. The itinerary, permission, room arrangements, group assignments, transportation detail, medications, special food preparations, special needs and chaperones are all worked out through Guidance.

## Westlake Middle School Counseling Curriculum

Activity	Gr	Staff Assigned	Dates	ASCA Standard	Program Objective	Mode of Evaluation
Career plans - Update career and related academic goals in Naviance	6-8	Counselors	Annually	A:A2, A:B2, A:C1	Promote career awareness, skills and goal setting for future	Anecdotal student understanding, career plans
Assist students with schedules - distribute, explain, adjust, amend	6-8	Counselors	Ongoing - all year	A:A2, A:B2, A:C1	Ensure understanding of academic expectations/program and to facilitate learning	Review schedules internally/ Admin oversight
504 Annual reviews	6-8	Counselors, 504 committee	Annually	A:A2, A:B2, C:B2, PS:A1, PS:B1, PS:C1	Ensure students can access education and support their learning	504 Plan
504 quarterly meetings	6-8	Counselors	As needed	A:A2, A:B2, C:B2, PS:A1, PS:B1, PS:C1	Ensure students can access education and support their learning	Meeting outcome
504 initial determination meetings	6-8	Counselors	As needed	A:A2, A:B2, C:B2, PS:A1, PS:B1, PS:C1	Ensure students can access education and support their learning	Meeting outcome
504 case management	6-8	Counselors	Ongoing - all year	A:A2, A:B2, C:B2, PS:A1, PS:B1, PS:C1	Ensure students can access education and support their learning	Anecdotal student understanding, teacher communication
CSE Annual Reviews for students with disabilities	6-8	Counselors, CSE committee	Annually	A:A2, A:B2, C:B2, PS:A1, PS:B1, PS:C1	Ensure students can access education and support their learning	IEP
CSE Initial determination meetings	6-8	Counselors, CSE committee	As needed	A:A2, A:B2, C:B2, PS:A1, PS:B1, PS:C1	Ensure students can access education and support their learning	IEP
CSE Program Reviews	6-8	Counselors, CSE committee	As needed	A:A2, A:B2, C:B2, PS:A1, PS:B1, PS:C1	Ensure students can access education and support their learning	IEP
Summer School registration	6-8	Counselors	June	A:A2, A:B2, A:C1	Ensure understanding of academic expectations/program and to facilitate learning	Student registrations
New student registration	6-8	Counselors	As needed	A:A2, A:B2, A:C1	Ensure understanding of academic expectations/program and to facilitate learning	Anecdotal student understanding
Monitor out-placed student academic progress	6-8	Counselors	Ongoing - all year	A:A2, A:B2, A:C1	Ensure understanding of academic expectations/program and to facilitate learning	Student grades, transcript
Individual/personal counseling	6-8	Counselors, other staff	Ongoing - all year	Situational	Situational; Advocate/ Assist students in resolving different issues that arise	Anecdotal student understanding
Crisis Intervention	6-8	Counselors, other staff	As needed	Situational	Situational; Advocate/ Assist students in resolving different issues that arise	Anecdotal student understanding
RTI Committee meetings	6-8	Counselors, RTI committee	2 X per month	A:A2, A:B2, A:C1	Support students who exhibit difficulty in one or more areas	RTI data, student progress

Activity	Gr	Staff Assigned	Dates	ASCA Standard	Program Objective	Mode of Evaluation
RTI individual progress monitoring	6-8	Counselors, teachers	As needed	A:A2, A:B2, A:C1	Support students who exhibit difficulty in one or more areas	Student progress, grades
Guidance & Counseling Website	6-8	Counselors	As needed	A:A2, A:A3, A:B2, C:B2, PS:B1	Provide important information on a consistent basis	Anecdotal student/parent understanding
Back to School Night	6-8	Counselors	September	A:B2, C:B2	Ensure understanding of academic expectations/program and to facilitate learning	Anecdotal parent understanding
Parent/Teacher Conferences	6-8	Counselors	As needed	Situational; A:A2, A:B2, A:C1	Situational; Advocate/ Assist students in resolving different issues that arise	Anecdotal parent understanding
Academic Progress Review Meetings	6-8	Counselors	As needed	A:A2, A:B2, A:C1	Ensure understanding of academic expectations/program and to facilitate learning	Student's progress, Anecdotal student understanding
Teacher /Counselor Meetings	6-8	Counselors, teachers	As needed	Situational; A:A2, A:B2, A:C1	Situational; Advocate/ Assist students in resolving different issues that arise	Anecdotal teacher understanding
Admin/Counselor Meetings	6-8	Counselors, admin	As needed	Situational; A:A2, A:B2, A:C1	Situational; Advocate/ Assist students in resolving different issues that arise	Anecdotal admin understanding
Parent outreach meetings/calls/emails	6-8	Counselors	As needed	Situational; A:A2, A:B2, A:C1	Situational; Advocate/ Assist students in resolving different issues that arise	Anecdotal parent understanding
Progress Report/Report Card review	6-8	Counselors	Quarterly	A:A2, A:B2, A:C1	Ensure understanding of academic expectations/program and to facilitate learning	Student grades, transcript
Outside referrals/placement	6-8	Counselors, other staff	As needed	Situational; A:A2, A:B2, A:C1	Situational; Advocate/ Assist students in resolving different issues that arise	Anecdotal student/parent understanding
Liaison with community organizations	6-8	Counselors, community orgs	As needed	A:B2, C:B2	Create and avail opportunities for enrichment	Anecdotal student/parent understanding
Provide community service opportunities	6-8	Counselors	As needed	C:C2, PS:A2, PS:B1	Create and avail opportunities for enrichment	Anecdotal student understanding
K12 Comp Plan Design	6-8	K12 Comp Plan Committee	Ongoing, Supt days	A:A3, A:B2	Coordinate programming for students	K12 Comp Plan
K12 Comp Plan Review	6-8	K12 Comp Plan Committee	2 X per year	A:A3, A:B2	Coordinate programming for students	Feedback, evaluation of K12 Comp Plan
8 to 9 Transition - HS visit day	8	Counselors	March	Situational; A:A2, A:B2, A:C1	Introduce and acclimate students	Anecdotal student understanding
8 to 9 Transition - articulation with 8th Gr teachers	8	Counselors, Guid CL	January	A:A1, A:A2, A:A3	Ensure understanding of academic expectations/program and to facilitate learning	Anecdotal teacher understanding
5 to 6 Transition - articulation with 5h Gr teachers/counselor	5	Counselors, other staff	April	A:A1, A:A2, A:A3	Ensure understanding of academic expectations/program and to facilitate learning	Anecdotal teacher understanding

Activity	Gr	Staff Assigned	Dates	ASCA Standard	Program Objective	Mode of Evaluation
5 to 6 Transition - parent discussion	5	Counselors	Ongoing	A:A1, A:A2, A:A3	Ensure understanding of academic expectations/program and to facilitate learning	Anecdotal parent understanding
5 to 6 Transition - Music choices	5	Counselors, teachers	April	A:A1, A:A2, A:A3	Ensure understanding of academic expectations/program and to facilitate learning	Anecdotal student understanding
5 to 6 Transition - course placement	5	Counselors, other staff	June	A:A1, A:A2, A:A3	Ensure understanding of academic expectations/program and to facilitate learning	Student schedules
5 to 6 Transition - MS visitation day	5	Counselors, other staff	June	A:A1, A:A2, A:A3	Introduce and acclimate students	Anecdotal student understanding
5 to 6 Transition - parent orientation	5	Counselors/admin	June	A:A1, A:A2, A:A3	Ensure understanding of academic expectations/program and to facilitate learning	Anecdotal parent understanding
Student schedule development	5-7	Counselors/admin	July	A:A2, A:B2, A:C1	Ensure understanding of academic expectations/program and to facilitate learning	Student schedules
Student conflict resolution - individual and group	6-8	Counselors	As needed	Situational	Situational; Advocate/ Assist students in resolving different issues that arise	Anecdotal student understanding
In School Suspension Counseling	6-8	Counselors	As needed	A:A1, A:A2, PS:A1, PS:B1, PS:C1	Educate students about safety issues; teach students self-advocate and how to act responsibly	Anecdotal student understanding
Pupil Support Team	6-8	Counselors	2 X per Month	A:A2, A:B2, A:C1	Ensure understanding of academic expectations/program and to facilitate learning	Anecdotal teacher understanding
Academic Co-curricular Ineligibility Meetings	6-8	Counselors/Coaches/Admin	Ongoing - all year	A:A2, A:B2, A:C1	Ensure understanding of academic expectations/program and to facilitate learning	Anecdotal student understanding, eligibility status updates
Push IN Lessons - Foundations	6	Counselors, teachers	Ongoing - all year	A:A2, A:B2, A:C1	Promote career awareness, skills and goal setting for future	Anecdotal student understanding
Push IN Lessons - Home & Careers	7	Counselors, teachers	Ongoing - all year	A:A2, A:B2, A:C1	Promote career awareness, skills and goal setting for future	Anecdotal student understanding
Push IN Lessons - Community Learners/Advisory	8	Counselors, teachers	Ongoing - all year	A:A2, A:B2, A:C1	Promote career awareness, skills and goal setting for future	Anecdotal student understanding
6th Grade University Program	6	Counselors, staff	September	A:A1, A:A2, A:A3	Ensure understanding of academic expectations/program and to facilitate learning	Teacher feedback, anecdotal student understanding
D.A.R.E.	6	DARE Officers	2nd Quarter	PS:A1, PS:A2, PS:B1, PS:C1	Educate students about safety issues; teach students self-advocate and how to act responsibly	DARE Graduation,

Activity	Gr	Staff Assigned	Dates	ASCA Standard	Program Objective	Mode of Evaluation
Halloween Safety Program	6	DARE Officers	2nd Quarter	PS:A1, PS:A2, PS:B1, PS:C1	Educate students about safety issues; teach students self-advocate and how to act responsibly	DARE Graduation,
Stranger Danger Program	6	DARE Officers	2nd Quarter	PS:A1, PS:A2, PS:B1, PS:C1	Educate students about safety issues; teach students self-advocate and how to act responsibly	DARE Graduation,

## **8<sup>th</sup> to 9<sup>th</sup> GRADE TRANSITION PROGRAM**

### **Transition Programs**

- Parent Conference scheduled as needed provides an opportunity for parents to discuss their child's educational progress in the middle school as well as personal and social growth development and concerns.
- Recommendations for Westlake High School Honor Classes are made through the counselor's coordination between the Middle School and the High School.
- Counselor collaborates with the high school to schedule a high school visit which includes introduction to staff, presentations and a panel of high school students.
- Middle School counselor helps reschedule 8<sup>th</sup> grade appointments with the high school counselors.

### **Private School Applications**

- The 8<sup>th</sup> grade counselor completes private school applications as requested. This involves coordinating teacher recommendations and completing applications.

### **OCTOBER**

- Homework shift – homework shifts to every other day in Math and ELA to model what occurs in high school.
- Curl up and read (Individual reading)

### **NOVEMBER**

- Parent Night with Westlake High School Principal

### **DECEMBER**

- Begin using TurnItIn.com for papers. Discussion of expectations for high school ELA.

### **JANUARY**

- Elimination of scheduled breaks in block classes.

### **FEBRUARY**

- Course recommendations by 8<sup>th</sup> Grade teachers.

### **MARCH**

- 8<sup>th</sup> Grade students meet with WHS counselor for individual course selections meetings.

### **APRIL**

- 8<sup>TH</sup> Grade visits WHS

### **MAY**

- 8<sup>th</sup> Grade ELA classes participate in WHS Envisions class lesson.

### **JUNE**

- 8<sup>th</sup> Grade enrolled WHS ELA 9 Honors meet with 9<sup>th</sup> Grade teacher. MAP results are reviewed.



# Westlake High School

**Mr. Nicholas DiPaolo,  
Curriculum Leader, Counselor**

**Mrs. Lauren Cody, Counselor  
Mrs. Tina Matusiak, Counselor  
Mr. Tim O'Dwyer, Counselor**

## **GUIDANCE AND COUNSELING SERVICES**

The guidance and counseling services at Westlake High School are designed to meet the educational, social, and emotional needs of students at each grade level. Upon entering the ninth grade, students are assigned a school counselor. The counselor is deeply interested in assisting students to achieve their maximum potential academically while they encourage social and extracurricular experiences which provide maximum personal growth. Guidance and counseling involves a commitment on the part of the counselor to each student as an individual. The programs are designed to address common concerns - scheduling, orientation, transition, testing, academic issues, and the college selection process - and at the same time provide a highly-individualized focus for every student. The counselors are not merely academic advisors - they are trained professionals with interest and experience in assisting students as they face and explore concerns that are important to their lives.

The formal guidance and counseling program begins before students enter the high school in the spring when counselors meet with the middle school counselor and conduct an evening information session with parents of incoming ninth grade students. Eighth graders will meet with their assigned high school counselor.

The formal high school guidance and counseling sessions are planned for each student at some time during the school year but are supplemented by frequent informal guidance and counseling sessions on issues of individual concern. The counselors are available for individual meetings at the request of a student, parent, or teacher and are constantly involved in resolving academic and personal issues for their students. A student may initiate a meeting by making an appointment through the guidance and counseling secretary. There is an open-door policy, and if the counselor is free, the student may see his/her counselor immediately. It is recommended that students see their counselor during a study hall, lunchtime or after school, unless it is an emergency.

Students are encouraged to view the counselor as supportive in dealing with the complexities of decision-making and problem-resolution in their academic and personal lives while at Westlake High School. Counselors receive copies of all progress, academic, and discipline reports. They are in constant contact with teachers, administrators, and parents and are, therefore, in a position to have a comprehensive understanding of each student in their case load. It is the counselor's function to coordinate all of the resources in the high school in order to help students achieve their goals and to have as successful and rewarding experience as possible while attending Westlake High School.

# Westlake High School Counseling Curriculum

Activity/ Program	Gr	Staff Assigned	Dates	ASCA Standard	Program Objective	Mode of Evaluation
Assist students with schedules - distribute, explain, adjust, amend	9-12	Counselors	Ongoing - all year	A:A2, A:B2, A:C1	Ensure understanding of academic expectations/program and to facilitate learning	Review schedules internally/ Admin oversight
PSAT Push IN lesson and registration	10 - 11	Counselors	September	A:A2, A:B2, A:C1	Promote college readiness	Rate of students informed and registered
NMSQT Discussion	11	Counselors	September	A:A2, A:B2, A:C1	Promote college readiness and understanding	Anecdotal student understanding
College Application Push IN lesson	12	Counselors	September	A:A2, A:A3, A:B2, C:B2, PS:B1	Promote college readiness and understanding	Anecdotal student understanding
Senior 1:1 College Conferences - Review college app proced, Naviance, teach reco process	12	Counselors	Sept - Oct	A:A1, A:A3, A:B1, A:B2, C:A1, C:B1, C:B2, C:C1	Promote college readiness and understanding	Anecdotal student understanding, coll app data
Common App Workshops	12	Counselors	September	A:A2, A:A3, A:B2, C:B2, PS:B1	Promote college readiness and understanding	Anecdotal student understanding, coll app data
College Essay Reviews	12	Counselors, teachers	Sept - Dec	A:A2, A:A3, A:B2, C:B2, PS:B1	Promote college readiness and understanding	Anecdotal student understanding
Financial Aid Night	12	Counselors, speaker	September	A:B2, A:C1, C:B1, C:C2	Promote college readiness and understanding	Parent/student exit surveys
Academic Co-curricular Ineligibility Meetings	9-12	Counselors/ Coaches/ Admin	Ongoing - all year	A:A2, A:B2, A:C1	Ensure understanding of academic expectations/program and to facilitate learning	Anecdotal student understanding, eligibility status updates
SAT/ACT Test Accommodations Applications	9-12	Counselors, SSD/ACT Coordinator	Ongoing - all year	A:A2, A:B2, A:C1	Promote college readiness and understanding	List of accommodation approvals
College Fair	9-12	West-Put-Rock Coll Conf Comm	2 X - Oct & Apr	A:B2, A:C1, C:B1, C:C2	Promote college readiness and understanding	Anecdotal student understanding
Senior Credit Checks	12	Counselors	3 X off - ongoing unoff	A:A2, A:B2, A:C1	Ensure understanding of academic expectations/program and to facilitate learning	Anecdotal student understanding, graduation rate
Regents Exam Re-take Counseling	9-12	Counselors	3 X per year	A:A2, A:B2, A:C1	Ensure understanding of academic expectations/program and to	# of students needing and re-taking

					facilitate learning	
Freshman Workshops - Intro to HS, college, Naviance etc	9	Counselors	November	A:A1, A:A3, A:B1, A:B2, C:A1, C:B1, C:B2, C:C1	Promote career awareness, skills and goal setting for future	Anecdotal student/parent understanding
<b>Activity/ Program</b>	<b>Gr</b>	<b>Staff Assigned</b>	<b>Dates</b>	<b>ASCA Standard</b>	<b>Program Objective</b>	<b>Mode of Evaluation</b>
Sophomore Career Workshops - Explore careers, college majors, Naviance	10	Counselors	Jan - Apr	A:A1, A:A3, A:B1, A:B2, C:A1, C:B1, C:B2, C:C1	Promote career awareness, skills and goal setting for future	Anecdotal student understanding
Junior Conferences - Coll search process, Naviance, teacher reco process, apps, college lists, transcript review	11	Counselors	Dec - Jan	A:A1, A:A3, A:B1, A:B2, C:A1, C:B1, C:B2, C:C1	Promote college readiness and understanding	Anecdotal student understanding
College Night for Juniors	11	Counselors, speaker	December	A:A1, A:A3, A:B1, A:B2, C:A1, C:B1, C:B2, C:C1	Promote college readiness and understanding	Parent/student exit surveys
PSAT score reports	10 - 11	Counselors	December	A:A2, A:B2, A:C1	Promote college readiness and understanding	Anecdotal student understanding
Practice ACT	11	Counselors, test prep company	November	A:A2, A:B2, A:C1	Promote college readiness and understanding	Anecdotal student understanding
Career Cafe #1	10 - 11	Counselor speakers, Career Cafe Coordinator	Nov-Dec	C:A1, C:A2, C:C2, PS:A2	Promote career awareness and goal setting for future	Student exit surveys
SAT Subject Test Push IN Lessons	10 - 11	Counselors	January	A:A2, A:B2, A:C1	Promote college readiness and understanding	Anecdotal student understanding, student registrations
SAT/ACT Push IN Lessons	11	Counselors	November	A:A2, A:B2, A:C1	Promote college readiness and understanding	Anecdotal student understanding, student registrations
Scholarship Search process Push IN Lesson	12	Counselors	January	A:A2, A:A3, A:B2, C:B2, PS:B1	Promote college readiness and understanding	Anecdotal student understanding
Senior Internship discussion	12	Counselors, teachers, admin	Ongoing - Oct-June	A:A2, A:A3, A:B2, C:B2, PS:B1	Promote career awareness, skills and goal setting for future	Student presentations
1:1 Course Selection Meetings - Review transcript, goals, 4 yr plan and select courses for upcoming year	8-11	Counselors	Feb- Mar	A:A2, A:A3, A:B1, A:B2, A:C1, C:A1, C:B2, C:C2	Ensure understanding of academic expectations/program and to facilitate learning	Course selections/anecdotal student understanding

Mid Year Reports Processed and sent to all colleges	12	Counselors	February	A:A2, A:B2, A:C1	Ensure understanding of academic expectations/program and to facilitate learning	# of transcripts sent out
<b>Activity/ Program</b>	<b>Gr</b>	<b>Staff Assigned</b>	<b>Dates</b>	<b>ASCA Standard</b>	<b>Program Objective</b>	<b>Mode of Evaluation</b>
Final transcript reports	12	Counselors	June	A:A2, A:B2, A:C1	Ensure understanding of academic expectations/program and to facilitate learning	# of transcripts sent out
Senior Awards program/process	12	Counselors/ Senior Awards Coordinator	Jan - May	A:B2, A:C1, C:B1, C:C2	Foster and support student achievement	Student awards master list
BOCES Course Offering process	10 - 11	Counselors	Feb - May	A:B2, A:C1, C:B1, C:C2	Ensure understanding of academic expectations/program	# of BOCES apps
BOCES program and grade monitoring	11 - 12	Counselors	Ongoing - all year	A:A2, A:B2, A:C1	Ensure understanding of academic expectations/program and to facilitate learning	Grade reports
504 Annual reviews	9-12	Counselors, 504 committee	Annually	A:A2, A:B2, C:B2, PS:A1, PS:B1, PS:C1	Ensure students can access education and support their learning	504 Plan
504 quarterly meetings	9-12	Counselors	As needed	A:A2, A:B2, C:B2, PS:A1, PS:B1, PS:C1	Ensure students can access education and support their learning	Meeting outcome
504 initial determination meetings	9-12	Counselors	As needed	A:A2, A:B2, C:B2, PS:A1, PS:B1, PS:C1	Ensure students can access education and support their learning	Meeting outcome
504 case management	9-12	Counselors	Ongoing - all year	A:A2, A:B2, C:B2, PS:A1, PS:B1, PS:C1	Ensure students can access education and support their learning	Anecdotal student understanding, teacher communication
CSE Annual Reviews for students with disabilities	9-12	Counselors, CSE committee	Annually	A:A2, A:B2, C:B2, PS:A1, PS:B1, PS:C1	Ensure students can access education and support their learning	IEP
CSE Initial determination meetings	9-12	Counselors, CSE committee	As needed	A:A2, A:B2, C:B2, PS:A1, PS:B1, PS:C1	Ensure students can access education and support their learning	IEP
CSE Program Reviews	9-12	Counselors. CSE committee	As needed	A:A2, A:B2, C:B2, PS:A1, PS:B1, PS:C1	Ensure students can access education and support their learning	IEP

AP Exam Push IN Lesson	10 - 12	AP Coordinator	January	A:A2, A:B2, A:C1	Ensure understanding of academic expectations/program and to facilitate learning	Anecdotal student understanding
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Activity/ Program	Gr	Staff Assigned	Dates	ASCA Standard	Program Objective	Mode of Evaluation
AP Exam registration	10 - 12	AP Coordinator	April	A:A2, A:B2, A:C1	Ensure understanding of academic expectations/program and to facilitate learning	Anecdotal student understanding, student registrations
AP Exam administration	10 - 12	AP Coordinator, proctors	May	A:A2, A:B2, A:C1	Ensure understanding of academic expectations/program and to facilitate learning	Student attendance
Career Cafe #2	10 - 11	Counselor speakers, Car Cafe Coord	Apr-May	C:A1, C:A2, C:C2, PS:A2	Promote career awareness, skills and goal setting for future	Student exit surveys
College & Coffee Night - College admission reps, students panel, other related speakers	9-12	Coun, Guid CL, speakers	April	A:A1, A:A3, A:B1, A:B2, C:A1, C:B1, C:B2, C:C1	Promote college readiness and understanding	Parent/student exit surveys
College decisions follow up	12	Counselors	Dec - May	A:A2, A:A3, A:B2, C:B2, PS:B1	Promote college readiness and understanding	College admission decisions
Senior Exit Surveys Push IN Lesson	12	Counselors	April	A:A2, A:A3, A:B2, C:B2, PS:B1	Allow opportunity for feedback	Survey data
Freshmen Seminar Push IN Lessons - Intro Naviance, career explor survey, 4 Yr Plan, NYS Career Zone survey	9	Counselors	May	A:A2, A:B2, A:C1	Promote career awareness, skills and goal setting for future	Anecdotal student understanding, survey data
Teacher Recommendation process	11	Counselors	May	A:A2, A:A3, A:B2, C:B2, PS:B1	Promote college readiness and understanding	Anecdotal student understanding
Resume Writing Workshop	11	Counselors	May	A:A2, A:A3, A:B2, C:B2, PS:B1	Promote college readiness and understanding	Anecdotal student understanding
College Essay Symposium	11	Counselors	May	A:A2, A:A3, A:B2, C:B2, PS:B1	Promote college readiness and understanding	Anecdotal student understanding
Boy's State Applications/Interviews	11	Boys/Girls State Coord, Counselor	Winter	C:C2, PS:A2, PS:B1	Foster and support student achievement	Student selection process

Girl's State Applications/Interviews	11	Boys/Girls State Coord, Counselor	Winter	C:C2, PS:A2, PS:B1	Foster and support student achievement	Student selection process
HOBY Applications/Interviews	10	Boys/Girls State Coord, Counselor	Winter	C:C2, PS:A2, PS:B1	Foster and support student achievement	Student selection process
Club and Activity Fair	9-12	Guidance CL	September	A:B2, C:B2	Create and avail opportunities for enrichment	Anecdotal student understanding, club sign ups
Summer School registration	9-12	Counselors	June	A:A2, A:B2, A:C1	Ensure understanding of academic expectations/program and to facilitate learning	Student registrations
<b>Activity/Program</b>	<b>Gr</b>	<b>Staff Assigned</b>	<b>Dates</b>	<b>ASCA Standard</b>	<b>Program Objective</b>	<b>Mode of Evaluation</b>
New student registration	9-12	Counselors	As needed	A:A2, A:B2, A:C1	Ensure understanding of academic expectations/program and to facilitate learning	Anecdotal student understanding
NCAA - student athlete process	9-12	Counselors	As needed	C:C2, PS:A2, PS:B1	Promote college readiness and understanding	Anecdotal student understanding, NCAA registrations
Monitor out-placed student academic progress	9-12	Counselors	Ongoing - all year	A:A2, A:B2, A:C1	Ensure understanding of academic expectations/program and to facilitate learning	Student grades, transcript
Individual/personal counseling	9-12	Counselors, other staff	Ongoing - all year	Situational	Situational; Advocate/Assist students in resolving different issues that arise	Anecdotal student understanding
Crisis Intervention	9-12	Counselors, other staff	As needed	Situational	Situational; Advocate/Assist students in resolving different issues that arise	Anecdotal student understanding
RTI Committee meetings	9-12	Counselors, RTI committee	2 X per month	A:A2, A:B2, A:C1	Support students who exhibit difficulty in one or more areas	RTI data, student progress
RTI individual progress monitoring	9-12	Counselors, teachers	As needed	A:A2, A:B2, A:C1	Support students who exhibit difficulty in one or more areas	Student progress, grades
Guidance & Counseling Newsletter - Dissemination of information	9-12	Guidance CL	Monthly, as needed	A:A1, A:A3, A:B1, A:B2, C:A1, C:B1, C:B2, C:C1	Provide important information on a consistent basis	Anecdotal parent understanding
Student Email blasts/announcements	9-12	Guidance CL	As needed	A:A2, A:A3, A:B2, C:B2, PS:B1	Provide important information on a consistent basis	Anecdotal student understanding

Guidance & Counseling Website	9-12	Guidance CL	As needed	A:A2, A:A3, A:B2, C:B2, PS:B1	Provide important information on a consistent basis	Anecdotal student/parent understanding
Back to School Night	9-12	Counselors	September	A:B2, C:B2	Ensure understanding of academic expectations/program and to facilitate learning	Anecdotal parent understanding
Parent/Teacher Conferences	9-12	Counselors	As needed	Situational; A:A2, A:B2, A:C1	Situational; Advocate/Assist students in resolving different issues that arise	Anecdotal parent understanding
SAT Administration	10-12	SAT Coordinator	June	A:A2, A:B2, A:C1	Promote college readiness and understanding	# of student registrations
<b>Activity/Program</b>	<b>Gr</b>	<b>Staff Assigned</b>	<b>Dates</b>	<b>ASCA Standard</b>	<b>Program Objective</b>	<b>Mode of Evaluation</b>
SAT special testing administration	10-12	SAT Special Test Coordinator	As needed	A:A2, A:B2, A:C1	Promote college readiness and understanding	# of student registrations
ACT special testing administration	11-12	ACT Special Test Coordinator	As needed	A:A2, A:B2, A:C1	Promote college readiness and understanding	# of student registrations
Academic Progress Review Meetings	9-12	Counselors	As needed	A:A2, A:B2, A:C1	Ensure understanding of academic expectations/program and to facilitate learning	Student's progress, Anecdotal student understanding
Building Level Emergency Response Team Meetings	9-12	Counselors, other staff	Monthly	PS:C1	Coordinate safety measures for students and staff	Emergency response plan
Secondary School Redesign Committee	9-12	Select counselors	Monthly	A:A1, A:A2, A:A3	Coordinate programming for students	Re-design plan, IB, Block Sched etc
Teacher/Counselor Meetings	9-12	Counselors, teachers	As needed	Situational; A:A2, A:B2, A:C1	Situational; Advocate/Assist students in resolving different issues that arise	Anecdotal teacher understanding
Admin/Counselor Meetings	9-12	Counselors, admin	As needed	Situational; A:A2, A:B2, A:C1	Situational; Advocate/Assist students in resolving different issues that arise	Anecdotal admin understanding
Parent outreach meetings/calls/emails	9-12	Counselors	As needed	Situational; A:A2, A:B2, A:C1	Situational; Advocate/Assist students in resolving different issues that arise	Anecdotal parent understanding
Progress Report/Report Card review	9-12	Counselors	Quarterly	A:A2, A:B2, A:C1	Ensure understanding of academic expectations/program and to	Student grades, transcript

					facilitate learning	
Outside referrals/place ment	9-12	Counselors, other staff	As needed	Situational; A:A2, A:B2, A:C1	Situational; Advocate/Assist students in resolving different issues that arise	Anecdotal student/parent understanding
Liaison with community organizations	9-12	Counselors, community orgs	As needed	A:B2, C:B2	Create and avail opportunities for enrichment	Anecdotal student/parent understanding
Provide community service opportunities	9-12	Counselors	As needed	C:C2, PS:A2, PS:B1	Create and avail opportunities for enrichment	Anecdotal student understanding
K12 Comp Plan Design	9-12	K12 Comp Plan Committee	Ongoing, Supt days	A:A3, A:B2	Coordinate programming for students	K12 Comp Plan
K12 Comp Plan Review	9-12	K12 Comp Plan Committee	2 X per year	A:A3, A:B2	Coordinate programming for students	Feedback, evaluation of K12 Comp Plan
Design course catalog	9-12	Guid CL, admin	Annually	A:A3, A:B2	Coordinate programming for students	Course catalog
<b>Activity/ Program</b>	<b>Gr</b>	<b>Staff Assigned</b>	<b>Dates</b>	<b>ASCA Standard</b>	<b>Program Objective</b>	<b>Mode of Evaluation</b>
Alumni outreach/ survey	9-12	Guidance CL	January	C:C2, PS:B1,	Allow opportunity for feedback	Alumni survey results
8th to 9th Gr Transition - articulation with 8th Gr Teachers	9-12	Guidance CL	January	Situational; A:A2, A:B2, A:C1	Ensure understanding of academic expectations/program and to facilitate learning	8th Gr courses recos
8th to 9th Gr Transition - HS visit day	8	8 to 9 Coordinator	March	A:A1, A:A2, A:A3	Introduce and acclimate students	Anecdotal student understanding
8th to 9th Gr Transition - 8th Gr Course Selection meetings	8	Counselors	March	A:A2, A:A3, A:B1, A:B2, A:C1, C:A1, C:B2, C:C2	Ensure understanding of academic expectations/program and to facilitate learning	Anecdotal student understanding, course selections
Online course management	9-12	Guidance CL	Ongoing - all year	A:A2, A:B2, A:C1	Ensure understanding of academic expectations/program and to facilitate learning	Course registrations
Guidance budget review	9-12	Guidance CL	Ongoing - all year	Situational	Support learning through multiple resources	Budget allocations
Liaison for students to part time jobs	9-12	Counselors, Nurse	As needed	C:C2, PS:A2, PS:B1	Create and avail opportunities for enrichment	Anecdotal student understanding
Liaison for students to enrichment/ summer programs	9-12	Counselors	As needed	C:C2, PS:A2, PS:B1	Create and avail opportunities for enrichment	Anecdotal student understanding

## **Westlake High School's 9<sup>th</sup> Grade Counseling Program**

The Freshmen Counseling Program continues the department's developmental approach to counseling through our Freshmen Guidance Workshops and Seminars. In the fall, counselors deliver lessons in small group workshops with students and parents. Topics include an introduction to NYS graduation requirements, the numerous pathways to graduation, different diploma options available to students, various honor society membership requirements, the importance of getting involved in extracurricular activities, the significance of performing successfully in high school. We encourage students to take challenging courses and to take advantage of the many resources available at the high school. We believe that 9<sup>th</sup> grade is not too early to begin thinking about your future and planning ahead. The Freshman Seminars in the spring semester have the counselors working through a push-in model during mandatory Freshman Envisions Research classes. Students are presented with an opportunity to map out a tentative four year plan of course work. The goal of mapping out this plan in advance helps students plan for course prerequisites and helps to ensure they will have time to meet these goals. NAVIANCE, our college and career exploration software program is highly encouraged as early as ninth grade. Students are given usernames and passwords to keep throughout high school. We spend time in 9<sup>th</sup> grade introducing the program, taking a career inventory, filling out a career plan, researching specific careers in relation to college majors, and learning the mechanics of college searches. These are all areas that are elaborated on throughout high school; however we stress the importance of early planning beginning in 9<sup>th</sup> grade.

Overall, 9<sup>th</sup> grade is a year of transition. The counselors are here to guide our students through these times and help create pathways for a successful future. Students are encouraged to meet with his/her counselor frequently.

# Westlake High School's 9<sup>th</sup> Grade Counseling Program Overview

Freshman year focuses on a developmental approach to providing support and resources to our incoming class. It is a time for an introduction of the many opportunities available at the high school to both the parents and students in our community. This is achieved through a variety of approaches throughout the year as highlighted monthly below.

## SEPTEMBER

- Aid students with scheduling issues, course level changes, academic and/or social issues (ongoing throughout school year)

## OCTOBER

- Academic Ineligibility Meetings for students being placed on academic probation or who are ineligible to participate in any activities due to failing grades. Intervention plan is devised for student to regain eligibility status for the future. Meetings are ongoing throughout the year.

## NOVEMBER

- **Small Group Freshman Workshops** scheduled with student and parent. The workshops highlight useful information that students will need to know throughout their four years in high school. Discussion includes NYS graduation requirements, different diploma options available, the importance of becoming involved in extracurricular activities and community service, National Honor Society requirements as well as an introduction to the NCAA for our student athletes. Counselors stress the importance of maintaining a strong academic profile as early as 9<sup>th</sup> grade. We introduce opportunities for extra help and encourage our students to do their best

## DECEMBER

- Continuation of freshman seminars if necessary.

## JANUARY

- Services for Students with Disabilities (SSD) Eligibility Form follow up for identified students requesting testing accommodations for College Board exams.

## FEBRUARY

- **Individual progress review and scheduling conferences** with student and parent(s). Each student will select appropriate courses for the following school year based on teacher recommendations, student interest and academic advising.

## MARCH

- **Individual progress review and scheduling conferences with 8<sup>th</sup> grade** parents and students to select appropriate courses for their 9<sup>th</sup> grade schedule based on teacher recommendations, student interest and academic advising.
- Attend 9<sup>th</sup> grade annual review meetings for students with an Individualized Education Plan (IEP) to ensure plans are optimal to student learning and appropriately meeting individual needs

## APRIL

- Continue to attend 9<sup>th</sup> grade annual review meetings for students with an Individualized Education Plan (IEP)
- **College & Coffee Night** - An evening of workshops that addresses the many facets of the college process.

## MAY

- SSD Eligibility Form follow up
- Continue to attend 9<sup>th</sup> grade annual review meetings for students with an Individualized Education Plan (IEP)
- Case manage and orchestrate annual review meetings for 9<sup>th</sup> grade students with a Section 504 Accommodation Plan to ensure plans are optimal to student learning and appropriately meeting individual needs
- **Introduction to NAVIANCE** – a career and college exploration software program. 9<sup>th</sup> grade students will create an account in their Freshmen Seminar and will have access to this internet based program from home and school. The Guidance Seminar will focus on the many facets of Naviance and teach students how to utilize the program to its fullest potential. Students will take a career interest profiler in 9<sup>th</sup> grade through Naviance. Their results are saved and can be referred to at any time. Results indicate specific career suggestions as they relate to student reported interest. Related college majors can be explored through this program as well. Career and college planning with Naviance will be ongoing throughout high school with the help of the guidance department.
- **Freshmen Guidance Seminar: Skills for Success.** In its approach to aid in the transition to high school and the development of the entire student, the Guidance and Counseling Department holds a Freshman Seminar for all 9<sup>th</sup> graders. The Freshman Seminar operates as a push-in model during students' mandatory Envisions Research classes. Lessons are taught within the class setting at various times throughout the year. The course instruction encompasses many aspects of the high school experience and even goes further to prepare students for post-high school planning. Topics include explanation of New York State graduation requirements, a tentative four year academic plan, resume building, interviewing skills, college & career exploration, developing a career plan and employment skills. The course is designed to educate each student about the opportunities both in high school and the world at large.

## JUNE

- Continue to case manage and orchestrate annual review meetings for 9<sup>th</sup> grade students with a Section 504 Accommodation Plan
- Attend CSE annual review meetings for 9<sup>th</sup> grade district residents who attend special education programs in other locations
- Summer school registration for 9<sup>th</sup> grade students who fail courses and/or exams at the end of the year

## **Westlake High School's 10<sup>th</sup> Grade Counseling Program Overview**

Sophomore guidance and counseling continues the department's *developmental approach to counseling* through testing, interviewing, and preparing students for careers and college majors. As a follow up to the Naviance Career Interest Profiler which students completed in 9<sup>th</sup> grade, we meet with our sophomores in a small group setting to discuss the results. Students review career options based on their personal reported interests. Naviance presents a list of careers to consider (specific to each student) and delves further into the type of education required to pursue such careers. Furthermore, Naviance will prompt students to research specific colleges which have the major that is most related to their career interests. Naviance offers a wide range of career and college exploration opportunities, which we heavily focus on in 10<sup>th</sup> grade to continue students on a path for planning ahead. The Naviance career assessment also helps to motivate and develop the student's own awareness with regard to career choices. Following our career counseling session, students are encouraged to regularly meet with their counselor for follow-up career interest meetings. Here, the motivated student can look deeper into their interests and learn more about ideas such as job outlook, internships, necessary education and expected salary. Students seeking a follow-up career appointment should make an appointment with their counselor.

Sophomores are strongly encouraged to take the PSAT for the first time in October. This exam is the "warm up" for the SAT. It should be noted that the exam is typically only given to juniors nationwide and is not reflected on the student's academic record. In February, individual scheduling meetings are held for each student. Counselors encourage their students to choose classes which are academically challenging and also to consider electives that could be of interest to them. We encourage students to choose a variety of electives which can potentially create a pathway for career choices. At our 10<sup>th</sup> grade scheduling conference, any student interested in attending BOCES to gain vocational training can further explore this option with their counselor. Finally, 10<sup>th</sup> grade students are encouraged to continue building a student resume of all their activities, clubs, sports, accomplishments, community service and part-time employment.

### **SOPHOMORE CAREER DEVELOPMENT**

- Each student will meet with his/her counselor to follow up on his/her individualized career assessment via Naviance. Also, each student is encouraged to visit [www.typefocus.com](http://www.typefocus.com) for an interactive, free personality assessment used frequently to match students to suitable careers. Another helpful website is [www.nycareerzone.org](http://www.nycareerzone.org). This site is an excellent resource for finding and exploring jobs and careers. For those students interested in military careers, you can visit [www.militarycareers.com](http://www.militarycareers.com).
- Finally, we encourage sophomores to continue developing their portfolio of career interests, college searches and resume on our Naviance program. Beginning to create a resume at this point in high school is an extremely pro-active approach to post-high school planning. Students can use their resume to apply for part-time jobs, post- high school employment and even colleges.
- All sophomores will be invited to attend a Career Café, focusing on a select career cluster based on student interest. Students will be required to complete an application in order to attend. The Career Cafes are typically offered one time per semester and have become a pivotal event and turning point for sophomores to become more serious about career research.

# Westlake High School's 10<sup>th</sup> Grade Counseling Program Overview

The sophomore year is filled with focus on career exploration and providing an annual individual progress review plan. Group counseling sessions regarding career interest and opportunities will take place in addition to optional individual follow up. Academic advising will occur to encourage a strong and appropriate course load for each student. The primary focus of sophomore year guidance initiatives is to continue promoting optimal student performance while introducing the concept of exploring different career opportunities.

## SEPTEMBER

- PSAT registration available for all sophomores (free of cost). Registration takes place through the Guidance Department.
- Schedule adjustments made. Please see counselors for specific add/drop deadlines.

## OCTOBER

- Academic eligibility review meetings for students placed on academic probation or ineligible to participate in any and all extracurricular activities (ongoing throughout the year).
- Services for Students with Disabilities (SSD) eligibility form follow up for identified students requesting testing accommodations for College Board exams.
- PSAT exam.

## NOVEMBER

- Submit names of students for retakes of Regents exams for January.

## DECEMBER

- All sophomores will meet in small group settings to discuss the results of their Naviance career inventory, with a primary focus on career exploration. (on-going throughout winter)
- Each semester, sophomores will be provided an opportunity to learn about careers and the professional world of work through participation in one of the **Career Café's** coordinated by the Guidance and Counseling Department. The Career Café is a unique opportunity for students to meet and have lunch with members of the community to learn about various career paths. Guest speakers from chosen fields will present an overview of their personal career path and unique experiences. This career exploration program is a fun and engaging way to increase career awareness. Students are offered a different perspective on the career clusters they have been researching through Naviance and the Freshman Seminar course.

## JANUARY

- SSD follow up
- College Board SAT II counseling program for appropriate classes.

## FEBRUARY

- Individual progress review and scheduling conferences with student and parent. Each student will select appropriate courses for the following school year based on teacher recommendations, student interest and academic advising.

## MARCH

- Students interested in BOCES programs are encouraged to visit the SW BOCES campus.
- Attend 10<sup>th</sup> grade annual review meetings for students with an Individualized Education Plan (IEP) to ensure plans are optimal to student learning and appropriately meeting individual needs.
- Submit names of students for retakes of Regents exams for January

## APRIL

- Advanced Placement exam information session and registration
- Continue to attend 10<sup>th</sup> grade annual review meetings for students with an Individualized Education Plan (IEP) to ensure plans are optimal to student learning and appropriately meeting individual needs
- **College & Coffee Night** - An evening of workshops that addresses the many facets of the college process.

## MAY

- SSD follow up
- Advanced Placement examinations
- Continue to attend 10<sup>th</sup> grade annual review meetings for students with an Individualized Education Plan (IEP) to ensure plans are optimal to student learning and appropriately meeting individual needs.
- Case manage and orchestrate annual review meetings for 10<sup>th</sup> grade students with a Section 504 Accommodation Plan to ensure plans are optimal to student learning and appropriately meeting individual needs
- Each semester, sophomores will be provided an opportunity to learn about careers and the professional world of work through participation in one of the **Career Café's** coordinated by the Guidance and Counseling Department. The Career Café is a unique opportunity for students to meet and have lunch with members of the community to learn about various career paths. Guest speakers from chosen fields will present an overview of their personal career path and unique experiences. This career exploration program is a fun and engaging way to increase career awareness. Students are offered a different perspective on the career clusters they have been researching through Naviance and the Freshman Seminar course.

## JUNE

- Summer school registration – Counselor will coordinate summer school registration for course failures and resolve student schedule difficulties.
- Attend CSE annual review meetings for 10<sup>th</sup> grade district residents who attend special education programs in other locations.

## **Westlake High School's 11<sup>th</sup> Grade Counseling Program Overview**

In the eleventh grade, many activities and programs are set up to assist the Juniors in preparing for the future after graduation. Beginning in October, the Juniors take the official Preliminary-SAT, which also serves as a National Merit Scholarship Qualifying Test for eleventh graders. In further preparation for the SAT in June, Juniors are provided opportunities to attend day and evening workshops designed to offer strategies for standardized test-taking and the competitive college admissions process. Speakers from educational consulting firms as well as admissions counselors from local colleges are invited to speak at evening presentations on the topic of SAT's, college admissions, NCAA (National Collegiate Athletic Association) guidelines for the student athlete, and financial aid planning.

In Junior year, the major focus for students is college and career planning. Students will have had exposure to Naviance, a sophisticated online guidance program, offering extensive career and college exploration to assist with post-high school planning. Students will have completed a Naviance Career Interest assessment leading to a list of potential occupations and possible college majors to consider. Juniors will also be provided opportunities to attend a Career Café offered each semester, with guest speakers/professionals from a select career cluster. The Career Cafe is a unique opportunity for students to meet and have lunch with members of the community to learn about various career paths. Guest speakers from chosen fields will present an overview of their personal career path and unique experiences. This career exploration program is a fun and engaging way to increase career awareness. Students are offered a different perspective on the career clusters they have been researching through Naviance, the Envisions class and the sophomore career workshop.

To keep students informed, email reminders regarding upcoming Guidance and Counseling activities and important events are sent to students and parents regularly.

In December, each counselor begins scheduling individual 40-minute Junior conferences with each student and his/her parents to discuss the student's individual progress review plan and to have a discussion regarding post-high school planning. By this time, counselors have established strong working relationships with their students and are very knowledgeable about their individual needs and strengths and are able to advise them appropriately in setting their post-high school goals.

This meeting is essentially a transition conference that helps steer the student toward making decisions about the future after high school. During this conference, a host of objectives are achieved to help each student prepare for the college application process that will quickly arrive. They include:

- A current credit update and high school transcript evaluation
- A review of the student's program and senior year course selection
- A discussion of career interests and personal strengths/weaknesses in relation to possible college majors; each student's Naviance Career Interest Inventory results are reviewed and discussed.
- A presentation of the college admissions process and the important factors/criteria for admissions to different colleges (i.e. competitive/selective colleges)
- A review of the college application procedures in the Guidance Office/student responsibilities, counselor's responsibilities and services provided
- An introduction to the use of the "Common Application" as the most widely used application option for seniors applying to multiple schools.

- A discussion about the importance of the college essay, referencing sample essay questions from the “Common Application.”
- A discussion about designing a student resume, using Naviance’s resume builder, as well as other useful resources, such as attending the Guidance and Counseling Resume Workshops.
- A discussion on the factors the student is looking for in a college and what schools might be the best match for the student; college search resources such as websites, search engines, and college handbooks are explored.

By the end of this conference, students should be knowledgeable of resources available to assist them in generating a tentative list of potential colleges from which they can begin to research and ultimately submit applications to.

# **Westlake High School's 11<sup>th</sup> Grade Counseling Program Overview**

The Junior year focuses on many activities and programs set up to assist the 11<sup>th</sup> graders in preparing for the future after graduation. College planning and post-high school options are explored through various formats including individual conferences and day and evening presentations.

## **MONTH-BY-MONTH CALENDAR OF JUNIOR YEAR ACTIVITIES:**

### **SEPTEMBER**

- Guidance Counselors visit the classrooms of 11<sup>th</sup> graders to distribute information regarding the PSAT/NMSQT (National Merit Scholarship Qualifying Test), including test-taking tips, test format and the in-school registration process

### **OCTOBER**

- College Board Services for Student with Disabilities (SSD) eligibility form follow-up for identified students requesting testing accommodations for College Board exams
- PSAT testing administered at Westlake; in-school registration only
- Academic Ineligibility meetings for students placed on academic probation or ineligible to participate in any/all activities and sports

### **NOVEMBER**

- Military Opt-out forms are emailed home to Juniors - Informs students about their right to Opt-Out of the school district providing their private information (name, address, telephone number) to military recruiters.
- Submit names of students for retakes of Regents exams for January.

### **DECEMBER**

- College Night for Juniors – Guest speaker to talk about college.
- PSAT Score Report Distribution - PSAT score reports are distributed electronically to Juniors. Students may request a copy of their actual original test to review and use for future SAT preparation.
- All juniors will be invited to attend a Career Café, focusing on a select career cluster based on student interest. Students will be required to complete an application in order to attend.
- Junior Conferences - from the end of the month through December, 11th graders meet with their counselors for their individual college and post-high school planning conferences. At these meetings, students and parents will discuss and review many objectives including:
  - Their annual individual progress review plan
  - A transcript and current credit review
  - Senior year course selection and program review
  - A review of PSAT scores and other standardized assessments and the role they play in college admissions, discussing test-optional policies in admission

## JANUARY

- SSD Eligibility Form follow-ups
- SAT/ACT Classroom Visits-Counselors visit the classrooms of 11<sup>th</sup> graders to distribute information regarding the SAT I, SAT II, and ACT college entrance exam tests, comparing and contrasting SAT and ACT's, reviewing test-taking strategies, Score Choice options and the on-line registration process.

## FEBRUARY

- Individual progress review and scheduling conferences with 11<sup>th</sup> grade students and parents to discuss and select courses for their senior schedules.

## MARCH

- Attend 11th grade CSE annual review meetings for students with an Individualized Education Plan (IEP) to ensure plans are optimal to student learning and appropriately meeting individual needs.
- Submit names of students for retakes of Regents exams for June.

## APRIL

- Advanced Placement Information sessions and registration for students enrolled in AP courses.
- Continue to attend 11th grade annual review meetings for students with an Individualized Education Plan (IEP).
- College Fairs – Students are encouraged to attend local college fairs, such as the evening College Fair at the Westchester County Center.
- **College & Coffee Night** - An evening of workshops that addresses the many facets of the college process.

## MAY

- SSD Eligibility Form follow-ups
- Advanced Placement (AP) Exams administered at Westlake for students enrolled in AP courses
- Students may begin the process of requesting teacher letters of recommendation for college.
- Continue to attend 11th grade CSE annual review meetings for students with an Individualized Education Plan (IEP)
- Case manage and coordinate annual review meetings for 11th grade students with a Section 504 Accommodation Plan to ensure plans are optimal to student learning and appropriately meeting individual needs.
- Offer Resume and College Essay Writing Workshops during student lunch periods.
- Each semester, Juniors will be provided an opportunity to learn about careers and the professional world of work through participation in one of the **Career Café's** coordinated by the Guidance and Counseling Department. The Career Café is a unique opportunity for students to meet and have lunch with members of the community to learn about various career paths. Guest speakers from chosen fields will present an overview of their personal career path and unique experiences. This career exploration program is a fun and engaging way to increase career awareness. Students are offered a different perspective on the career clusters they have been researching through Naviance and the Freshman Seminar course.

## **JUNE**

- Attend CSE annual review meetings for 11th grade district residents who attend special education programs in other locations
- Summer school registration for 11th grade students who fail courses and/or exams at the end of the year
- Counselors resolve student schedule conflicts and changes

## **Westlake High School's 12<sup>th</sup> Grade Counseling Program Overview**

The Guidance and Counseling Program for senior year focuses on putting the student's post-high school plan (that was developed in 11<sup>th</sup> grade) into action. This takes into consideration that plans may have changed since 11<sup>th</sup> grade. Therefore, all options are carefully weighed including colleges and universities, trade school, employment and military. The counselors make themselves readily available for seniors to openly discuss and plan for their post-high school goals. There are several scheduled meetings that take place between parent, student and counselor. Topics include college applications, scholarships, financial aid, interviewing skills, transcript review and various other topics. Our goal is to help prepare seniors to make a well thought-out and responsible decision about their future.

Evening workshops for parents and lunchtime workshops for students ensure that pertinent information is disseminated in a timely manner.

Monthly Guidance and Counseling email newsletters, including senior year specific updates keep parents constantly aware of all the details related to the college application, financial aid and scholarship process. Naviance messages keep students very well informed about college visits, deadlines and all of the important details that make senior year an exciting time. As always, the Counselor's avail themselves for any questions or follow-up discussions you might have or want.

## **SEPTEMBER**

- The Senior Conference – implementing the Post High School Plan
- SAT I and SAT II/ACT Counseling Program to remind seniors how to apply and when
- Senior Activity Sheets/Recommendation Forms completed electronically and given to counselors and teachers.
- Interviewing Skills Workshop
- Common Application workshops
- Review of Naviance program
- Review of eDocs procedures
- College application process overview in English classes
- SUNY Applications should be submitted by the end of the month for a better chance of acceptance
- Financial Aid Night Program for senior parents—FAFSA explained in depth; CSS Profile discussed. Apply starting October 1<sup>st</sup>.

## **OCTOBER**

- Senior College Fair at the County Center--night program
- College applications due for early decision within the first week of this month. Students encouraged to turn in all applications for a better chance of admission
- Senior Credit Check Process #1--letters mailed home to parent(s)/guardian(s) whose child is in danger of not graduating and other pertinent information regarding graduation status
- Academic Eligibility Meetings for students being placed on academic probation or ineligible to participate in any and all activities—these meetings occur with every progress report and report card generated

## **NOVEMBER**

- Senior meetings with principal, counselor, student and parent if senior failing class(s)
- Continuation of college applications

## **DECEMBER**

- December 1<sup>st</sup> deadline for all college applications if to be processed before the December break
- Letters sent home to parents whose child has not submitted college applications/post high school work to date

## **JANUARY**

- Senior Internship Applications reviewed
- Early Decision Follow-up
- Begin searching for scholarships
- Regents Exam retakes

## **FEBRUARY**

- Mid-year Reports to all colleges--Valedictorian, Salutatorian announcement
- Senior Awards information distribution for all seniors during English classes for community and school scholarship eligibility
- Continue searching for scholarship – WHS Scholarship Center updated

- Senior Credit Check Process #2

## **MARCH**

- College acceptance follow-up
- Senior Awards Committee meetings begin
- Scholarship interviews begin
- Attend 12<sup>th</sup> grade annual review meetings for students with an Individualized Education Plan (IEP)

## **APRIL**

- College acceptance follow-up
- Post high school planning revisited
- Continue to attend 12<sup>th</sup> grade annual review meetings for students with an Individualized Education Plan (IEP)
- Scholarship interviews continue
- Senior Exit Surveys. Information used for Scholarship, Awards and Graduation Programs
- Senior Internships begin
- Planning for the Future Panel Discussion (Financial Aid, SUNY System, Selective College Process, Westlake's Application Process, NCAA Rules and Regulations)--night program--all counselors and guest speakers—available for parents and students grades 9-12

## **MAY**

- Senior Credit Check Process #3
- AP Exams
- Scholarship interviews and process completed
- Counselors Case manage and orchestrate annual review meetings for their 12<sup>th</sup> grade students with a Section 504 Accommodation Plan to ensure plans are optimal for student learning and appropriately meeting individual needs for post-high school/college plans

## **JUNE**

- Regents Exams retakes
- Senior Awards Banquet
- Continue to case manage and orchestrate annual review meetings for 12<sup>th</sup> grade students with a Section 504 Accommodation Plan
- Summer school registration/GED/Post High School Plan for 12<sup>th</sup> grade students who fail courses/and or exams at the end of the year
- Letter sent to parent(s) of seniors who do not graduate, indicating appropriate alternatives for obtaining a high school diploma

# **SCHOOL DATA PROFILE**

**SCHOOL DATA PROFILE**

SCHOOL YEAR	Elementary Schools		Middle School		High School	
<b>Enrollment</b>	#	%	#	%	#	%
Total enrollment						
Gifted (school-based)						
ESOL						
Special education services						
SCHOOL YEAR	Elementary Schools		Middle School		High School	
<b>Dropout Rate</b>	%		%		%	
All students						
Students with disabilities						
Students identified as disadvantaged						
Limited-English-proficiency students						
SCHOOL YEAR	Elementary Schools		Middle School		High School	
<b>Graduation/Promotion Rate</b>	%		%		%	
All students						
Students with disabilities						
Students identified as disadvantaged						
Limited-English-proficiency students						
SCHOOL YEAR	Elementary Schools		Middle School		High School	
<b>Attendance (Absent more than 15 days)</b>	%		%		%	
All Students						
Students with disabilities						
Students identified as disadvantaged						
Limited-English-proficiency students						
SCHOOL YEAR	Elementary Schools		Middle School		High School	
<b>School Safety</b>	#	%	#	%	#	%
Weapons offenses						
Offenses against students						
Offenses against staff						
Alcohol, tobacco, drug offenses						
Disorderly or disruptive behavior						
Technology offenses						
SCHOOL YEAR	Elementary Schools		Middle School		High School	
<b>Engagement Data</b>	#	%	#	%	#	%
Students in rigorous courses						
Students in extracurricular activities						
Student detentions						
Student suspensions						

*This was developed to help you assess your school district's level of implementation of current NYSED regulations and provide a simple coding for your **Comprehensive School Counseling Program Map***

**NYSED REGULATIONS PART 100.2(j) IMPLEMENTATION ASSESSMENT**

*1= None 2= Beginning 3= Developing 4= In Full Practice*

**IMPLEMENTATION RATING**

1	2	3	4
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**Each district shall have a guidance program for all students:**

**(i) The K-6 school counseling program:**

(i.1) is designed in coordination with the teaching staff				4
(i.2) prepares students to participate effectively in their current and future educational programs				4
(i.3) includes interventions for students with attendance problems				4
(i.4) includes interventions for students with academic problems				4
(i.5) includes interventions for students with behavioral problems				4
(i.6) includes interventions for students with adjustment problems				4
(i.7) educates students concerning avoidance of child sexual abuse				4
(i.8) encourages parental involvement				4

**(ii) The 7-12 school counseling program is delivered by school counselors with the assistance of teachers and other staff**

(ii.1) includes the services of personnel certified or licensed as school counselors				4
(ii.2) includes an annual review of each student's educational progress and career plans by a certified school counselor				4
(ii.3) includes instruction at each grade level to help students learn about careers & career planning skills				4
(ii.4) includes other advisory and individual and/or group counseling provided by school counselors; or school psychologists or school social workers in cooperation with school counselors				4
(ii.4.1) enables students to benefit from the curriculum				4
(ii.4.2) provides interventions for students with attendance problems				4
(ii.4.3) provides interventions for students with academic problems				4
(ii.4.4) provides interventions for students with behavioral problems				4
(ii.4.5) provides interventions for students with adjustment problems				4
(ii.4.6) provides advisement on developing & implementing postsecondary education and career plans				4
(ii.4.7) encourages parental involvement				4

**(iii) The school district plan:**

(iii.1) is filed in district office and available for review by any individual				4
(iii.2.1) includes program objectives which describe expectations of what students will learn from the program				4
(iii.2.2) includes activities to accomplish the objectives				4
(iii.2.3) includes specification of staff members & other resources assigned to accomplish objectives				4
(iii.2.4) includes provisions for the annual assessment of program results		2		
(iii.3) is reviewed annually and revised as necessary				4

<b>Subscores</b>	0	2	0	#
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<b>Total Score (highest possible is 100)</b>	<b>98</b>			
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