

**Nanuet Union Free School District
K-12 Comprehensive Developmental School Counseling Plan**



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Nanuet Union Free School District

A. District Introduction

District Mission Statement

The Nanuet School District is committed to the personal development of each student so that upon graduation, he or she is prepared and inspired to apply learning in a changing, complex, and interdependent world.

District Goals

Goal #1 – Engage students in experiences that reflect the District’s Mission

Goal #2 - Improve Academic Performance of All Students in Meeting or Exceeding Common Core State Standards

Goal #3 – Strengthen Parent and Community Support for the District

Goal #4 – Improve the fiscal stability of the District

The Community

The Nanuet School District is the smallest in Rockland County and lies 25 miles northwest of New York City at the crossroads of three major thoroughfares: the Palisades Parkway, the New York State Thruway, and the Garden State Parkway. Our community is committed to quality education and supports a rigorous academic program. The consistent passage of school budgets and bond issues demonstrate this support.

Board Of Education

Dr. Sarah Chauncey, DIM, *President*

Karen Franchino, *Vice President*

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Central Administration

Mark S. McNeill, Ed. D, Superintendent of Schools

Meredith Fox, Ed. D, Assistant Superintendent

Mario Spagnuolo, School District Attorney & Assistant Superintendent for Business

Ursula Carbone, Director of Technology/CIO

Judith Heaney, Director of Student Support Services

Frank Mazzuca, Director of Athletics

Rudy Villanyi, Director of Facilities

School Building Administration

George W. Miller Elementary

Kevin McCahill, Ed. D, Principal

MaryEllen Griffin, Assistant Principal

Highview Elementary

Barbara Auriemma, Principal

A. MacArthur Barr 5-6 Academy for Excellence

Anne Chen, Principal

A. MacArthur Barr Middle School

Roger Guccione, Principal

Nanuet Senior High School

Vincent Carella, Ed. D, Principal

Roderick Gilmour, Assistant Principal

School Counselors, School Psychologists and Social Work Staff

George W. Miller Elementary

Ana Hedberg, School Psychologist

Tracey Polizzi, School Psychologist

Allison Kersh, Social Worker

Highview Elementary

Allison Kersh, Social Worker

Elissa Lazev, School Psychologist

Melissa Lipson, School Counselor

A. MacArthur Barr 5-6 Academy for Excellence

Larry Arena, School Counselor

Allison Kersh, Social Worker

Maria Miele, School Counselor

Alissa Moran, School Psychologist

Linda Usef, Counseling Department Secretary

A. MacArthur Barr Middle School

Larry Arena, School Counselor

Allison Kersh, Social Worker

Maria Miele, School Counselor

Alissa Moran, School Psychologist

Linda Usef, Counseling Department Secretary

Nanuet Senior High School

Allison Kersh, Social Worker

Jacqueline Laurenzano, School Counselor

Jill P. Merkert, School Counselor

Brian Metcalf, School Counselor

Michael Mahoney, Director of Guidance

Eileen Morr, School Registrar

Claire Reder, School Psychologist

Judee Toriello, Counseling Department Secretary

B. The Program Foundation/Implementation

NYSED Commissioner's Regulation Part 100.2 (j) Guidance Programs

1. Public schools. Each school district shall have a guidance program for all students.
 - i. In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.
 - ii. In grades 7-12, the guidance program shall include the following activities or services:
 - a. an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;
 - b. instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;
 - c. other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors, or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school

social workers in cooperation with school counselors; and the services of personnel certified or licensed as school counselors.

iii. Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

2. Nonpublic schools. Each nonpublic secondary school shall provide a guidance and counseling program for students in grades 7-12.

Nanuet School Counseling Program Mission

The mission of the Nanuet School Counseling Program is to provide programs and services that assist students to grow academically, personally, socially and vocationally. It is our mission to provide comprehensive and developmental approaches that will provide every student with assistance and support to reach his/her individual goals and potential.

Nanuet School Counseling Objectives

Program Objectives Grades K – 6

1. The program prepares students to participate effectively in the current educational program.
2. The program prepares students to participate effectively in the future educational programs.
3. The program helps students who exhibit attendance problems.
4. The program helps students who exhibit academic problems.
5. The program helps students who exhibit behavioral or adjustment problems.
6. The program helps students deal with family issues that impact education.
7. The program encourages parental involvement.

Program Objectives Grades 7 – 12

1. The program provides annual review of each student's educational progress and career plans to be conducted with the student individually or with small groups.
2. The program provides instruction to help students learn about careers and career planning.
3. The program will enable students to benefit from the curriculum.
4. The program will help students develop and implement postsecondary education and career plans.
5. The program helps students who exhibit attendance, academic, behavior or adjustment problems and encourages parental involvement.

Rationale for the Nanuet School Counseling Program

The Nanuet School Counseling program is a comprehensive developmental guidance program. Our programs and services have been designed utilizing the *American School Counseling Association (ASCA) National Model: A Framework for School Counseling Programs*. We also utilize *The New York State Model for Comprehensive k-12 School Counseling Programs*, published by the New York State School Counseling Association (NYSSCA) in designing our lessons. Our comprehensive program supports our District mission utilizing standards from these associations as guiding principals of best practices. The objective of the school counseling program is to support student development in three interrelated Domains: Academic Development, Career Development and Social Development. This is accomplished utilizing proactive programs, presentations and services that are developmentally appropriate. Our plan incorporates state and national learning standards into the planning process to promote the development of the three domains. These standards serve as a foundation for establishing clear goals and promote accountability in the comprehensive developmental model. We also provide responsive services in our daily work and we are committed to the individual development of the three domains. Ultimately our goal is to promote the development of college and career ready individuals. The collaboration of many individuals including administrators, teachers and support staff is a part of the process to achieve these objectives.

ASCA Student Standards

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

Mindsets

1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
2. Self-confidence in ability to succeed.
3. Sense of belonging in the school environment.
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success.
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes.
6. Positive attitude toward work and learning.

Behavior: Learning Strategies

1. Demonstrate critical-thinking skills to make informed decisions.
2. Demonstrate creativity.
3. Use time-management, organizational and study skills.
4. Apply self-motivation and self-direction to learning.
5. Apply media and technology skills.
6. Set high standards of quality.
7. Identify long- and short-term academic, career and social/emotional goals.
8. Actively engage in challenging coursework.
9. Gather evidence and consider multiple perspectives to make informed decisions.
10. Participate in enrichment and extracurricular activities.

Behavior: Self-Management Skills

1. Demonstrate ability to assume responsibility.
2. Demonstrate self-discipline and self-control.
3. Demonstrate ability to work independently.
4. Demonstrate ability to delay immediate gratification for long-term rewards.
5. Demonstrate perseverance to achieve long- and short-term goals.
6. Demonstrate ability to overcome barriers to learning.
7. Demonstrate effective coping skills when faced with a problem.
8. Demonstrate the ability to balance school, home and community activities.
9. Demonstrate personal safety skills.
10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities.

Behavior: Social Skills

1. Use effective oral and written communication skills and listening skills.
2. Create positive and supportive relationships with other students.
3. Create relationships with adults that support success.

4. Demonstrate empathy.
5. Demonstrate ethical decision-making and social responsibility.
6. Use effective collaboration and cooperation skills.
7. Use leadership and teamwork skills to work effectively in diverse teams.
8. Demonstrate advocacy skills and ability to assert self, when necessary.
9. Demonstrate social maturity and behaviors appropriate to the situation and environment.

ii. NYSED Career Development and Occupational Studies (CDOS) Student Standards

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

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

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

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

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

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

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

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

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

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

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

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

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

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

B/IS Business/Information Systems: Core, Specialized, and Experiential

HS Health Services: Core, Specialized, and Experiential

E/T Engineering/Technologies: Core, Specialized, and Experiential

HPS Human and Public Services: Core, Specialized, and Experiential

NAS Natural and Agricultural Sciences: Core, Specialized, and Experiential

A/H Arts/Humanities: Core, Specialized, and Experiential

ASCA School Counselor Professional Standards

i. ASCA Professional School Counselor Competencies

The ASCA School Counselor Competencies outline the knowledge, abilities, skills and attitudes that ensure school counselors are equipped to meet the rigorous demands of the profession and the needs of pre-K–12 students. These competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a comprehensive school counseling program addressing academic achievement, career planning and personal/social development Organized around and consistent with “The ASCA National Model: A Framework for School Counseling Programs (Third Edition),” the competencies can be used in a variety of ways including:

School Counselors

- Self-assess their own competencies.
- Formulate an appropriate professional development plan.

School Administrators

- Guide the recruitment and selection of competent school counselors.
- Develop or inform meaningful school counselor performance evaluation.

School Counselor Education Programs

- Establish benchmarks for ensuring school education students graduate with the knowledge, skills and attitudes needed for developing.

ASCA Ethical Standards for School Counselors

The American School Counselor Association (ASCA) is a professional organization whose members are school counselors certified/licensed in school counseling with unique qualifications and skills to address all students’ academic, personal/social and career development needs. Members are also school counseling program directors/supervisors and counselor educators. These ethical standards are the ethical responsibility of school counselors. School counseling program directors/supervisors should know them and provide support for practitioners to uphold them. School counselor educators should know them, teach them to their students and provide support for school counseling candidates to uphold them. Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

- Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including: ethnic/racial identity,

age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

- Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services, e.g., students of color, students living at a low socio-economic status, students with disabilities and students from non-dominant language backgrounds.
- Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.
- Each person has the right to privacy and thereby the right to expect the school-counselor/student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.
- Each person has the right to feel safe in school environments that school counselors help create, free from abuse, bullying, neglect, harassment or other forms of violence.

Delivery of School Counseling Program (Objectives)

The following program objectives are based upon the Part 100.2(j) requirements for school counseling programs in grades K-12. The activities, staff, resources and expected outcome are general guidelines for implementation. The staff and assessment methods are subject to change to best meet the needs of the students.

K – 6 Comprehensive School Counseling Program

Objective #1

Program Objective: The program prepares students to participate effectively in the current educational program.

Target Population: All students grades K - 6

Expected Outcome:

Students will be engaged in an academic program that promotes the development of achievement levels appropriate to their ability.

Annual Assessment:

Teacher observation

Principal observation/review of student progress

Analysis of assessment results

School Counselor (grades 3-6) observation as needed

School Psychologist (grades K-6) observation as needed

Activity	Target Grade	Staff	Resources	Dates
Student/teacher/parent conferences on academic progress.	K-6	Classroom Teachers	School Counselor/Psychologist/Principal	September- June
Instruction about appropriate classroom behavior	K-6	Classroom Teachers	School Counselor/Psychologist/Principal	September- June
Study Skills	K-6	Classroom Teachers	School Counselor/Principal	September- June
Individual/Group Support and Counseling	K-6	School Counselor/Psychologist	Classroom Teacher/Psychologist/Principal	September- June
Response to Intervention (RTI)	K-6	RTI Team	Classroom Teacher/Principal	September- June

K – 6 Comprehensive School Counseling Program

Objective #2

Program Objective: The program prepares students to participate effectively in the future educational program.

Target Population: All students grades K - 6

Expected Outcome:

Students will be made aware of educational expectations and challenged to develop a foundation of academic, social and vocational skills.

Annual Assessment:

Teacher observation

Report Cards

Principal observation/review of student progress

Analysis of assessment results

School Counselor (grades 3-6) observation as needed

School Psychologist (grades K-6) observation as needed

Activity	Target Grade	Staff	Resources	Dates
Kindergarten Visiting Day	Pre -Kindergarten Students	Principal, Classroom Teachers	Principal	May
Incoming Kindergarten Screening	Pre -Kindergarten Students	Classroom Teachers, School Psychologist, Nurse	Principal	June
Kindergarten Open House	Kindergarten Students	Classroom Teachers	Principal	September
Highview Open House	3-4	Highview Staff	Principal	September
Incoming Grade 3 Parent Orientation	Grade 2 Parents	Highview Staff/Principal	Principal	April

Incoming Grade 5 Parent Orientation	Grade 4 Parents	Academy Staff/Principal	Principal	September
Parent Meet the Teacher Night	K-6	Classroom Teachers	Principal	September
Parent Teacher Conferences	K-6	Classroom Teachers	Principal, School Counselor	November & March
Unit assessments, observations, state tests and other educational results	K-6	Classroom Teachers	Principal, School Counselor, School Psychologist	September - June
Character Education Plan/Code of Conduct/Behavior Intervention Plan	K-6	School Psychologist, School Counselor/School Staff	Principal	September-June
Parent Workshops	K-6	Nanuet Staff and Outside Consultants	Classroom teachers/Principals	2-6 times during the school year

K – 6 Comprehensive School Counseling Program

Objective #3

Program Objective: The program helps students who exhibit attendance problems.

Target Population: All students grades K - 6

Expected Outcome:

Students will attend school regularly. Parents will promote regular attendance for their child.

Annual Assessment:

- Attendance report
- Teacher observation
- Report Cards
- Principal observations/review of student progress
- School Counselor (grades 3-6) as needed
- School Psychologist (grades K-6) as needed
- Nurse as needed
- School Social Worker as needed

Activity	Target Grade	Staff	Resources	Dates
Daily Attendance/Tardiness Reporting	K-6	Classroom Teachers	Principal, School Psychologist, Nurse, School Counselor	September - June
Letters/Telephone Calls to parents	Students with excessive absences/students without a parent phone call for an absence	Attendance liaison	Principal, Classroom Teacher, School Psychologist, Nurse, School Counselor	As needed
Individual Counseling	Students with excessive absences	School psychologist or school counselor	Principal, Nurse & Classroom teacher	As needed
Parent Conferences	Students with excessive absences.	Principal	Principal, Classroom teacher, School Psychologist, Nurse, School Counselor	As needed

Home Visit	Students with excessive absences.	School Social Worker	Principal, Classroom teacher, School Psychologist, Nurse, School Counselor	As needed
Referrals to Community Organizations as needed	K-6	School Counselor/Psychologist/Social Worker	Classroom Teachers/Principal	As needed

K – 6 Comprehensive School Counseling Program

Objective #4

Program Objective: The program helps students who exhibit academic problems.

Target Population: All students grades K - 6

Expected Outcome:

Students will be engaged in an academic program that promotes the development of achievement levels appropriate to their ability.

Annual Assessment:

Teacher observation

Principal review of student progress

Report Cards

Analysis of assessment results

School Counselor (grades 3-4) as needed

School Psychologist (grades K-6) observation as needed

Activity	Target Grade	Staff	Resources	Dates
Parent Meet the Teacher Night	K-6	Classroom Teachers	Principal	September
Parent Teacher Conferences	K-6	Classroom Teachers	Principal, School Counselor	November and March (K – 4)
Unit assessments, observations, state tests and other educational results	K-6	Classroom Teachers	Principal, School Psychologist, School Counselor	September - June
Office of Student Support Services	Students in grades K-6 who continue to fall below academic standards	School Psychologist, Classroom Teachers	Principal, School Counselor	As needed
Academic Intervention Support (AIS)	K-6 students in need of this service.	AIS Teachers,	Principal, Classroom Teachers, School Psychologist, School Counselors	September - June
Response to Intervention (RTI)	K-6	RTI Team	Classroom Teacher/Principal	September- June

Individual/Group Counseling	K-6 students in need of this service.	School psychologist or school counselor	Principal Classroom teacher	As needed
Telephone calls to parents	K-6 students with academic problems.	Classroom teacher	Principal, School Psychologist, School Counselor	As needed

K – 6 Comprehensive School Counseling Program

Objective #5

Program Objective: The program helps students who exhibit behavioral or adjustment problems.

Target Population: All students grades K - 6

Expected Outcome:

Students will be engaged in an academic program that promotes the development of achievement levels appropriate to their ability.

Annual Assessment:

Teacher observation

Principal review of student progress

Report Cards

Analysis of assessment results

School Counselor (grades 3-6) as needed

School Psychologist (K-6)

Nurse as needed

School Social Worker as needed

Activity	Target Grade	Staff	Resources	Dates
Telephone calls to parents	Students with behavior or adjustment problems.	Classroom teacher	Principal, School Psychologist, Nurse, School Counselor	As needed
Individual/Group Counseling	Students with need for school based support and intervention.	School psychologist or school counselor	Principal, Nurse & Classroom teacher.	As needed
Parent Conferences	Students with behavior or adjustment problems in need of additional support.	Principal	Classroom teacher, School Psychologist, Nurse, School Counselor	As needed
Character Education Plan/Code of Conduct/Behavior Intervention Plan	K-6	School Psychologist/ School Counselor/School Staff	Principal	September-June

Home Visit	Students with behavior or adjustment problems in need of additional support and assistance from the school.	School Social Worker	Principal, Classroom teacher, School Psychologist, Nurse, School Counselor	As needed
Response to Intervention (RTI)/TCIS	K-6	RTI Team/TCIS Team	Classroom Teacher/Principal	September-June

K – 6 Comprehensive School Counseling Program

Objective #6

Program Objective: The program helps students deal with family issues that impact education.

Target Population: All students grades K - 6

Expected Outcome:

Students will be engaged in an academic program that promotes the development of achievement levels appropriate to their ability.

Annual Assessment:

Teacher observation

Principal review of student progress

Analysis of assessment results

School Counselor (grades 3-4) as needed

School Psychologist (K-6) as needed

Activity	Target Grade	Staff	Resources	Dates
Individual Counseling	Students in need of this services	School psychologist or school counselor	Principal, Nurse & Classroom teacher.	As needed
Group Counseling	Students in need of this services	School psychologist or school counselor	Principal, Nurse & Classroom teacher.	As needed
Parent Conferences	Students in need of this services	Principal OR School psychologist or school counselor	Classroom teacher, School Psychologist, Nurse, School Counselor	As needed
Referral to Community Agencies	Students in need of this services	School psychologist or school counselor	Principal, Nurse & Classroom teacher.	As needed
Home Visit	Students in need of this services	School Social Worker/Family Resource Center	Principal, Classroom teacher, School Psychologist, Nurse, School Counselor	As needed
Parent Workshops	K-6	Nanuet Staff and Outside Consultants/Family Resource Center	Classroom teachers/Principals	2-6 times during the school year

K – 6 Comprehensive School Counseling Program

Objective #7

Program Objective: The program encourages parental involvement.

Target Population: All students grade K - 6

Expected Outcome:

Students will be engaged in an academic program that promotes the development of achievement levels appropriate to their ability.

Annual Assessment:

Teacher observation

Principal review of student progress

Analysis of assessment results

School Counselor (grades 3-4) as needed

School Psychologist as needed

Activity	Target Grade	Staff	Resources	Dates
Parent Meet the Teacher Night	K-6	Classroom Teachers	Principal	September
Parent Teacher Conference	K-6	Classroom Teachers	Principal, School Counselor	November/March (K-4)
Parent Portal	K-6	Classroom Teachers	Principal, School Psychologist, School Counselor	As needed
Parent Survey/Parent Committees	K-6	Principal	Classroom Teachers/ School Counselors/School Psychologist/School Social Worker/FRC	On Going
PTA Meetings	K-6	Principal		As needed

Parent Workshops	K-6	Nanuet Staff and Outside Consultants	Classroom Teachers/Principals	2-6 times during the school year
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7 – 12 Comprehensive School Counseling Program

Objective #1

Program Objective: The program provides annual review of each student's educational progress and career plans to be conducted with the student individually or with small groups.

Target Population: All students grade 7-12

Expected Outcome:

Students will meet with school counselors to review educational progress and career/postsecondary goals.

Annual Assessment:

Teacher observation/recommendation

Analysis of assessment results

School Counselor observation

Activity	Target Grade	Staff	Resources	Dates
Student Placement Recommendations	7 – 11	Teacher & School Counselor	Principal	February - April
Scheduling Presentations	7 – 11	School Counselors	Principal	March – May
Individual Student meeting to Discuss Individual Electives, Courses and Post-Secondary Plans	7 – 12	School Counselors	Principal	March – May
Guidance Presentations	7 – 12	School Counselors	Principal	September - May
Academic Intervention Services	7 – 12	Principal / Teacher		Jan, May - June

7 – 12 Comprehensive School Counseling Program

Objective #2

Program Objective: The program provides instruction to help students learn about careers and career planning.

Target Population: All students grade 7-12

Expected Outcome:

Students will be provided opportunities to develop career planning skills.

Annual Assessment:

Analysis of assessment results

Teacher (as needed by curriculum)

Career interest inventory results at certain checkpoints

School Counselor observation

Activity	Target Grade	Staff	Resources	Dates
Guidance Presentations	7 – 12	School Counselors		March – May
Home and Careers Instruction	Grade 7	Teacher	School Counselor	September - June (10 Week Program)
Annual game plan	9 - 12	School Counselors		September - May
Career and Financial Management Course	Grade 10	Teacher	School Counselors	September – January or February - June
Career Day	Grade 11	Principal	School Counselors	February/March

7 – 12 Comprehensive School Counseling Program

Objective #3

Program Objective: The program will enable students to benefit from the curriculum

Target Population: All students grade 7-12

Expected Outcome:

Students will be engaged in an academic program that promotes the development of achievement levels appropriate to their ability.

Annual Assessment:

Teacher observation and recommendation

Principal review of student progress

Analysis of assessment results

School Counselor observation

Activity	Target Grade	Staff	Resources	Dates
Student Placement Recommendations	7 – 11	Teacher & School Counselor	Principal	February - April
Scheduling Presentations	7 – 11	School Counselors		March – May
Individual Student meeting to Discuss Individual Electives, Courses and Post-Secondary Plans	7 – 12	School Counselors		March – May
Review Course Offerings To Provide Students Opportunities For College And Career Readiness	7 – 12	Principal	Department Chairs, School Counselors	December - February

7 – 12 Comprehensive School Counseling Program

Objective #4

Program Objective: The program will help students develop and implement postsecondary education and career plans

Target Population: All students grade 7-12

Expected Outcome:

Students will develop and participate in postsecondary planning activities.

Annual Assessment:

Analysis of assessment results

School Counselor observation

Classroom teachers as needed

Activity	Target Grade	Staff	Resources	Dates
Individual Student meeting to Discuss Individual Electives, Courses and/or Post-Secondary Plans	7 – 12	School Counselors		March – May
Guidance Presentations	7 – 12	School Counselors		September - May
Junior Parent Conference	Grade 11	School Counselors		February - May
Provide Opportunities for Senior Internship	Grade 12	Classroom Teachers	School Counselors	

7 – 12 Comprehensive School Counseling Program

Objective #5

Program Objective: The program helps students who exhibit attendance, academic, behavior or adjustment problems and encourages parental involvement.

Target Population: All students grade 7-12

Expected Outcome:

Students will be active learners engaged in a productive and positive educational experience. The program will promote a partnership with the parent in achieving success.

Annual Assessment:

- Teacher observation
- Principal review of student progress
- Analysis of assessment results
- School Counselor observation as needed
- School Psychologist observation as needed
- School Social Worker as needed
- Nurse observation as needed

Activity	Target Grade	Staff	Resources	Dates
Daily Attendance Reporting	7 – 12	Classroom Teachers	Principal, School Attendance Officer, Psychologist, Nurse, School Counselor	September - June
PPST	9 – 12	Teacher , Principal School Counselor, School Psychologist, School Social Worker and Nurse		September - June
Telephone calls to parents of students with attendance issues	Students with excessive absences/students without a parent phone call for an absence.	Attendance Officer	Principal, Classroom teacher, School Psychologist, Nurse, School Counselor	September - June

Support Team Meeting	7 – 8	Teacher , Principal School Counselor, School Psychologist, School Social Worker and Nurse		September - June
Telephone calls to parents with academic issues	Students with academic issues.	Classroom teacher	Principal, School Counselor School Psychologist,	September - June
Individual Counseling	Students who need this approach with attendance, academic, behavioral or adjustment problems.	School psychologist or school counselor	Principal, School Social Worker .	September - June
Parent Conferences	Students with excessive absences.	Principal	Classroom teacher, School Psychologist, Nurse, School Counselor	September - June
Home Visit	Students with excessive absences.	School Social Worker	Principal, Classroom teacher, School Psychologist, Nurse, School Counselor	September - June
Letters Mailed To Parents At Specific Attendance Benchmarks.	9 – 12	Principal	School Attendance Officer	September - June
Letters To Parents Regarding Academic Performance Linked To Student Activities.	9 – 12	Principal		September - June

Methods of Delivery of School Counselor Services

School counselors provide services to students, parents, school staff and the community in the following areas:

Direct Student Services

Direct services are in-person interactions between school counselors and students and include the following:

School counseling core curriculum: This curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level. The school counseling core curriculum is delivered throughout the school's overall curriculum and is systematically presented by school counselors in collaboration with other professional educators in K-12 classroom and group activities.

Individual student planning: School counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.

Responsive services: Responsive services are activities designed to meet students' immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.

Indirect Student Services

Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations.

(Source: ASCA National Model)