

Rotterdam-Mohonasen Central School District
K-12 Comprehensive School Counseling Plan
2024-2025



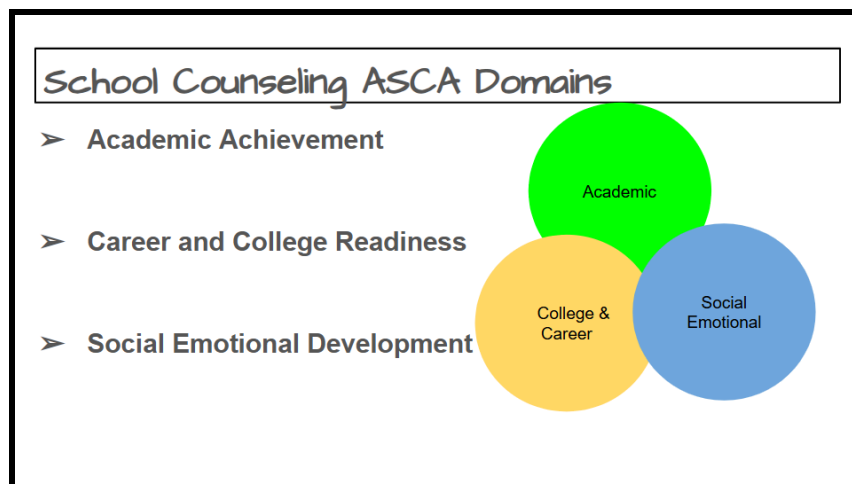
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Overview

The mission of the Mohonasen Central School District is:

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

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

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

The Mission of our counselors is stated as:

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

Commissioner's Regulation 100.2

PUBLIC AND NONPUBLIC SCHOOL GUIDANCE PROGRAMS

Commissioner's Regulations

100.2 General School Requirements

(J) Comprehensive School Counseling Programs

(1) Public Schools. Each school district shall have a Comprehensive School Counseling 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 Comprehensive School Counseling Program shall include the following activities or services:

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

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

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

(d) the services of personnel certified or licensed as school counselors.

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

Key

American School Counselor Association Domains

Academic Development- Academic

Personal/Social Development- Personal

Career/College Development- Career

New York State Standards

Prepare students for future educational programs- Education

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

Educate students concerning avoidance of sexual abuse- Safety

Encourage parental involvement- Communication

Elementary School Counseling Program Activities

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

Elementary School Counselor Categories

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

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

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



Program	Need/Objective	Activity	Outcome	Staff Resources
<p>MTSS Attendance Initiative School Wide Program K-5</p>	<p>To promote and encourage student attendance. maintaining connecting school and home. Encouraging the importance of coming to school to families.</p>	<p>Promotion activities will be done in phases throughout a school year and in future years.</p> <p>Bradt:</p> <ul style="list-style-type: none"> ● Attendance video shared during orientation and open houses discussing Bradt Attendance Tier Map and attendance parent contact. Both documents are shared with families during these events. ● HERO (Here Everyday Right On time) Videos educating students on the importance of coming to school everyday. Videos feature students, faculty and staff. <p>Pinewood:</p> <ul style="list-style-type: none"> ● School Wide <i>Wild about Attendance</i> Incentive: after 10 days at certain % there is a dance party ● Each Trimester visits to classroom with surprise guest to present certificate and prize <p>Bradt/Pinewood: Meetings about shared families with chronic attendance issues</p> <ul style="list-style-type: none"> ● Bi-weekly meetings with CORE members to discuss 	<p>Students will continue to learn the importance of coming to school. Students will feel excited and motivated to attend school. Families will feel supported with getting their child to school.</p>	<p>School Counselors and support from Building Leadership Committee (sub committees)</p>

		students with chronic absenteeism.		
Program	Need/Objective	Activity	Outcome	Staff Resources
<p>Transition Support Services-School Wide Program:</p> <ul style="list-style-type: none"> • 2nd grade to 3rd grade and 5th grade to 6th grade • May/June <p>NYS: Education, support MH: 1A, 1B,1C, 2A, 2B, 3A, 3B,3C, 3D ASCA:Academic, Personal</p>	<p>To expose students to the expectations of their new school, familiarize them with the layout of the building, and introduce them to key faculty to ease their anxiety about their upcoming transition.</p>	<p>Meetings between school counselors; student visits to the new building; 6th grade student ambassadors visit 5th grade classrooms; small group tours and transition groups as needed for at-risk students.</p>	<p>Students will experience increased confidence as they are more informed about the expectations and are more directly linked to available resources and supports in their new building.</p>	<p>School Counselors</p>
<p>Classroom Guidance Lessons:</p> <ul style="list-style-type: none"> • K-5, 3-6 weeks in duration, 30 minutes per week • On-going <p>NYS: Education, Support, Safety MH: 1A, 1B,1C, 2A, 2B, 2C 3A, 3B,3C, 3D CDOS: S1, S2, S3a, S3b ASCA: Academic, Personal, Career</p>	<p>All students need skills, strategies and guidance to be successful academically, personally/emotionally, and in career preparation.</p>	<p>Classroom lessons on topics include conflict resolution, friendship, school readiness, character education, self-regulation, personal safety, organization, goal setting, career awareness, and anti-bullying.</p>	<p>Students will be knowledgeable of skills taught. Students will be prepared to apply these skills in the appropriate situations.</p>	<p>School Counselors</p>

Program	Need/Objective	Activity	Outcome	Staff Resources
<p>Character Education-School Wide Program:</p> <ul style="list-style-type: none"> • K-5, once per month for 30 minutes • On-going <p>NYS: Education MH: 1A,1B,1C, 2A, 2B, 2C 3A, 3B,3C, 3D CDOS: S2, S3a ASCA: Personal</p>	<p>Each month students are exposed to designated themes in their classrooms. These include: Respect, Responsibility, Cooperation, Honesty, etc.</p> <p>Kindness Week Bradt and Pinewood</p>	<p>Classroom guidance lessons, projects, student recognition, morning program, bucket filling concept, monthly school wide activities, presentations on the Pinewood Scoop, Bradt PBIS, Bradt Project Wisdom and Recognition Breakfast 2x/year, Pinewood Breakfast Reception 1x/monthly October-May</p> <p>A week in February with a variety of activities to build encourage the importance of spreading Kindness</p>	<p>Students will build good character and appropriately engage with their peers and adults.</p>	<p>School Counselor (k-2)</p> <p>School Counselor, Social Worker and Committee members (3-5)</p> <p>School Counselors, Social Worker, Members of Character Counts (Pinewood)</p>
<p>Individual Counseling</p> <ul style="list-style-type: none"> • K-5 as needed • On-going <p>NYS: Support, Communication MH: 1A,1B,1C, 2A, 2B, 2C 3A, 3B,3C, 3D CDOS: S2 ASCA: Personal, Academic</p>	<p>To ensure that students are able to meet with a counselor when they have a problem or crisis that inhibits them from having school success.</p>	<p>Short-term, solution focused, school-based counseling through activities, games and conversation.</p>	<p>Students will be able to solve or cope with problems and be successful in school.</p>	<p>School Counselors</p>

Program	Need/Objective	Activity	Outcome	Staff Resources
<p>New Student Program-Student Support</p> <ul style="list-style-type: none"> ● K-5, as needed ● On-going <p>NYS: Education, Support, Communication MH: 1A, 1B,1C, 2A, 2B, 3A, 3B,3C, 3D CDOS: S1 ASCA: Personal</p>	<p>To successfully transition students into a new school through individual and small group activities.</p>	<p>Tour of the building. Small groups provide new students the opportunity to communicate their feelings on being new and provide them with a place they may share and ask questions with other new students.</p>	<p>Students become aware of the culture of the new building and the supports available to them.</p>	<p>School Counselors</p>
<p>New Student to district Orientation -Student Support</p> <ul style="list-style-type: none"> ● 3-5 ● End of August <p>NYS: Education, Support, Communication MH: 1A, 1B,1C, 2A, 2B, 3A, 3B,3C, 3D CDOS: S1 ASCA: Personal</p>	<p>For all new families who register over the summer to start school at Pinewood in September to become familiar with the school prior to the first day of school.</p>	<p>Orientation and Tours for parents Activities and Tour for students</p>	<p>Students will feel welcome and more comfortable and familiar with Pinewood.</p>	<p>School Counselor, Social Worker, Principal</p>

<p>Bradt: PBIS (Positive Behavior Interventions and Support)</p> <ul style="list-style-type: none"> ● Grade K-2 ● Meet with students in the beginning and throughout the year in each of these areas <p>Pinewood Proud/Positivity Project</p> <ul style="list-style-type: none"> ● Grade 3-5 ● Meet with students at the beginning of the year in each of these areas. <p>NYS: Education, Safety MH: 2A, 2B, 2C, 3B,3C, 3D CDOS: S2 ASCA: Personal</p>	<p>To create a climate of Safety, Try our best, Be a good Citizen, Respect and Responsible across all areas-Classroom, Hallway, Cafeteria, Bus, Playground during classroom guidance lessons, assemblies, boosters and reteaching sessions.</p> <p>To create a climate of all across all areas- cafeteria, hallway, bus, during assemblies. Clear expectations of behavior.</p> <p>To strengthen social emotional learning through learning about all the positivity character strengths</p>	<p>Meet with students and adults in the building to review expectations.</p>	<p>This will result in less discipline referrals.</p> <p>This will build on character and positive choices</p>	<p>Administration, School Counselor, Faculty members working on Bradt PBIS & Pinewood Proud and Positivity Project initiatives and programs. Whole school participation</p>
Program	Need/Objective	Activity	Outcome	Staff Resources
<p>Website/Newsletter Support</p> <ul style="list-style-type: none"> ● K-5, monthly ● On-going <p>NYS: Communication MH: 1A,1B,1C, 2A, 2B, 2C 3A, 3B,3C, 3D</p>	<p>To keep parents informed of counseling activities and programs going on at the school and appraise them of resources which are available to them.</p>	<p>Gather pertinent information which will assist families in working together at home. Generate the newsletter, distribute to the students, and post on both the school website and counselor websites.</p>	<p>Parents will be informed about the activities their children are involved in at school and will be better able to discuss these issues at home.</p>	<p>School Counselors (Pinewood Counseling Department)</p>
<p>Group Counseling-Counseling</p>	<p>To support small groups of students dealing with similar</p>	<p>Use activities, games, and discussions to promote targeted</p>	<p>Students will practice and implement strategies in their</p>	<p>School Counselor</p>

<ul style="list-style-type: none"> ● K-5, as needed ● On-going <p>NYS: Education, Support, Safety, Communication, MH: 1A,1B,1C, 2A, 2B, 2C 3A, 3B,3C, 3D CDOS: S2 ASCA: Academic, Personal</p>	difficulties in their academic, personal, social and/or family situations.	skills. Groups are typically 6-8 weeks in duration.	real-life settings.	
<p>Student Career Planner Classroom Guidance</p> <ul style="list-style-type: none"> ● K-5, 1-2 30 minute sessions ● September, June <p>NYS: Education MH: 1B, 1C, 2B CDOS: S1, S2, S3a, S3b</p>	To foster career awareness in students. Through this process, students will become aware of goal-setting and future planning.	Students begin a career planner in Kindergarten that follows them through 5th grade. This planner assesses their likes, dislikes, strengths, weaknesses, hobbies, etc. to assist them in determining future career interests.	Student Planners continue to be updated each year of their elementary career. It will then be forwarded to middle school counselors to continue with the students.	School Counselor
Program	Need/Objective	Activity	Outcome	Staff Resources
<p>2nd grade Career Exploration Unit Target Grade: 2 Time Frame: February Location: Library Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Communication MH: 1B, 1C, 2B</p>	To expose 2nd graders to various careers and job opportunities. To help students begin the career exploration process	During the month of February, 2nd graders will participate in a career exploration unit during their library time. . This unit is designed to provide an opportunity for students to learn about the variety of career/job opportunities there are. During National Career Week 2nd grade students will be selected to share their research about	Students will begin to learn more about careers and job opportunities. They will learn about education and skills needed for these careers.	School Counselor & School Librarian

CDOS: S1, S2, S3a, S3b		various careers on the morning announcements.		
Program	Need/Objective	Activity	Outcome	Staff Resources
5th Grade Career Day Target Grade: 5 Time Frame: February Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Communication MH: 1B, 1C, 2B CDOS: S1, S2, S3a, S3b	To expose 5th graders to various careers and job opportunities. To help students begin the career exploration process	5th grade parents, district employees, and community members are invited to present about their career or job. This event is designed to provide an opportunity for students to learn about the variety of career/job opportunities there are. The morning is divided up into sessions and presenters will have an allotted amount of time each session in 5 th grade classrooms to present on their career.	Students will begin to learn more about careers and job opportunities. They will learn about education and skills needed for these careers.	School Counselor
5th Grade Career Research Project Target Grade: 5 Time Frame: February/March Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Communication MH: 1B, 1C, 2B CDOS: S1, S2, S3a, S3b	To explore in more depth about a specific career of interest	Career/job/trade books displayed in library Research chosen career, job, or trade. Fill out Google Slides template Dress up and present		School Counselor Librarian
Career Awareness Activities Target Grade: 3-5		During National Career Week Students will be invited to	Students will continue to have more an more	School Counselor

<p>Time Frame: March Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Communication MH: 1B, 1C, 2B CDOS: S1, S2, S3a, S3b</p>		<p>participate in <i>what I want to be</i> spirit day. Students will dress up as what they want to be when they grow up.</p> <p>Career info will be on a bulletin board in the main hallway (on going)</p> <p>Career Trivia will be on announcements during National Career Week</p>	<p>exposure to the variety of careers/job/trades options</p>	
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Middle School Counseling Program Activities

Program	Need/ Objective	Activity	Outcome/ Evaluation	Staff/ Resources
<p><u>New Student to the district Orientation</u> Target Grade: 6,7,8 Time Frame: August Domain/Standard: ASCA: Personal, academic NYS: Education, Support, Communication</p>	<p>Students entering Mohonasen from out of district will become familiar with Draper Middle School schedule, expectations, programming, etc.</p>	<p>New students and parents are provided with their child's schedule and a presentation about Draper Middle School policies, activities, programs, etc. Students and parents receive a tour from NJHS students.</p>	<p>New students and parents are prepared to enter Draper Middle School. Students become acquainted with other peers that are new to Mohonasen.</p>	<p>Counselors, NJHS students</p>
<p><u>Student Appreciation Breakfast</u> Target Grade: 6,7,8 Time Frame: Fall and Spring Domain/Standard: ASCA: Personal NYS: Support, Communication</p>	<p>Recognizing students who demonstrate strong character and citizenship</p>	<p>Parents are invited to attend a lite breakfast ceremony to recognize their child. Teachers nominate and present certificates to students.</p>	<p>Students and parents feel appreciated and recognized for their strong character. This event fosters positive relationships between school and home</p>	<p>Counselors, teachers, administration , cafeteria staff, parents</p>

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

Program	Need/ Objective	Activity	Outcome/ Evaluation	Staff/ Resources
<p><u>Beautiful Me</u> Target Grade: 7th grade girls Time Frame: throughout the year Domain/Standard: ASCA: Personal, social NYS: Education, Support, Communication; Safety</p>	<p>Positive self-esteem is critical in the healthy development of females. In order for girls to truly meet their full potential academically and emotionally, it is essential that they have a positive sense of self and self-awareness.</p>	<p>Counselors facilitate 2 ½ hour sessions of 10 girls per group. Following the Beautiful Me curriculum developed by the Hance Family Foundation, counselors help girls learn to develop positive self-esteem, be aware of their unique characteristics, and learn the true meaning of what it means to be beautiful.</p>	<p>Students will end their session feeling inspired, confident, and self-aware. Students will share with others within the group and will learn to respect their unique qualities. Girls will begin to realize that true beauty comes from within and that we need to embrace and respect all aspects of self</p>	<p>Counselors, school social worker, Beautiful Me curriculum and supplies</p>

<p><u>Internet Safety/ Cyberbullying/ Conflict Resolution/Healthy Relationships</u> Target Grade: 7th grade Time Frame: throughout the year Domain/Standard: ASCA: Personal, social NYS: Education, Support, Communication; Safety</p>	<p>Living in a technology based world with regular exposure to the internet and social media, it is critical that students understand the safety risk-factors and importance of their digital footprint.</p>	<p>Counselors facilitate a 80-minute lesson in Family Consumer Science classes. Lessons include real-life scenarios shared via video clips. Examples of internet dangers and cyberbullying are presented and discussed as well as the difference between conflict and bullying. Conflict resolution techniques are discussed</p>	<p>Students will learn how to stay safe using the internet and social media. They will also understand the impact of cyberbullying on themselves and their peers. They will understand the difference between conflict and bullying and will learn specific strategies to deal with both.</p>	<p>Counselors, FACS teacher</p>
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Program	Need/ Objective	Activity	Outcome/ Evaluation	Staff/ Resources
<p><u>Webs we Weave Lesson:</u> <u>Team Building,</u> <u>Communication & Problem Solving</u> Target Grade: 6th grade Time Frame: Fall Domain/Standard: ASCA: Personal, social NYS: Education, Support, Communication; Safety</p>	<p>Students have been struggling with social skills, working together, and impulse control since their return from COVID lockdown. In this lesson, students will learn to recognize feelings of stress and frustration and will be given tools to cope and work as a team/community to solve problems productively</p>	<p>Counselors facilitate an 80-minute lesson that focuses on team building, communication, and problem solving. We talk about what a community is and how we are all part of many communities. Students are broken into groups of 4-5 students and are given a task to create a web with a ball of yarn. They then have to untangle the web with one of their team members who is blindfolded. Only the blindfolded student can untangle the web with the verbal direction of their community members. After the activity, there is much discussion and reflection that also focuses on what issues we are facing at Draper and how we can work together to resolve them.</p>	<p>Students will learn to effectively communicate with their peers, manage their frustration levels, learn strategies to cope with stress and effect change in their community.</p>	<p>Counselors, social worker, school psychologist</p>
<p><u>Team Meetings</u> Target Grade: 6-8 Time Frame: School Year Domain/ Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Communication</p>	<p>Teachers and counselors need to exchange information about students. To increase communication between teachers and counselor to enhance student academic performance as well as discuss social-emotional needs of the student</p>	<p>Counselors meet with teams of teachers once per week to discuss student performance. This meeting time is also designated to have student meetings and parent/teacher conferences.</p>	<p>Teachers and the counselor develop a consistent plan to help students improve their academics/behavior. Teacher/student feedback, grades, attendance/discipline data.</p>	<p>Teachers and guidance counselors.</p>

Program	Need/Objective	Activity	Outcome/Evaluation	Staff/Resources
<u>Attendance MTSS</u> Target Grade: 6-8 Time Frame: School Year Domain/ Standard: ASCA: Academic, Personal, NYS: Education, Support, Communication	To increase student attendance and develop a plan for students who struggle with consistency coming to school.	Counselors and admin meet weekly in the Principal's Cabinet to review students who are at risk with attendance. Programs and interventions are put into place for students based on a tiered approach Draper MTSS	Student attendance will improve and progress is monitored weekly	Counselors, social worker, attendance clerk, Dean of students, administrators

Program	Need/ Objective	Activity	Outcome/ Evaluation	Staff/ Resources
<u>Moving Up Ceremony</u> Target Grade: 8th grade Time Frame: June Domain/Standard: ASCA: Academic, Personal NYS: Education, Communication	To recognize students who have successfully completed the 8th grade. Students are also awarded academic achievement and/or character awards from their teachers	<ul style="list-style-type: none"> ● Counselors develop a database for student awards including honor roll, presidential excellence, and teacher awards. ● All 8th graders are called across the stage to receive their moving up certificates and shake their teachers' hands. Academic and character awards are given to selected students. Two 8th grade students give speeches. The High school Principal receives the incoming 9th grade class. 	8th graders and their parents culminate their middle school experience	Counselors, PTO, administration, 8th grade faculty, support staff, HS Principal, tech department

Program	Need/ Objective	Activity	Outcome/ Evaluation	Staff/ Resources
<u>Career Zone</u> Target Grade: 8 Time Frame: Quarter 1,2,3,4 Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Communication	To assist students in learning the importance of selecting a career which matches his/her interests and to explore the careers, paralleling those interests. Precursor to Career Jam	Students complete an Interest Profiler in their FACS Class. Students learn how to save information on the network and to add to their career portfolio. Students review their interest areas and careers that seem to match those areas.	Students will become aware of the relationship between their interests and particular careers. Counselors will be able to access and review info with students.	Counselors, COPS, Career Zone Software, Worksheets, Chromebook, FACS Class.

Program	Need /Objective	Activity	Outcome/ Evaluation	Staff/ Resources
Career Jam Target Grade: 8 Time Frame: March Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Communication	To expose our 8th graders to various careers in their interest area. To help students begin the career exploration process	In the fall or spring, all 8th graders will attend Career Jam at HVCC to learn and explore a variety of careers. They will spend the day visiting exhibitors and doing hands-on activities with the career professionals.	Students will begin to learn more about careers of interest to them. They will learn about education and skills needed for these careers.	Counselors, 8th grade faculty, career professionals, Career Jam facilities and staff.

<u>Eighth Grade Course Selection Presentations</u> Target Grade: 8 Time Frame: February-Large Groups Domain/Standard: ASCA: Academic, Career; NYS: Education, Communication	Eighth grade students need information regarding required and elective course opportunities open to them in the high school, including selection of their art/music course requirement and must complete course request sheets for the upcoming year.	HS Counselors will meet with all eighth grade students in the MS LGI. Elective information and art/music requirement options will be discussed. Also, the importance of doing well in eighth grade will be stressed as a	Students will pre-select the proper courses for ninth grade, totaling a minimum of 6 1/2 credits, conditional upon their successful completion of eighth grade courses.	All high school counselors, 8 th grade counselor, 8 th grade Advisory teachers, Academic Admin for Counseling, Course Selection Sheets; Art/Music options info sheet, FL grades.
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<p>CDOS: Standard 3a. Universal Foundation Commencement.</p>		<p>foundation for future learning.</p>		
<p><u>Start with Hello Lesson</u> Target Grade: 6 Timeframe: September Domain/Standard: ASCA: Personal/social NYS: Education, support, safety</p>	<p>To educate students on what social isolation and empathy are and give them tools on how to make school a more inclusive environment.</p>	<p>Every student participates in a 60-minute lesson on social isolation and empathy. Students are given specific strategies to help students who are socially isolated</p>	<p>Students will understand the impact of social isolation and students will feel better connected to their peers and school</p>	<p>Draper counseling department and special area classes</p>
<p><u>PEAR Assessment</u> Target Grade: 6,7,8 Timeframe: Administered in September; results analyzed throughout school year Domain/Standard: ASCA: Personal, social academic NYS: Education, support</p>	<p>To assess students SEL strengths and challenges in order to help support their academic and social/emotional needs</p>	<p>Students take a 61 question holistic assessment that is strength based. They are evaluated on their resiliencies, relationships, and learning and school engagement</p>	<p>Each student has an individual portrait describing their strengths and challenges. Data is used to provide students with different tiers of intervention</p>	<p>Draper counseling office, ELA teachers, chrome books, PEAR staff</p>
<p><u>Great Kindness Challenge/Celebration of Cultures</u> Target Grade: 6,7,8 Timeframe: January Domain/Standard: ASCA: social, academic, personal NYS: Education, support</p>	<p>To promote kindness, tolerance and diversity with all students. To encourage random acts of kindness, gratitude, and appreciation throughout Draper and the greater community</p>	<p>Each student is encouraged to complete a 50 random acts of kindness checklist. During lunch, students can make kindness grams, gratitude grams and links of kindness. Each day is a kindness spirit themed day and the week culminates with a celebration of Draper cultures during lunch</p>	<p>Students will show a great level of kindness throughout the week and will spread optimism and gratitude throughout Draper. For the celebration of cultures, students will learn about the different cultures represented at Draper and will be able to sample some foods that students bring in</p>	<p>NPFH Committee, Counseling department, tool kit for the Kids for Peace Inc., staff, materials to create the grams and gratitude notes and links.</p>

<p><u>Annual Introductions/Reviews</u> Target Grade: 6,7 Timeframe: throughout the year Domain/Standard: ASCA: social, academic, personal, career NYS: Education, support</p>	<p>Counselors meet with each student to introduce themselves, build rapport, and gather key insights into their strengths and needs. These meetings support goal setting, career exploration, and identifying any necessary social-emotional learning (SEL) support, fostering student growth and success.</p>	<p>The counselor meets individually with each student to introduce themselves, build rapport, and ask about their feelings toward themselves, their education, and extracurricular involvement. Responses are recorded in a Google Form, generating a spreadsheet to track student needs and guide future support.</p>	<p>Students will understand who their school counselor is, the role they play, and how to access support when needed. Counselors will gain insight into students' extracurricular involvement, social connections, family dynamics, and future academic or career goals.</p>	<p>Counselors</p>
<p><u>Annual Review/Career Plan</u> Target Grade: 8 Timeframe: throughout the year Domain/Standard: ASCA: social, academic, personal, career NYS: Education, support</p>	<p>By 8th grade, counselors will have worked with most students throughout their three years in middle school. The 8th Grade Annual Review provides an opportunity for students to reflect on their middle school experience, set goals for the future, and prepare for a smooth transition to high school.</p>	<p>Students receive a pre-signed pass to visit the counseling office, where they complete their annual review with their counselor. During this session, they reflect on their progress and set goals to support their transition to high school.</p>	<p>Counselor and students will strengthen their connection during the meeting, ensuring that students leave with a clear plan for high school and meaningful goals to guide them through the remainder of 8th grade.</p>	<p>8th grade counselor and student</p>
<p><u>Individual Student Counseling/Response to Crisis:</u> Target Grade: 6,7,8 Timeframe: As needed</p>	<p>Every day, students seek support for a variety of concerns. These may include academic challenges, such as difficulties with a teacher or</p>	<p>Students can request a meeting with their school counselor through email, counseling office appointment slips, or by dropping in. Counselors</p>	<p>Students leave with a course of action (meeting with teacher, parent, friends, etc. or coping strategies, etc. based on the need) as well as</p>	<p>Counselor Counseling Office secretary Student iPad for student sign in</p>

<p>Domain/Standard: ASCA: social, academic, personal NYS: support, safety, education</p>	<p>class; social issues, like peer conflicts; and personal matters, including struggles at home or mental health concerns.</p>	<p>assess each student's needs and prioritize appointments accordingly, ensuring that all students are seen within 24 hours of their request.</p>	<p>indicating if they would like a follow up appointment.</p>	
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<p><u>Homebound Instruction Coordination</u> Target Grade: 6-8 Time Frame: Sept- June Domain/ Standard: ASCA: Academic, Personal NYS: Education, Support, Communication CDOS: Standard 3a. Universal Foundation Commencement</p>	<p>Counselors complete paperwork requesting HBI or PM School tutoring. Coordinate tutors if needed.</p>	<p>Counselors complete required forms to request tutoring and arrange for the necessary tutors for the approved homebound student. Counselors inform teachers that tutoring is being coordinated, request work and follow-up as needed. Counselors maintain contact with teachers and tutors regarding student progress and trouble-shoot any problems that may arise.</p>	<p>Homebound students will receive required instruction for a minimum of 10 hours/ week and return to their classes current and up to date with all of their work.</p>	<p>School counselor, teachers, tutors, guidance secretary, student's schedule, outside tutor list, PM School coordinator.</p>
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High School Counseling Program Activities



Program	Need/ Objective	Activity	Outcome/ Evaluation	Staff/ Resources
<p><u>Regents Letters</u> Target Grade: 9-12 Time Frame: December & May Domain/Standard: ASCA: Academic NYS: Education, Communication CDOS: Standard 3a. Universal Foundation Commencement.</p>	<p>Students and their parents need to be informed of state assessments needed to graduate from high school and/or to receive local diploma, Regents, Advanced Regents, Regents w/ Honors, and Advanced Regents w/ Honors diploma. To assure that all students meet state exam graduation requirements</p>	<p>Determine which students still need to pass exams for their diploma type. Reminder sheets are then filled out and mailed home to parents. These reminders are sent out early in order to give students enough time to prepare for the exams. The reminders also include helpful hints on how to study as well as useful websites for review. Students are also added to walk-in lists in SchoolTool to ensure that an exam is ordered and the test score will be recorded on their permanent record.</p>	<p>Students and parents will be aware of the exams needed to graduate and be prepared to take them. All students will take exams needed to graduate and meet diploma requirements</p>	<p>Counselors, Secretaries, Transcripts, Regents Reminders, Summer School Reports, Regents schedule, SchoolTool.</p>

Program	Need/ Objective	Activity	Outcome/ Evaluation	Staff/ Resources
<p><u>CDOS Record Keeping</u> Target Grade: 9-12 Time Frame: as needed Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Communication; Safety CDOS: Standard 1. Career Development Commencement 1. Standard 2. Integrated Learning. Commencement 1. Standard 3a. Universal Foundation Skills. Commencement</p>	<p>Counselors will keep a career plan for students in grades 9 through 12 for those students working toward the CDOS Credential or CDOS Pathway.</p>	<p>Counselors meet with students during their annual review and develop a career plan for each year.</p>	<p>Students will complete necessary components to receive CDOS Credential and/or complete CDOS Pathway as needed.</p>	<p>Counselors , Work Based learning hours lists, SchoolTool</p>

Program	Need/ Objective	Activity	Outcome/ Evaluation	Staff/ Resources
<p><u>Senior At-Risk Meetings</u> Target Grade: 12 Time Frame: 2nd quarter –June Domain/Standard: ASCA: Academic, Personal NYS: Education, Communication CDOS: Standard 3a. Universal Foundation Commencement.</p>	<p>Seniors in academic jeopardy of not graduating in June need additional one-on-one motivation to offer students all possible support to stay on track for graduation.</p>	<p>Counselors meet with students at risk of not graduating and their families throughout the year to share updates, grades, attendance and progress. Plans are developed to increase student success in failed classes and/or exams. Faculty is kept up to date regarding graduation needs.</p>	<p>Students will be more invested in doing well academically, and graduate in June.</p>	<p>Counselors, teachers, schedules, and report cards. Administrators as needed.</p>
<p><u>Sophomore Conference</u> Target Grade: 10 Time Frame: April, May Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Communication CDOS: Standard 3a. Universal Foundation Commencement.</p>	<p>Sophomores need information about careers/colleges. Counselors need to gather information for student career plans. Sophomores need to finalize courses for the next school year. To meet with sophomores to gain and dispense information about career, college preparation, scheduling and current school year.</p>	<p>Counselors prepare sophomore fact sheets and other info for sophomore conferences. Counselors schedule sophomores, review grades and meet with each student individually. Current grades and future plans are discussed and career plans updated. Courses for next year are finalized. Parents are informed that conferences will begin and can attend if desired.</p>	<p>Sophomores have more information about steps to take to prepare for future plans and succeed in school.</p>	<p>Counselors, SchoolTool, schedules, grades, career plans, Sophomore fact sheet, NAVIANCE, transcripts.</p>

Program	Need/Objective	Activity	Outcome/Evaluation	Staff/Resources
<p><u>Weekly Department/Principal Meetings</u> Targeted Grades: 9-12 Time Frame: Year Round Domain/Standard: ASCA: Academic, Personal, Career NYS: Communication, Education, Support, Safety</p>	<p>Counselors need to maintain good communication with administration in order to coordinate school wide programs and stay abreast of issues confronting students and faculty. Meeting weekly provides a forum to address changes, projects and problems and ensure clear communication between counselors and administration.</p>	<p>Counselors and Principal meet weekly to review concerns, coordinate projects and events and share pertinent information which impacts students, staff and community.</p>	<p>Improved communication between counselors and administration. Improved coordination of school-wide programs such as course registration, scheduling and regents administration.</p>	<p>All counselors, principal, guidance secretary, calendars, Schooltool, reports, quiet office</p>
<p><u>Peer Mediation Training/ Program Coordination/ Mediation Facilitation</u> Target Grade: 9-12 Time Frame: Sept-June ASCA: Academic, Personal NYS: Education, Support, Communication CDOS: Standard 3a. Universal Foundation Commencement.</p>	<p>To provide a non-violent alternative to resolving conflict using trained high school students and faculty members to mediate student disputes.</p>	<p>Student and faculty pairs are scheduled to mediate disputes during school hours. This is critical since conflicts may disrupt the learning process. Students will self refer or be referred by friends or faculty.</p>	<p>Students will resolve problems before they intensify, thus allowing students to regain focus on their academics.</p>	<p>Program Coordinator, student, faculty mediators, private space for training/ mediations, training materials, student schedules. Need Administrative and faculty support to make referrals.</p>



Program	Need/Objective	Activity	Outcome/Evaluation	Staff/ Resources
<p>CTE Counselor Meeting/Visitations Target Grade: 11-12 Time Frame: December, May, June and August Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Communication CDOS: Standard 1. Career Development Commencement. 1. Standard 2. Integrated Learning Commencement. 1. Standard 3b. Career Majors Specialized.</p>	<p>Counselors need information and updates regarding vocational training to better prepare students for post high school careers or exploration for college.</p>	<p>Counselors will meet annually to discuss changes in CTE opportunities, programmatic expectations and professional development. Counselors will collaborate with CTE to schedule a visit for interested students to tour the programs.</p>	<p>Counselors will stay updated as to changes at CTE. Students will have the information needed to decide if they want to attend a CTE program. Counselors will be able to appropriately recommend programs for students and schedule them.</p>	<p>Counselors, CTE staff, CTE program guides and applications, permission slips, contracts..</p>

Program	Need/Objective	Activity	Outcome/ Evaluation	Staff /Resources
<p><u>CTE Student Visitations</u> Target Grade: 10-11 Time Frame: January/February, March Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support CDOS: Standard 1. Career Development Commencement. 1. Standard 2. Integrated Learning Commencement. 1. Standard 3b. Career Majors Specialized</p>	<p>Students need exposure to vocational opportunities to make informed decisions with regard to their future participation in CTE programs.</p>	<p>Counselors will plan a half day visitation to Albany CTE Center for students to tour programs available to them for the following school year. Students will be informed via announcements and information sheets and will then sign up for the trip. Students will bring in signed permission slips to participate. Students and a counselor will take a bus to CTE for the half-day visit.</p> <p>Open House information will be sent out to families and students so they can visit together or if they were closed out of the Field Trip Visit due to the 50 max.</p>	<p>Students will select appropriate CTE programs to attend and will make informed decisions to continue on or change career direction based on their participation in the CTE program.</p>	<p>Counselors, guidance secretary, CTE personnel, bus driver, permission slips, information sheets, sign-up sheet, bus.</p>
<p><u>Military Advisement</u> Target Grade: 9-12 Time Frame: Year Round Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Communication CDOS: Standard 3a. Universal Foundation Commencement.</p>	<p>To provide information regarding opportunities in the military. Provide the recruiters with academic/graduation info on students as needed.</p>	<p>Advisement sessions with members of the armed forces if needed. Arrange for military personnel to set up a table as requested. Provide the student information regarding the military as needed.</p>	<p>Students will receive information regarding possible options in the military. Students wishing to join the military will graduate on time.</p>	<p>Counselors and military personnel, guidance secretary, information packets, contact info.</p>



Program	Need/Objective	Activity	Outcome/Evaluation	Staff/Resources
<p>PSAT Administration Target Grade: 10,11 Time Frame: Oct., Nov. Domain/Standard: ASCA: Academic, Career NYS: Education, Support, Communication CDOS: Standard 1. Career Development Commencement. Standard 2. Integrated Learning Commencement. Standard 3a. Universal Foundation Skills. Standard 3b. Career Majors</p>	<p>Students will take this practice test under realistic testing conditions to gain experience with the test format of SAT/ACT. Taking these tests provides students, parents and counselors with accurate predictors of SAT/ACT scores and likelihood of college acceptance.</p>	<p>Counselors will administer standardized tests, specifically the PSAT, during the first semester of the students' sophomore and junior year. Counselors will proctor this timed test and dispense info regarding results once in. Counselors will review scores individually with students at their annual review.</p>	<p>Students will become familiar with standardized test procedures and types of questions they can expect when taking the ACT and SAT during their junior year. Counselors will receive feedback from students following exams. Students receive interpretation of their scores and can participate in prep classes to improve scores if desired.</p>	<p>High school counselors, IT, custodial staff, guidance secretarial staff</p> <p>Testing room, testing materials, registration forms, microphone, mailings, Chromebooks and extra Chromebooks.</p>

Program	Need/ Objective	Activity	Outcome/ Evaluation	Staff/ Resources
<p>Senior Conferences Target Grade: 12 Time Frame: September, October, November Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support CDOS: Standard 3a. Universal Foundation Commencement.</p>	<p>Counselors need to review graduation status, post high school plans, and the college admission process with seniors. To assist seniors with post high school planning and review courses required for graduation.</p>	<p>Counselors meet with each senior to discuss post high school plans and steps needed. Counselors review application questions and the financial aid process as needed. Graduation requirements, diploma status and transcripts are also reviewed.</p>	<p>Students understand the college/job application process. Students will file complete and timely applications for college admissions/ employment. Students will obtain financial aid information to successfully complete the application process.</p>	<p>Counselors. Transcripts, recommendation request forms, activity sheet worksheet and samples, application check sheets, parent recommendation sheets, senior conference checklist, SUNY application info, Naviance, SAT/ACT registration information, college catalogs, important dates for senior year, senior cards. Preparation time for updating information and handouts.</p>

<p>Instant Admit Days Target Grade: 12 Time Frame: October, November Domain/Standard: ASCA: Academic, Career NYS: Education, Communication CDOS: Standard 3a. Universal Foundation Commencement.</p>	<p>Students are encouraged and supported in completing their college application process. Students will find out on the spot if they are accepted to a particular school after a 10-20 minute meeting with college admissions reps.</p>	<p>Students are informed of upcoming Instant Admit dates through the CC&C and daily announcements and/or website. Students meet with admissions at a designated time with their completed application and transcript and get an acceptance decision at that time. .</p>	<p>Students receive valuable interview experience in a 1:1 setting with a college official. Students will apply and get admission decision and sometimes scholarship awards in their short meeting with college admissions.</p>	<p>High school counselors, guidance secretary, college applications, transcripts, Meeting room(s).</p>
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Program	Need/ Objective	Activity	Outcome/Evaluation	Staff/ Resources
<p>Junior Conferences Target Grade: 11 Time Frame: January, February, March Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support CDOS: Standard 3a. Universal Foundation Commencement.</p>	<p>Juniors need information regarding careers, college majors, the college/career application process and their progress toward graduation and their goals. To explain the college/career application process, gather information on future plans, and give information on colleges.</p>	<p>Counselors meet with each junior and go over course selections for next year and post HS plans. College visitation is stressed and college search information and resources are reviewed. Activity Sheets and brag sheets are requested. Graduation requirements, diploma type, recommendation and SAT/ACT information are discussed.</p>	<p>Students will have the necessary information to begin/continue the college career search process. Students will be aware of graduation requirements and importance of academic success.</p>	<p>Counselor, Transcripts, recommendation request forms, Junior Conference checklist, activity sheet worksheet and samples, parent and student brag sheets, Naviance, SAT/ACT and course selection sheets. Preparation time for updating information and handouts.</p>
<p>College Caravan Target Grade: 11,12 Time Frame: Fall & Spring Domain/Standard: ASCA: Academic, Career NYS: Education CDOS: Standard 3a. Universal Foundation Commencement.</p>	<p>Students need to become aware of post-secondary education opportunities and requirements in their college selection process. Students will meet with college representatives to gather information and determine their mutual compatibility.</p>	<p>Students will attend college fair held at Mohonasen of local colleges and their representatives</p>	<p>Students will have a better understanding of various college program offerings and requirements.</p>	<p>High school counselors, admission representatives, guidance secretaries. location, custodians, parking and tables for reps.</p>

Program	Need/Objective	Activity	Outcome/Evaluation	Staff/Resources
<p>College Representative Visits Target Grade: 10-12 Time Frame: September-December Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Communication CDOS: Standard 3a. Universal Foundation Commencement.</p>	<p>Students will gain a clearer perspective of whether a college will be a good match for them. Counselors stay up to date with college offerings.</p>	<p>College representatives make appointments beginning in August with guidance secretary. Students are informed of upcoming visits through Naviance and tv screens. Students meet with representatives of their choice and gather needed information on the school. College reps share updates on programs, admissions requirements, etc. with counseling staff and leave written info to reference or give out as needed. One school counselor also attends each meeting.</p>	<p>Students make informed choices regarding applying to and visiting colleges. Students will be able to get information about a college and assess a school's compatibility in a timely, efficient manner.</p>	<p>High school counselors, guidance secretary, College Profile Sheets, Mohonasen Profile Sheets. Meeting room.</p>

<p>Regents Exam Attendance and phone calls Target Grade: 9-12 Time Frame: Jan. & June Domain/Standard: ASCA: Academic, NYS: Education, Support, Communication CDOS: Standard 2. . Commencement.</p>	<p>Students who are absent from their regents exam need to be called so they can try to get here to take it asap.</p>	<p>Counselors take attendance in all testing locations and call parents of absent students.</p>	<p>Students will be present for Regents exams that they need to take or retake to work toward graduation.</p>	<p>Counselors, test schedule, proctors names and locations.</p>
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Program	Need/Objective	Activity	Outcome/ Evaluation	Staff/ Resources
<p><u>Junior Panel</u> Target Grade: 11 Time Frame: January Domain/Standard: ASCA: Career NYS: Education, Communication CDOS: Standard 3a. Universal Foundation Commencement.</p>	<p>11th graders and their parents will receive a review of the college search & application process to assist their progress.</p>	<p>A panel of 2- and 4-year school admissions representatives, a parent of former MHS students and a former student answer questions posed by a moderator (counselor) on the application process, transferring from a 2 to a 4 year school, touring and interviewing and financial aid. Counselors demonstrate the Naviance college search website that can be used in this process. Question and answer session follows panel presentation.</p>	<p>Juniors and their parents understand the college application process. Applications are handed in on time and students apply to appropriate colleges. Parents and students fill out evaluations at the end of the program.</p>	<p>HS counselors Naviance, mailed flyers, evaluations, handouts, LGI, College Admissions reps.</p>

<p><u>Graduation Worksheet Maintenance</u> Target Grade: 12 Time Frame: Dec, May & June Domain/Standard: ASCA: Academic, NYS: Education, Support, Communication CDOS: Standard 2. Commencement.</p>	<p>Student diploma types, progress toward graduation, seals and endorsements and post high school plans need to be continuously updated and communicated to the appropriate staff.</p>	<p>Counselors determine diploma type and enter appropriate codes for each student, track what is needed to complete the diploma and any extra seals, credentials, including courses, Regents exams, WBL hours, appeals, etc. and update as grades become available. Changes and updates are made and shared with others for accurate graduation program, grad records, diploma endorsements, final transcript submission and end of year statistics.</p>	<p>Students will get the correct diploma, accurate records and stats will be available.</p>	<p>Counselors, secretaries, diploma worksheet, diploma endorsements, Naviance, State diploma codes</p>
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Program	Need/Objective	Activity	Outcome/Evaluation	Staff/Resources
<p>Updating Naviance Target Grade: 9-12 Time Frame: Year Round Domain/Standard: ASCA: Academic, Career, Personal/Social NYS: Education</p>	<p>Students need to be knowledgeable about careers and the educational requirements necessary to qualify for jobs in those fields. Updated information needs to be imported and updated in Naviance for college application supplemental info submission.</p>	<p>Welcome pages are updated with current info, practices and documents. GPA and rank are uploaded as they are recalculated each semester and new faculty are added as needed. New documents are uploaded into Naviance for student access. Transcripts need to be uploaded and updated throughout the year so that supplemental student records and transcripts can be submitted to colleges applied to.</p>	<p>Students will be knowledgeable of career and college information, expectations and requirements. Students will enter into post-secondary training in a career/major that fits their interests and abilities. Colleges will receive supplemental application forms on time.</p>	<p>Counselor, Naviance, updated application processes and information, latest forms, Transcripts, SchoolTool.</p>
<p>Final Grades Verification Target Grade: 9-12 Time Frame: end of semester 1 and end of year Domain/Standard: ASCA: Academic, NYS: Education, Support, Communication CDOS: Standard 2. Commencement.</p>	<p>Final grades at the end of each semester need to be checked for completeness and collected for record keeping.</p>	<p>Counselors look through all printed grade verification reports for all courses with final grades. Accuracy is verified and grades are kept and referenced as needed.</p>	<p>Students will get accurate final grades, Regents scores will be input and other check out processes checked so students get awarded credit or rescheduled for failed courses.</p>	<p>Counselors, End of Semester/Year forms</p>

Program	Need/Objective	Activity	Outcome/Evaluation	Staff/Resources
<p><u>C&CC Newsletter & Post/Advertise/Nominate or recruit students for various opportunities</u> Target Grade: 9-12 Time Frame: Year Round Domain/Standard: ASCA: Academic, Career, Personal/Social NYS: Education</p>	<p>Students need to be knowledgeable about opportunities available to them regarding careers, college, service, etc.. Updated information needs to be disseminated to students.</p>	<p>Opportunities are posted in the Google Classroom, in the office, on the announcements, TVs, bulletin boards, sent through email and/or Parent Square as appropriate.</p>	<p>Students will be knowledgeable of career and college information, expectations and requirements. Students will enter into post-secondary training in a career/major that fits their interests and abilities. Colleges will receive supplemental application forms on time.</p>	<p>Counselor, Naviance, updated application processes and information, latest forms, Transcripts, SchoolTool.</p>
<p><u>Track, Document, and Create Steps, Timelines and Reference Materials for Counselor Responsibilities</u> Target Grade: 9-12 Time Frame: quarterly Domain/Standard: ASCA: Academic, NYS: Education, Support, Communication CDOS: Standard 2. Commencement.</p>	<p>New counselors to the district will need reference materials and steps to follow for all counselor activities when senior counselors leave. To help ease the learning curve and transition of those new to the tasks.</p>	<p>Senior counselors record the process for coordination of another or more large scale activities since there are so many behind the scenes steps to them. Reference materials are printed, steps are as detailed and illustrated as possible and are made more thorough and improved on each year.</p>	<p>Coordination of counseling plan activities is as efficient and goes as smoothly as possible.</p>	<p>Counselors, Training materials, Google Docs, Binders</p>

Program	Need /Objective	Activity	Outcome/ Evaluation	Staff/ Resource
<p><u>Course Selection & 8th grade info Night</u> Target Grade: 8 Time Frame: January/February Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Communication CDOS: Standard 3a. Universal Foundation Commencement.</p>	<p>Students require assistance in selecting courses appropriate for their educational plans and graduation requirements.</p>	<p>Counselors attend 8th grade Info Night evening program and answer questions that 8th graders and families may have about the HS and courses for 9th grade. HS counselors present course information to 8th graders in groups and walk them through selecting their art/music/tech (and possibly an elective) courses based on the room they will likely have in a schedule as a freshman. Counselors collect sheets from students, answer questions, clarify selections and input requests. Requests get mailed home in May for parental signatures.</p>	<p>Students will have a schedule that supports his or her vocational and educational plans, while assuring district and state compliance.</p>	<p>Counselors, 8th grade counselor, scheduling sheets, teacher recs, powerpoint presentation with updated scheduling courses.</p>

<p><u>Naviance Exposure/Instruction</u> Target Grade: 9-12 Time Frame: Year Round Domain/Standard: ASCA: Academic, Career, Personal/Social NYS: Education CDOS: Standard 1. Career Development Commencement. Standard 2. Integrated Learning Commencement. Standard 3b. Career Majors</p>	<p>Students need to understand how their interests, personality and strengths relate to the college selection process and career search. To give students the resources needed to integrate their interests with research related to their career, college and scholarship opportunities. Students can sign up to attend college visits in the guidance conference room.</p>	<p>Counselors will demonstrate and describe how to use the Naviance Website to research careers, colleges and scholarships. This is addressed in individual meetings with students.</p>	<p>Students will access relevant college and career information as they continue to formulate their educational goals and post-secondary plans. Students will select appropriate careers, colleges, college majors and scholarships with accurate and up-to-date information</p>	<p>Counselors, Naviance subscription.</p>
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Program	Need/Objective	Activity	Outcome/Evaluation	Staff/Resources
<p><u>FAFSA Workshop Night</u> Target Grade: 12 Time Frame: Fall Domain/Standard: ASCA: Academic, Career NYS: Education, Communication CDOS: Standard 3a. Universal Foundation Commencement.</p>	<p>Many families need assistance as they complete the FAFSA and TAP financial aid forms.</p>	<p>Parents and students will work through completing financial aid forms.</p>	<p>Parents and students will better understand and successfully complete the college financial aid application process.</p>	<p>Counselors, financial aid experts, school issued Chromebooks, guidance secretary, classrooms, promotional mailing.</p>
<p><u>Regents Exam Appeals</u> Target Grade: 10, 11 & 12 Time Frame: February, June and Sept Domain/Standard: ASCA: Academic, Personal; Career NYS: Education, Support, Communication</p>	<p>To track and prepare the paperwork for students who may need to appeal a regents exam to graduate. To communicate information about the process, need, availability, etc to students and parents.</p>	<p>Regents exam scores and eligibility to appeal need to be tracked. Paperwork is done for those students appealing a score. Communication with parents and students.</p>	<p>Students, parents and administrators will know that certain students are eligible to appeal and they will be given the opportunity to meet that graduation requirement.</p>	<p>Counselors, State Regs, Principal, teachers, conf room, appeal forms.</p>
<p><u>Parent Square</u> Target Grade: 9-12 Time Frame: Year-round Domain/Standard: ASCA: Academic, Personal; Career NYS: Education, Support, Communication</p>	<p>To share information with parents and students in a timely fashion regarding information that is pertinent to them.</p>	<p>Notifications are composed and the needed supplemental information is sent out.</p>	<p>Families and students will be informed of opportunities and events that are instrumental in their school success or future planning.</p>	<p>Counselors, guidance secretary, Parent Square</p>

Program	Need/Objective	Activity	Outcome/Evaluation	Staff/Resources
<p>Course Selection Target Grade: 9-11 Time Frame: January, 1 day of grade level meetings; Annual Review for each student throughout the year Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Communication CDOS: Standard 3a. Universal Foundation Commencement.</p>	<p>Students require assistance in selecting courses appropriate for their educational plans and graduation requirements. To individually help students design a realistic and challenging class schedule to meet requirements and promote post-secondary success.</p>	<ol style="list-style-type: none"> 1) Students receive a course selection sheet, and teachers in every area review course options in that subject, recommending students as appropriate. Students are expected to review their proposed schedule with parents. 2) Counselors and teachers present elective area options to students in groups. Credits and backup courses are checked as students turn in their scheduling sheets. 3) Student course requests are input into the computer. 4) Counselors schedule an annual review with each student - these run throughout the year.. 5) Counselors follow-up with students regarding problems with their schedules throughout the summer. 6) Failures are rescheduled after summer school sign ups and again after summer school completion. 7) Appropriately reschedule students for AIS courses as determined by subject administrators. 	<p>Students will have a schedule that supports his or her vocational and educational plans, while assuring district and state compliance.</p>	<p>Counselors, Administrators, Teachers, scheduling sheets, grade level info sheets, LGI, Auditorium, powerpoint presentation with updated scheduling courses, CTE info and other grade related info..</p>

Program	Need/Objective	Activity	Outcome/Evaluation	Staff/Resources
<p><u>College Application Processing</u> Target Grade: 12 Time Frame: October – March Domain/Standard: ASCA: Academic NYS: Education CDOS: Standard 3a. Universal Foundation Commencement.</p>	<p>Seniors' college applications need to be processed. Transcripts and recommendations must be sent out to colleges in a timely manner and present students in the best possible light.</p>	<p>Counselors review essays, activity sheets, student and parent brag sheets and other information to be sent out to colleges, giving feedback to students. Transcripts are printed/uploaded, checked and completed with the school profile and made official. Counselors maintain records of applications sent out via School Tool, Naviance and other online systems.</p>	<p>Colleges receive all required information needed to assess each student's application in a timely fashion.</p>	<p>Counselors, guidance secretaries, college files, applications, transcripts, essays, activity sheets, counselor forms, student files, recommendations, supplemental information, application checklists, School Tool and Naviance.</p>

<p><u>HS Counselors meeting with 8th Grade Counselor</u> Target Grade: Incoming 9th Grade Time Frame: May/June Domain/Standard: ASCA: Academic, Personal; NYS: Education, Support, Communication, Safety</p>	<p>To obtain academic and developmental information for incoming ninth grade students from their middle school counselor.</p>	<p>HS counselors meet with the 8th grade counselor. This meeting will provide an opportunity for them to become aware of background information and the special academic and social needs of entering students.</p>	<p>HS counselors will be knowledgeable of the needs and backgrounds of incoming 9th grade students. They will have critical information about their new students and families before meeting them.</p>	<p>High school counselors and 8th grade counselor, student records, list of students by counselor.</p>
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Program	Need/Objective	Activity	Outcome/Evaluation	Staff/Resources
<p><u>High School AIM Meetings</u> Target Grades: 9, 10, 11, 12 Time Frame: Year-round Domain/ Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Communication CDOS: Standard 3a. Universal Foundation Commencement.</p>	<p>To provide a team-centered approach in identifying / supporting students academically at-risk in order to enhance their chances for success in their classes and on the regents exams, with the ultimate goal of graduation from high school.</p>	<p>Teams of guidance counselors, teachers, and Administrators meet to discuss academically at-risk students, identifying strategies to help them meet success. These teams meet on a regularly scheduled basis as determined at the beginning of each school year.</p>	<p>Students will be identified and referred to appropriate academic support services and/or school staff and will demonstrate academic improvement and success.</p>	<p>Guidance counselors, teachers, special education teachers, administrators, social workers, meeting room, student at-risk agenda.</p>

<p><u>Advanced Placement Program Coordination</u> Target Grade: 10-12 Time Frame: September –May Domain/Standard: ASCA: Academic NYS: Education, Communication</p>	<p>Students are given the opportunity to take college level coursework and possibly earn college credit. To offer courses to students that will expand their coursework and provide a variety of academic experiences at the college level.</p>	<p>Designated counselor will serve as Advanced Placement Coordinator, to coordinate the AP testing process including ordering exams, staying up to date on new procedures and changes, securing proctors & rooms, and administration of all exams.</p>	<p>To provide opportunities to students to take challenging coursework and earn college credit through AP courses and exams.</p>	<p>H.S. Counselors (spec. AP coordinator) H.S. Principal, MHS Master Schedule, FamilyID, school issued Chromebooks, proctors, all College Board AP manuals</p>
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Program	Need/Objective	Activity	Outcome/Evaluation	Staff/Resources
<p><u>Recommendation Writing</u> Target Grade: 9-12 Time Frame: Year Round ASCA: Academic, Career NYS: Education CDOS: Standard 3a. Universal Foundation Commencement.</p>	<p>Students require counselors to write recommendations to employers, scholarship committees, and college admission representatives.</p>	<p>Counselors will provide recommendations, evaluations to students upon student request. Gather academic personal information from teachers, parents. Gather student activity sheets and brag sheets.</p>	<p>Students' applications will include recommendations which will enhance the overall presentation of the student to the committees they are applying to. Counselors will receive feedback from admissions staff at colleges and universities as well as employers and scholarship committees.</p>	<p>H.S. Counselors, CCC Secretary, Student activity sheets, parent recommendations, transcripts, Career Plans</p>
<p><u>C&CC Web Page</u> Target Grade: 9-12 Time Frame: Year-Round Domain/ Standard: ASCA: Academic, Personal, Career NYS: Education, Communication</p>	<p>Students and parents need information to support success throughout high school. To provide parents and students with information regarding Mohonasen information and resources available to them.</p>	<p>High school counselors will provide communications specialist with information outlining annual conferences, timelines and other important and useful information and resources. Academic Administrators and teachers will be asked to update Course Catalog as needed.</p>	<p>Parents and students will access the website to become more aware of the various functions of the counseling and career center and see it as a viable resource.</p>	<p>H.S. Counselors, CCC Secretary, AAs, teachers from each dept, Communications Specialist, updated timelines</p>

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

<p><u>GED Support</u> Target Grade: GED students Time Frame: school year Domain/Standard: ASCA: Academic, NYS: Education, Support, Communication CDOS: Standard 2. Integrated Learning. Commencement.</p>	<p>Students who are part of the GED program need academic, social-emotional and career planning support. Students repeatedly not being successful through traditional school may be appropriate for the GED program.</p>	<p>Counselors continue to support students in the GED program. Parent communication, meetings and student meetings along with monthly meetings with the GED teacher and administrator occur to keep everyone up to date with current student progress as well as any potential student information.</p>	<p>Students will continue to be engaged in and actively take steps toward getting their GED or getting into the program.</p>	<p>Counselors, administration, GED teacher, pretests, outside agencies such as Schenectady Connects.</p>
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Program	Need/ Objective	Activity	Outcome/ Evaluation	Staff/ Resources
<p>Scholarship Process Target Grade: Primarily 12 (Some 9-11) Time Frame: Year Round September-May, as scholarships come in Domain/Standard: ASCA: Academic, Personal NYS: Education, Communication CDOS: Standard 3a. Universal Foundation Commencement.</p>	<p>Students need to be aware of the scholarship opportunities available from Mohonasen High School and community agencies. To help students research potential scholarship opportunities.</p>	<p>Students access scholarships posted by CCC on Naviance, on scholarship bulletin board and through referral to online resources such as Fast Web and cappex.com. Counselors also serve on the Mohonasen Scholarship Committee with one counselor acting as Chairperson of the committee to verify scholarship offerings, plan agenda, track applicants, communicate essays and academic info regarding applicants prior to the scholarship committee meeting.</p>	<p>Students will become aware of and apply for various scholarships and recognitions. Students are recognized at the Mohonasen High School Academics Awards Night in May. They are awarded scholarships given them by the Mohonasen Scholarship Committee and other community agencies.</p>	<p>Counselors, CCC Secretary, scholarship committee, Naviance, scholarship applications from community agencies</p>
<p>APEX (Credit Recovery) Target Grade: 9-12 Time Frame: as needed Domain/Standard: ASCA: Academic, NYS: Education, Support, Communication CDOS: Standard 2. Integrated Learning. Commencement.</p>	<p>Students who have previously taken a course and failed may be eligible to enroll in APEX online learning. Students can participate if they cannot fit the course back into their schedule.</p>	<p>Counselors look at the students schedules to determine if a course can be rescheduled. If they cannot, counselors update and add the student to an APEX spreadsheet and notify administration on the new addition. The student is then also scheduled into the APEX room for certain times to work on their curriculum.</p>	<p>Students will make up their credits in addition to taking their other classes. This allows them the opportunity to not fall behind academically.</p>	<p>Counselors, administration, APEX room teacher, APEX curriculum and subscription, computers.</p>

Program	Need/ Objective	Activity	Outcome/ Evaluation	Staff/ Resources
<p><u>SEL Presentations</u> Target Grade: 9 Time Frame: Fall Domain/Standard: ASCA: Social Emotional NYS: Education, Support CDOS: 3a Universal Foundation Skills</p>	<p>The purpose of these presentations is to increase student awareness of mental health resources and coping skills.</p>	<p>Conduct 45 minute presentations to the 9th grade through English classes.</p>	<p>Students have an understanding of who to access within the schools and ways to support their peers in crisis.</p>	<p>Counselors, Social Workers, Psychologist</p>

<p><u>FAFSA Completion Tracking</u> Target Grade: 12 Time Frame: end of year Domain/Standard: ASCA: Academic, NYS: Education, Support, Communication CDOS: Standard 2. Commencement.</p>	<p>Students need to complete the required financial aid forms in order to capitalize on any aid that they may be eligible to receive.</p>	<p>Counselors verify through HESC which seniors have completed the FAFSA and follow up with families who have not. Counselors assist those who should be filing for financial aid and asking those who do not to sign the state form for tracking..</p>	<p>Students will get the maximum amount of federal and state financial aid.</p>	<p>Counselors, HESC portal access, FAFSA, TAP forms</p>
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Program	Need/ Objective	Activity	Outcome/ Evaluation	Staff/ Resources
<p><u>School Initiatives Committees (Code of Conduct, Culture, Building Leadership Team, Suburban Council Committee Representative)</u> Target Grade: 9-12 Time Frame: School Year Domain/Standard: ASCA: Academic, NYS: Education, Support, Communication CDOS: Standard 2. Integrated Learning. Commencement.</p>	<p>Counselors are an important part of school building initiatives and participation on each committee ensures representation by the department.</p>	<p>At least one counselor sits on each committee and committees meet once per month according to a building schedule set at the beginning of the school year.</p>	<p>These committees meet on a regularly scheduled basis as determined at the beginning of each school year.</p>	<p>School counselors, teachers, administrators, Suburban Council school counselors</p>

Middle & High School Counseling Program Activities

Program	Need/ Objective	Activity	Outcome/ Evaluation	Staff/ Resources
<p>Academic Intervention Services (AIS) Target Grade: 6-12 Time Frame: Year Round Domain/Standard: ASCA: Academic, Personal NYS: Education, Support, Communication CDOS: Standard 3a. Universal Foundation Commencement.</p>	<p>Students are identified as needing AIS support to help them be successful in school and ultimately meet the NYS Learning Standards. Students are identified through standardized tests (NYS Assessments), grades, and teacher recommendations.</p>	<p>Selection, scheduling and monitoring of students receiving the following services: AIS classes, remedial labs, social work, attendance monitoring. Responsible for maintaining and balancing schedules, and parent correspondence through letters, phone calls and parent conferences.</p> <p>In addition, counselors update SchoolTool to reflect changes to AIS programming.</p>	<p>Students receive stronger grades in school and ultimately meet the NYS requirements for graduation. Student grades, test scores, attendance in school improve.</p>	<p>Counselors, Building Administrators, Teachers Student records, test scores, grades, Letters to parent/guardian</p>
<p>Directed Planning Target Grade: 6-12 Time Frame: as needed Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Communication; Safety</p>	<p>Develop school wide objectives through collaborative planning to ensure student safety, instruction, educational and career goals.</p>	<p>Counselors join colleagues from other disciplines, working collaboratively to develop ideas from videos and discussion to have a school wide approach to student and building issues.</p>	<p>Students will have the support of counselors, administration and faculty relating to academic and personal support through collaborative planning.</p>	<p>Counselors, administration, faculty</p>

Program	Need/ Objective	Activity	Outcome/ Evaluation	Staff/ Resources
<p><u>Summer School Communication/Registration</u> Target Grade: 6-12 Time Frame: June Domain/Standard: ASCA: Academic NYS: Education, Communication CDOS: Standard 3a. Universal Foundation Commencement.</p>	<p>Students and parents need to be notified of course failures, summer school eligibility and summer school.</p>	<p>Counselors gather accurate information from teachers regarding students who have failed courses and/or failed state exams. Counselors share information with families and recommend summer courses, tests or next steps. Counselors register students for summer school classes.</p>	<p>Parents and students will receive timely and accurate information regarding failed courses, summer school eligibility and registration info. Eligible students registration.</p>	<p>School counselors, secretaries, summer school principal, summer school info, course failure/state exam failure lists, summer school forms, transcripts.</p>

<p><u>Parent/Teacher/Student/Counselor Conferences</u> Target Grade: 6-12 Time Frame: School Year Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Communication CDOS: Standard 3a. Universal Foundation Commencement.</p>	<p>Parents/guardians of students, teachers, and counselors need to periodically exchange information on students. To parents/guardians an opportunity to discuss student achievement with classroom teacher(s) and their counselor in order to improve student success.</p>	<p>Conferences are scheduled by counselors and are requested by teachers or parents. All teachers are invited to attend. At the meeting, areas of strength and weakness are discussed and a plan is devised to help the student achieve higher academic success.</p>	<p>Parent/school communication is enhanced to assure student success. The goal is for student achievement and behavior to improve.</p>	<p>Teaching and guidance counseling staff. Student grades, student standardized test scores, student progress information.</p>
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Program	Need/Objective	Activity	Outcome/Evaluation	Staff/Resources
<p><u>Liaison with Outside Agencies</u> Target Grade: 6-12 Time Frame: Year-Round Domain/Standard: ASCA: Personal, Academic NYS: Education, Support, Safety CDOS: Standard 3a. Universal Foundation Commencement.</p>	<p>Coordination of services between the school and agencies and/or therapists working privately with a student are necessary to assure that providers are informed and working towards the same goal. To coordinate with caseworkers and therapists interventions to improve a student's academic success and emotional stability in school.</p>	<p>Telephone consultation, arranged meetings between student, agency worker or therapist and guidance counselor to discuss current student issues and progress.</p>	<p>Improved student success through informed coordination of services. Feedback from outside referral source.</p>	<p>School counselors, social workers. Signed parental release giving permission to share information, student records.</p>
<p><u>Individual Counseling</u> Target Grade: 6-12 Time Frame: Year Round Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Safety, Communication CDOS: Standard 3a. Universal Foundation Commencement. Standard 3b. Career Majors</p>	<p>During the school year students may encounter academic or social-emotional challenges that may require short term counseling support. Used to assist and counsel a student exhibiting behaviors that prevent him/her from learning.</p>	<p>Short term school based counseling is conducted while meeting with the student to assess needs, emotional state, interventions needed, referrals needed.</p>	<p>Individual counseling will help students going through difficult situations to cope with their problems, thereby allowing them to return to class and stay on target academically.</p>	<p>Counselors, student assistance counselor, social workers, psychologists, office space, student records, outside agency information.</p>

Program	Need/Objective	Activity	Outcome/ Evaluation	Staff/Resources
<p><u>Crisis Intervention and Evaluations</u> Target Grade: 6-12 Time Frame: School Year Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Safety, Communication CDOS: Standard 3a. Universal Foundation Commencement.</p>	<p>Students experiencing or demonstrating extreme emotional distress within the school environment require immediate intervention. Diffuse potentially dangerous or hazardous situations in order to stabilize the student in an effort to keep them from hurting themselves or someone else.</p>	<p>Counselor meets with student(s) to try to discuss and diffuse crisis situations. Counselors assess students who are expressing suicidal or injurious thoughts. Provide appropriate interventions including notification to the student's parent(s) and/or outside referral, if necessary.</p>	<p>Follow-up with the student, parents, teachers and any outside resources to determine the outcome.</p>	<p>Counselors, social workers, school psychologist, administrator, office space, outside resources, as needed.</p> <p>Columbia Risk Assessment</p>
<p><u>CSE/504 Referrals</u> Target Grade: 6-12 Time Frame: Year Round Domain/Standard ASCA: Academic, Personal, Career NYS: Education, Support, Communication CDOS: Standard 3a. Universal Foundation Commencement.</p>	<p>To determine if a child has a physical, learning or emotional disability impacting their education when other interventions have not increased the student's success.</p>	<p>Counselors prepare the referral form, discuss its implications with parents, inform the child's teachers and school principal.</p>	<p>Students in need of 504s or individual education plans will be appropriately identified by the district's committees. Students are assessed, and the committee meets to discuss.</p>	<p>Counselor, School Psychologist, CSE/504 committee, permanent record folder, CSE/504 referral forms, attendance, standardized testing results, attempted interventions, teacher updates and transcripts.</p>

Program	Need/Objective	Activity	Outcome/Evaluation	Staff/Resources
<p><u>CSE/ 504 Review</u> Grade: 6-12 At least yearly, per student ASCA: Academic, Personal, Career NYS: Education, Support, Communication CDOS: Standard 3a. Universal Foundation Commencement.</p>	<p>Students and parents need information regarding the student's academic program. Some students who do not qualify for special education services still need some accommodations to help them be successful.</p>	<p>Counselors provide academic and career information and updates as known about their counselee to assist in assessing the appropriateness of the student's IEP or 504 Plan. They may also provide information about the student's study habits or difficulties, as known. Counselors will also provide information on student's course selection for the following year. Counselor secures a regular education teacher for all 504 reviews and progress updates from other teachers.</p>	<p>Students will be placed to, or remain in, an appropriate program with appropriate accommodations. IEP/504 and/or schedule will be adjusted as necessary to encourage academic success.</p>	<p>Director of Special Education, school psychologist, special education teacher, principal, school counselor, student, parent and regular education teacher. Copy of report card/interim, student's file, copy of transcript, course selections for following year, sheet for annual review notes. IEP or 504 Plan, teacher updates.</p>

<p><u>Graduate/ High School Intern Supervision/Train New Counselors</u> Target Grade: 6-12 Time Frame: all year Domain/ Standard: ASCA: Academic, Personal, Career NYS: Education CDOS: Standard 3a. Universal Foundation Commencement</p>	<p>School counseling graduate students and MHS interns at the MS need supervision by a certified school counselor. Students will experience the role/ responsibilities of middle and/or high school counselors under supervised conditions. New Counselors need support, direction and assistance.</p>	<p>High school students are responsible to shadow a school counselor for one period every day. They are exposed to the guidance profession and are asked to provide academic support to a younger child. Graduate students are expected to fulfill the requirements of a NY Accredited School Counseling Program. Preparation includes: developing schedules, weekly supervision meetings to provide feedback, meeting with the graduate school supervisor. New counselors need help with many different types of situations.</p>	<p>Intern will develop a thorough understanding of the varied responsibilities and duties of a school counselor. High school students will pass CEIP class. Graduate students will successfully complete an internship program. New Counselors learn new information and integrate into the position..</p>	<p>Middle school and high school counselors, graduate university expectations, CEIP expectations, regulations, school policies.</p>
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Program	Need/Objective	Activity	Outcome	Staff/Resources
<p><u>Academic Progress Checks</u> Target Grade: 6-12 Time Frame: Ongoing Domain/Standard: ASCA:Academic, Personal/Social NYS: Support CDOS: Standard 3a. Universal Foundation Commencement</p>	<p>Parents/guardians of students needing additional information about their child’s academic efforts will call and request information from their child’s teachers.</p>	<p>Counselors will request the appropriate updates to be shared with the student’s parent requesting the info. Contact info will be shared. Counselors follow-up as needed.</p>	<p>Parents will have increased information about their child’s academic effort and progress.</p>	<p>Counselor, teaching staff</p>
<p><u>Capital District Counseling Association Meetings</u> Target Grades: Grade: 6-12 Time Frame: Year Round Domain/Standard: ASCA: Academic, Personal, Career NYS: Education,Support, Safety</p>	<p>Counselors need to get updated information in order to best assist students. To remain current and increase knowledge on topics related to the field.</p>	<p>Counselors attend Association meetings on relevant topics and get updated information as well as exchange ideas with counselors from other districts and colleges.</p>	<p>Counselors remain abreast of new information and topics in the field. Counselors evaluate effectiveness of each meeting through verbal exchange.</p>	<p>Counselors, CDCA programs.</p>
<p><u>Weekly Department Meetings</u> Target Grade: 6-12 Time Frame: Year Round Domain/Standard:</p>	<p>Counselors need to maintain a process consistent from counselor to counselor within the department. Meeting weekly provides a forum to address changes, projects and</p>	<p>Counselors meet weekly to review weekly/monthly logistics/agendas, plan projects and events and share information pertinent to counselors, secretaries and</p>	<p>Improved communication between counselors. All students will receive consistent services and</p>	<p>All counselors, secretary, calendars, Schooltool, annual timeline, reports, quiet office</p>

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

<u>Parent/Counselor Conferences</u> Target Grade: 6-12 Time Frame: School Year Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Safety	Parents/guardians and counselors need to work collaboratively to enhance student performance.	Counselors will meet with parents to discuss student progress or parental concerns regarding academic and social development.	Parent-School communication will be enhanced, student achievement and behavior will improve.	Counselors, student grades, student standardized test scores, student progress information, and administrator as needed. Referral information may also be needed.
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CDOS: Communication Standard 3a. Universal Foundation Commencement				
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Program	Need/Objective	Activity	Outcome/Evaluation	Staff/Resources
<p><u>Schedule Adjustment</u> Target Grade: 6-12 Time Frame: Year-round Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Communication</p>	<p>During the school year students require schedule adjustments or would like to change courses. Requests need to be assessed as to their validity consistent with state and local expectations.</p>	<p>1) Students must discuss possible schedule changes with their counselor. After discussing the change, including the student's reason for wanting the change, the counselor will explain next steps if change is possible. 2) Teacher, parent and administrator input will be ascertained. Once the counselor validates the possibility of the change, the student will obtain the appropriate course drop/level change form from his/her teacher and get appropriate signatures. 3) Once the change is approved, then it is made via the student management system. New schedules are printed and given to students. 4) For teacher/counselor requested changes, (i.e., lab additions/deletions, 6.5 credit check, etc.) – changes will be made and the student informed via a new schedule in homeroom. All necessary teachers will be notified.</p>	<p>Possible consequences of changes will be made clear to parents and students and an informed decision will be made.</p>	<p>Counselors, teachers, principal, master schedule, change request forms and assessment scores.</p>

<p>Balancing Classes Target Grade: 6-12 Time Frame: August Domain/Standard: ASCA: Academic, Personal, Career NYS: Education</p>	<p>Students and teachers benefit from classes being as balanced as possible.</p>	<p>Review class lists and appropriately change student schedules when possible, so class sizes are as balanced as possible.</p>	<p>Courses will be as balanced as possible.</p>	<p>Counselors, principal, master schedule, student requests, computer system.</p>
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Program	Need/Objective	Activity	Outcome/Evaluation	Staff/Resources
<p>Academic At-Risk Mailings Target Grade: 6, 7, 8, 10, 12 Time Frame: Every 5 or 10 weeks Domain/Standard: ASCA: Academic NYS: Support, Communication CDOS: Standard 3a. Universal Foundation Commencement.</p>	<p>Parents/guardians of students with failing grades need information regarding their child's academic standing. Parents/guardians of students with failing grades will understand the ramifications of and consequences of failing.</p>	<p>In addition to ongoing updates of their child's academic progress through the parent portal, counselors prepare letters for the parents and students who are failing at the end of the every 5 or 10 week period. Students who fail a class required for graduation are sent a letter stating such and that it will impact their eligibility for school based programs and/or participation in CTE programs.</p>	<p>Parents will be fully aware of their child's academic standing. Failing students will improve academically.</p>	<p>Counselors and secretary, student grades, failure letters.</p>

<p>Meetings with New Students and Parents Target Grade: 6-12 Time Frame: Year-round, as new students enroll Domain/Standard:</p>	<p>Inform students and parents new to the district about school policies, procedures, and programs to enhance the student's academic and social success. To gain information about the student, their background and their goals.</p>	<p>Counselor conference with students in person or by phone before the student begins school to review records and make a schedule. Policy information is reviewed and academic program, attendance and discipline are discussed as needed. Parents and students are asked to share info about</p>	<p>Students and parents become acquainted with their guidance counselor and administrator as well as get introduced to the school. School personnel know more about the student, their goals and</p>	<p>Counselors, administrators, schedule, records from previous school.</p>
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<p>ASCA: Academic, Personal; Career NYS: Education, Support, Communication; Safety CDOS: Standard 3a. Universal Foundation Commencement.</p>		<p>previous successes and difficulties. A tour of the building may be given if meeting in person and the student's schedule is reviewed.</p>	<p>past high school experience.</p>	
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Program	Need/Objective	Activity	Outcome/Evaluation	Staff/ Resources
<p><u>New Student Scheduling</u> Target Grade: 6-12 Time Frame: Year-round, as new students enroll Domain/Standard: ASCA: Academic, Personal; Career NYS: Education, Support, Communication CDOS: Standard 3a. Universal Foundation Commencement.</p>	<p>To obtain documentation regarding academic, attendance and disciplinary information. To accurately place students in classes which correspond to previous academic placements as much as possible.</p>	<p>With records from the previous school, the student's schedule is made with corresponding classes from the previous district, as much as possible. Graduation requirements are determined and grade level verified. Discuss goals with students and obtain information about current courses and answer family's questions.</p>	<p>Students will be scheduled for courses that will allow them to pursue career goals as well as meet graduation requirements. They will understand any changes that need to be made to their schedule.</p>	<p>Counselors, secretary, registrar, School Psychologist as needed, student records, bus schedule, school calendar.</p>

<p><u>Interdistrict Records Retrieval and Assessment</u> Target Grade: 6-12 Time Frame: Year-round Domain/Standard: ASCA: Academic, Personal; Career NYS: Education, Support, Communication</p>	<p>Accurate academic records on new students are necessary for appropriate placement. To place students in appropriate courses based on previous</p>	<p>Any information parents and students have at registration is gathered. A formal request for records is made of the previous school. Counselors follow-up with phone calls to obtain missing information and/or clarification of records received (i.e., grades-to-date, science labs, course descriptions, state assessment scores and AIS information). Student schedules are checked for appropriate placement. Follow up as needed.</p>	<p>Students will be accurately scheduled with consideration given to their abilities, interests and progress towards graduation requirements.</p>	<p>Counselors, secretaries, registrar and other districts' personnel, student file.</p>
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	academic and/or testing results.			
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Program	Need/ Objective	Activity	Outcome/Evaluation	Staff/Resources
<p>6th & 9th Grade Annual Reviews/Parent Conferences</p> <p>Target Grade: 6 & 9 Time Frame: School Year Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Communication CDOS: Standard 1. Career Development. Standard 2. Integrated Learning. 3a. Universal Foundation 3B. Career Majors. Commencement.</p>	<p>Counselors will establish a positive working relationship between home and school. Sixth & ninth grade students, parents/guardians and counselors will share information regarding student strengths, areas of concerns, and overall academic performance. Sixth and ninth grade students, parents/guardians, will gain an understanding of graduation requirements and course offerings available at the high school.</p>	<p>Sixth /Ninth grade counselors invite students and parents/guardians to a conference. Sixth grade counselors have an activity sheet for each student with student strengths, standardized test scores, and several sections in which the child and parent are asked to give input. Ninth grade counselors discuss next year's course selections, a four-year plan, and begin a career plan for each student. An introduction to the use of Naviance is also part of the conference for ninth grade.</p>	<p>Student/parent/counselor interaction assures optimal student academic performance and fewer schedule changes the following school year. Students and parents give verbal feedback.</p>	<p>Sixth grade counselor or Ninth grade counselors, conference sheets, four-year plan sheets, permanent record folder information, career plans</p>

District Wide Counseling Program Activities (K-12)

Program	Need/ Objective	Activity	Outcome/ Evaluation	Staff/ Resources
<p><u>Update of Guidance Plan</u> Target Grade: K-12 Time Frame: as needed Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Safety, Communication</p>	<p>An updated Guidance Plan is needed to clarify the role and responsibilities of the school counselors. To educate the community regarding counselor roles, responsibilities.</p>	<p>Counselors make changes to the plan as needed on the schedule discussed with supervisor.</p>	<p>A document that describes counselor responsibilities as comprehensively as possible. Current Guidance Plan is in place & adopted by the Board.</p>	<p>Director of Pupil Personnel, Counselors, Social workers, Psychologists, old guidance plan.</p>
<p><u>Community Agency Referrals</u> Target Grade: K-12 Time Frame: Year Round Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Safety, Communication CDOS: Standard 3a. Universal</p>	<p>To provide appropriate and timely referral to resources/agencies for students and families that are beyond the scope of school services and resources</p>	<p>Outside treatment provided is contingent upon individual problems, (i.e., inpatient for treatment for alcoholism, outpatient mental health services, etc.).</p>	<p>Students and families will be connected with the appropriate community service and successfully reintegrated into the school environment.</p>	<p>Counselors, social workers, student assistance counselors. Directory of community agencies.</p>

Foundation Commencement.				
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<u>Documentation and Information Maintenance</u> Target Grade: K-12 Time Frame: Year-round Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Safety, Communication	To accurately document pertinent information to assure its accessibility when needed.	Counselors are always obtaining information from many different sources. This information needs to be organized and maintained. Counselors are also frequently asked to compile information regarding students, course requests, credits, interventions, etc. which must also be maintained and compiled. Student transcripts are reviewed repeatedly and status sheets completed in order to track student progress toward graduation. Announcements of upcoming programs, forms and information sheets for annual reviews are updated.	Information on students and data on many aspects of student success will be accurately compiled, and maintained for future reference, comparison, and/or evaluation. Information students and parents need will be readily accessible and shared as appropriate. Up to date career plans are kept on each student beginning in 9th grade.	Counselors, secretary, Transcripts, forms, status sheets, schedules, Student Mgt System. Career plans, State regulations, outside agencies and opportunities.

<u>Maintain Cumulative Records</u> Target Grade: K-12 Time Frame: Year-round Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Safety	To accurately maintain all relevant student information in a confidential, central student file. Maintain Career Plans for students.	Counselors maintain scheduling, diploma type, standardized testing, interventions attempted, support given and other overall information on how each student is progressing toward graduation.	An accurate comprehensive confidential student file will be maintained for each student.	Counselors, teachers, administrators, secretary, student folder, student management system.
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<p><u>ASCA DATA COLLECTION</u> Target Grade: K-12 Time Frame: Continuously Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Safety, Communication</p>	<p>ASCA data collection is needed to clarify the role and responsibilities of the school counselors. To educate the community regarding counselor roles, responsibilities. It also shows how school counselors' time is being spent.</p>	<p>Counselors track their use of time and activities throughout the year. Counselors collect and interpret data annually to assess and make changes to the counseling program to improve.</p>	<p>Improvements are made to the counseling program.</p>	<p>Counselors, secretary, SchoolTool</p>
<p><u>Advisory Council Prep, Meeting and Implementation of Ideas</u> Target Grade: K-12 Time Frame: 2 meetings per year Domain/Standard: ASCA: Academic, Personal, Career NYS: Education, Support, Safety, Communication</p>	<p>NYS mandates that counseling departments have an Advisory Council to assist in evaluating and improving the School Counseling Program. Once ideas are collected,</p>	<p>Council meets twice a year to gather input and get suggestions regarding specific aspects of the program. Members identify areas to improve as well as current strengths. Counselors evaluate and develop steps to implement those selected.</p>	<p>Counseling program is reviewed and strengthened annually.</p>	<p>Counseling Supervisor, Counselors, parents, students, faculty</p>

<p>SWAT Task Force Target Grade: K-12 Time Frame: monthly Domain/Standard: ASCA: Academic & Social/Emotional NYS: Education, Support</p>	<p>At risk students need follow up support.</p>	<p>Participate in monthly meetings virtually to discuss situations and students who have been assessed or who have been placed on the county at-risk list. Determine support needed for students and any follow up steps needed.</p>	<p>Students will be supported after an assessment and additional support will be provided and monitored.</p>	<p>Various stakeholders including district wide SW, counselors, Academic Administrators, NR clinicians, county at-risk list .</p>
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