

**COMMACK UNION FREE SCHOOL DISTRICT**

**K-12 Comprehensive & Developmental  
School Counseling Program**

**2023-2024**

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ASCA Mindset & Behavior Standards

<https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/mindsets-behaviors.pdf>

Career Development Occupational Studies Learning Standards

<http://www.p12.nysed.gov/cte/cdlearn/documents/cdoslea.pdf>

## **Introduction**

The Comprehensive and Developmental School Counseling Program outlined below highlights Commack School District's ongoing commitment to maintain high standards and provide academic, social emotional, and post-secondary support for all students in Kindergarten through grade 12.

This program shall be data-driven and developed annually to include program objectives, activities, program development and maintenance planning, school counseling curriculum, evaluation methods based on data analysis of program results and closing the gap analysis reports to inform program improvement, and assessment of the resources necessary to support positive student outcomes.

To achieve this goal, 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 systematic K-12 framework which acknowledges the academic, physical, and social development of pupils in distinct stages over time and the satisfaction of National School Counseling standards.

Of critical importance to the District's comprehensive effort is the role of its counseling and related services components for students, families, and teachers. The explanation and coordination of these responsibilities K-12, are articulated in this School Counseling Program. It is intended to assist educational stakeholders in assuring the academic and social success of all pupils.

### **Commissioner's Regulations 100.2**

#### **a. Guidance programs**

1. Each public school district shall have a comprehensive developmental school counseling/guidance program, for all students in kindergarten through grade 12. Each school district shall ensure that all students in grades kindergarten through twelve have access to a certified school counselor(s).
2. For all grades kindergarten through twelve, district and building level comprehensive developmental school counseling/guidance programs shall prepare students to participate effectively in their current and future educational programs as age appropriate. Additionally, the program shall be designed to address multiple student competencies including career/college readiness standards, and academic and social/emotional development standards.
  - i. Beginning with the 2023-2024 school year, in grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with teaching staff and any appropriate pupil personnel service providers. The program shall be designed for the purpose of preparing students to participate effectively in their current and future educational programs, to provide information related to college and careers, and to assist students who may exhibit challenges to academic success, including, but not limited to, attendance or behavioral concerns. The program shall also, where appropriate, make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports.
  - ii. Beginning with the 2023-2024 school year, for students in grades six through twelve, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans. For a student with a disability, the plan shall be consistent with the student's individualized education program.

- a. An annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually 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.

## **The Commack School District Mission Statement**

Within the context of a caring community of learners, our primary mission is to provide an exemplary learning experience that will allow each child to acquire the necessary knowledge, skills, attitudes, and values to become a successful, contributing member within our school community and greater society.

### **Counseling Mission Statement**

The mission of the Commack Comprehensive & Developmental School Counseling Program is to provide all K–12 students with a comprehensive school counseling curriculum centered around the development of the whole child. In partnership with parents, administrators, teachers, support personnel and community members; school counselors will foster social emotional growth, academic success, college and/or career readiness skills, independence and self-advocacy that will enable them to be lifelong learners and productive citizens.

### **Commack Board of Education Goals 2023 – 2024**

Curriculum, Instruction, and Assessment:

- Continue to review, refine and enrich our K-12 curriculum, focusing on student engagement and meaningful learning experiences. Prioritizing real-world application of knowledge and fostering critical thinking and problem-solving skills, allows us to empower all students to reach their full potential and accomplish their unique individual goals.
- We value the unique strengths of our teachers and recognize the vital role they play in shaping students' learning experiences. To further enhance our culture of innovation and excellence, we are committed to providing comprehensive professional development opportunities with a focus on continuous improvement and innovative training that will equip our staff with the resources they need to deliver exceptional learning experiences for all students.
- Continue our commitment to cultivating an atmosphere of cultural awareness, and inclusivity where we embrace diversity and celebrate our individual experiences.

Social and Emotional Well-Being:

- Continue to provide the leadership that fosters an educational program in which all students can flourish academically while developing strong emotional intelligence, enabling them to thrive both inside and outside the classroom.
- Continue to support the professional development of staff with an emphasis on the overall emotional well-being of all students and staff as we look to create a nurturing space and inclusive environment.

Communication:

- Further establish community outreach efforts to develop a sense of community by promoting and fostering positive relationships among students, parents, staff, and the community at large.
- Support the in-depth review of the District's external and internal communications, in all its modalities, to result in enhanced two-way (to-District and from-District) communication with all stakeholders (e.g., students, parents, staff, community-at-large).
- Continue to engage Board of Education-level committees on various topics with clear objectives, values, and goals.
- Continue the District's work towards advocacy to further the voice of the school community with our elected officials.

District Business and Operations:

- Recruit, select, and support instructional and non-instructional staff members who will push the mission and vision of the Commack School District forward.
- Provide the leadership to evaluate health and safety protocols and procedures to ensure the well-being of students and staff.
- Engage in multi-year planning for the maintenance and the improvement of District facilities in order to provide students and staff with a healthy and safe learning and working environment.
- Lead the development of a fiscally conservative budget that helps maintain the integrity of Commack's programs and aligns with the community's expectations.

## **Counseling Department Goals**

For the 2023-24 school year, the committee has chosen the following goal to evaluate and improve.

- Ensure that support is provided to all students to successfully transition from middle school to high school as developmentally appropriate in the areas of academics, and social-emotional wellbeing.

The Commack School District Counseling personnel fully support the district's goals. To do so, the Counseling Department will seek to:

- Assure academic, social and emotional success for all students as per the outcomes of all counseling efforts.
- Promote the development of principled, global citizens who are knowledgeable, open-minded, caring and reflective.
- Assist in the development of interpersonal communication skills, problem solving and inquiry skills.
- To adopt a "Whole School, Whole Community, Whole Child" model to improve student outcomes.
- Provide timely and effective communication with students, parents, teachers and administration on all matters germane to its responsibility.
- Continuously educate the students and community as to the expectations of the Commack School District's experience: including graduation requirements, assessments, and the breadth of academic, career oriented and social-emotional learning opportunities provided through school programming.
- Provide and support career and college education awareness and planning at all levels K-12.
- Coordinate counseling, consulting, and related services efforts of all support components within the School District.
- Prepare students to succeed responsibly in post-secondary education and/or the workplace.
- Annually update the Comprehensive & Developmental School Counseling Program in coordination with School Counselors.

# **Commack Public Schools School Counseling Program Grades K-5**

The K-5 Comprehensive & Developmental School Counseling Program is committed to meeting the School Counseling regulations established by New York State, as well as the American School Counseling Standards for School Counseling Programs. This Plan is designed to assist students in preparing to participate effectively in their current and future educational programs. It is focused on addressing students' attendance, academic, behavioral or adjustment problems, social emotional growth, character education, and college and career readiness, and encourages parental involvement.

## **Health Education & Personal Safety**

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### ➤ **Foundation:**

#### ○ **Program Objective:**

- To teach students how to make decisions regarding healthy behaviors including, nutrition, healthy life choices, safety, first aid, cleanliness, the dangers of drug and alcohol use.
- To promote awareness of potentially dangerous situations, including the ability to realize when their personal safety is threatened, the ability to identify someone with whom they can safely confide their feelings, and an age appropriate understanding of various types of abuse.

#### ○ **ASCA Standard:**

- Mindset/Behavior: M1; PS-A1, PS-B1, BSMS-9
- CDOS: N/A

### ➤ **Delivery:**

#### ○ **Activity:**

- Instruction regarding personal safety including fire safety, stranger danger, bike safety, road safety, and pool safety
- Parent notification in the event of potential risk to child's safety
- Counseling
- Referral to outside agencies

### ➤ **Management:**

#### ○ **Timeline:**

- Ongoing and as needed

#### ○ **Student Focus:**

- The program's focus is for all students in grades K – 5 and, as needed, identified students Grades K-5

#### ○ **Staff & Resources:**

- Classroom teacher, Physical Education teacher, Principal, PPS staff, Psychologist, Social Worker

### ➤ **Accountability:**

#### ○ **Assessment:**

- Expected outcomes will be assessed by classroom teachers' observations of student responses and parental feedback.



## **Character Education**

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### ➤ **Foundation:**

#### ○ **Program Objective:**

- To provide opportunities for students to learn the essential social and emotional skills needed to lead healthy and productive lives.

#### ○ **ASCA Standard:**

- Mindset/Behavior: M1-3; BSMS1-10, BSS1-9
- CDOS: Standard 3A

### ➤ **Delivery:**

#### ○ **Activity:**

- Individual counseling
- Group counseling
- Building Assemblies – monthly meetings that focus on social and emotional learning and the character trait of the month
- Bus intervention program
- 2nd Step Program – Students will gain an understanding of empathy, impulse control, problem solving and anger management
- CAPS Caring Kids Program – a bullying and anti-violence program
- AVID – Anti Violence Initiative Day – students wear purple and participate in activities that focus on anti-violence
- Have You Filled a Bucket Today? – students are encouraged to be bucket fillers and demonstrate good deeds at school and at home
- The Buddy Bench- promotes student interaction, social awareness, and empathy for others
- Arts in Education Programs – special programs provided throughout the year for students often pertaining to social and emotional well being

### ➤ **Management:**

#### ○ **Timeline:**

- Annually and ongoing

#### ○ **Student Focus:**

- The program's focus is for all students in grades K–5.

#### ○ **Staff & Resources:**

- Psychologist, Social Worker, All Faculty Members, Classroom Teacher, Parent members of Arts in Education

### ➤ **Accountability:**

#### ○ **Assessment:**

- Student progress will be assessed through teacher and parent feedback.

## **Student Achievement**

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### ➤ **Foundation:**

#### ○ ***Program Objective:***

- To enable student to participate effectively in their current and future educational programs, to be aware of academic expectations, and demonstrate continuous academic achievement as they progress through elementary school.

#### ○ ***ASCA Standard:***

- Mindset/Behavior: M5; BLS1,6,9
- CDOS: N/A

### ➤ **Delivery:**

#### ○ ***Activity:***

- Dial 4 Kindergarten screening
- Entrance exam
- Parent orientation and questionnaire
- Systematic Reading Testing – Fountas and Pinell Systematic Reading Testing – Fountas and Pinell
- Instructional Support Team Meeting for placement in AIS
- CSE/504 Annual Review Meeting – meeting to provide feedback and progress updates to help determine the appropriateness of each student’s IEP or 504 Plan
- State assessments
- Aimsweb

### ➤ **Management:**

#### ○ ***Timeline:***

- Annually and ongoing

#### ○ ***Student Focus:***

- The program’s focus is for all students in grades K–5.

#### ○ ***Staff & Resources:***

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### ➤ **Accountability:**

#### ○ ***Assessment:***

- Student achievement will be assessed and reported using the format of tri-annual report card.
- Satisfactory progress of pupils receiving systematic remedial instruction will be evaluated through State assessments and teacher evaluation.
- Students will experience a positive transition to the next grade based on faculty and administrative assessment.

## **Student Conduct**

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- **Foundation:**
  - ***Program Objective:***
    - To foster improved student behavior, adjustment to school, and development of peer relationships
  - ***ASCA Standard:***
    - Mindset/Behavior: M1,3; BSMS 1-4,7
    - CDOS: N/A
- **Delivery:**
  - ***Activity:***
    - Classroom instruction regarding appropriate school behavior
    - Teacher/Pupil conference
    - Teacher/Parent/ Principal conference
    - IST Referral
    - Referral to outside agencies
    - Peer Mediation
- **Management:**
  - ***Timeline:***
    - Annually and ongoing
  - ***Student Focus:***
    - The program's focus is for students in grades K–5 and students exhibiting behavioral and adjustment problems.
  - ***Staff & Resources:***
    - Principal, Mental Health Staff, Second Step Program
- **Accountability:**
  - ***Assessment:***
    - Improved student behavior will be assessed by the reduction of reported disciplinary problems.
    - Improved student adjustment, improved academic performance, and improved peer relationships will be noted by the classroom teacher and school staff.

## **Student Attendance**

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- **Foundation:**
  - ***Program Objective:***
    - To assist students who exhibit attendance problems.
  - ***ASCA Standard:***
    - Mindset/Behavior: M3; BLS4, BSMS5,8,10
    - CDOS: N/A
- **Delivery:**
  - ***Activity:***
    - Student attendance reporting
    - Student conferences
    - Parent conferences
- **Management:**
  - ***Timeline:***
    - Ongoing as needed
  - ***Student Focus:***
    - The program's focus is for students in grades K–5 who are excessively absent.
  - ***Staff & Resources:***
    - Attendance Personnel, Mental Health Staff, Infinite Campus
- **Accountability:**
  - ***Assessment:***
    - Improved student attendance will be assessed by daily, monthly, and year-end reports

## **Academic Support**

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- **Foundation:**
  - ***Program Objective:***
    - To help students who require additional support to meet academic success.
  - ***ASCA Standard:***
    - Mindset/Behavior: M2,5,6; BLS1,3,4,6
    - CDOS: N/A
- **Delivery:**
  - ***Activity:***
    - Parent/Teacher conferences
    - Instructional Support Team meetings
    - Pupil/Teacher conferences
    - Pupil/Social Worker conferences
    - Referral to CSE for evaluation
    - AIS Support Services – Students are identified through standardized test grades and teacher recommendations. Supports include AIS classes and monitoring services
    - Student Support Services Universal Screenings (RTI)
- **Management:**
  - ***Timeline:***
    - Annually and ongoing as needed
  - ***Student Focus:***
    - The program's focus is for students in grades K–5 who exhibit academic problems.
  - ***Staff & Resources:***
    - Classroom teachers, Parents, Mental Health Staff, Principal
- **Accountability:**
  - ***Assessment:***
    - Improvement of students' classroom work and homework will be assessed by classroom teacher
    - Improvement in report card grades will be noted on trimester report

## **Parent/Guardian Involvement**

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- **Foundation:**
  - ***Program Objective:***
    - To encourage parent involvement and promote awareness and support of educational programs and goals established for their children.
  - ***ASCA Standard:***
    - Mindset/Behavior: M3,4; BSS3,6,7; BLS9
    - CDOS: N/A
- **Delivery:**
  - ***Activity:***
    - Parent workshops highlighting various areas of the curriculum
    - School/parent communications, report cards/newsletter, informal communication, and feedback forms
    - Parent Advisory Committees
    - Parent/teacher conferences
    - Book Fair
    - Family Nights – Bowling, Bingo, Carnival, Sports Night, Play & Concert
- **Management:**
  - ***Timeline:***
    - Annually and ongoing
  - ***Student Focus:***
    - The program's focus is for all students in grades K–5.
  - ***Staff & Resources:***
    - Administration, Principal, Faculty, Mental Health Staff
- **Accountability:**
  - ***Assessment:***
    - Parental awareness and support of educational programs and goals will be assessed by parental feedback.
    - Parent initiated contact will be assessed by teacher and administrative observation.
    - Parental understanding of school services and programs will be assessed by parental feedback.

## **Transition Planning**

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- **Foundation:**
  - ***Program Objective:***
    - To facilitate a seamless transition to primary school for incoming Kindergarten students.
    - To facilitate a seamless transition to Intermediate school for incoming third grade students.
  - ***ASCA Standard:***
    - Mindset/Behavior: M2,3; BLS7, BSMS10, BSS9
    - CDOS: N/A
- **Delivery:**
  - ***Activities (Primary):***
    - Kindergarten Orientation, Visitation Day K-5 and “Back-to-School Night”
    - Transition Night
    - Bus ride to visit Kindergarten class
    - Pre-School Tea
  - ***Activities (Intermediate):***
    - Student Visit Day
    - Students attend play at Burr or Saw Mill
    - Parent Orientation
- **Management:**
  - ***Timeline:***
    - Annually
  - ***Student Focus:***
    - The program’s focus is for all students entering Kindergarten and third grade.
  - ***Staff & Resources:***
    - School Counselors, Principal, Classroom Teachers, Mental Health Staff, Specialty Teachers, AIS Staff, SEPTA
- **Accountability:**
  - ***Assessment:***
    - The transition program and activities will be assessed based on parent feedback, teacher observations and student connection and achievement.

## **College and Career Awareness**

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- **Foundation:**
  - ***Program Objective:***
    - To raise awareness about future careers as they relate to students' areas of strength and interest.
  - ***ASCA Standard:***
    - Mindset/Behavior: M4; BLS7, BSMS10
    - CDOS: Standard 2
- **Delivery:**
  - ***Activity:***
    - Field Trips to explore careers
    - Shadow Day
    - Graduation Walkthrough
    - Arts in Education Programs
- **Management:**
  - ***Timeline:***
    - Annually
  - ***Student Focus:***
    - The program's focus is for all students in grades K-5.
  - ***Staff & Resources:***
    - School Counselors, Peer Leader Students, Classroom Teachers, Mental Health Staff, Specialty Teachers, PTA
- **Accountability:**
  - ***Assessment:***
    - Student and/or parent feedback, teacher observation



# **Commack Public Schools Comprehensive & Developmental School Counseling Program Grades 6-12**

The Commack Counseling Department is dedicated to assisting students in meeting their personal, social and academic goals, while preparing them for post-secondary college and career aspirations. School Counselors play an essential role in the development of students and their ability to meet success during their various educational and personal transitions. The unique and developmental needs of these young adolescents are met by providing them with the tools to develop into productive and involved members of their school and community. This process includes informing students and parents of graduation requirements and academic programs that will allow students to enroll in a challenging and enriching curriculum. The Counseling Plan will meet New York State regulations by delivering the activities in this guide with clear and measurable objectives. Highlights of the program include, but are not limited to:

- An annual review of each student's educational progress and career plans
- Instruction at each grade level to help students learn about various careers and career planning skills
- Individual or group counseling to encourage all students to benefit from the Counseling curriculum
- Assistance to students who exhibit attendance, academic, behavioral, emotional or transitional challenges
- Supporting and including parental involvement at all stages

## **Annual Individual Progress Review**

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- **Foundation:**
  - ***Program Objective:***
    - To provide an annual review of each student's educational progress and college/career goals. Including General Education, Special Education and ELL students.
    - To assist students in identifying their academic abilities and guide them in goal setting.
    - Students will be able to relate their academic achievement to future educational and career opportunities.
  - ***ASCA Standard:***
    - Mindset/Behavior: M2, M5; B-SM4, B-SM5, B-LS6
    - CDOS: Standard 1
- **Delivery:**
  - ***Activity:***
    - Individual conference to review students' overall academic progress and career interests. Course selections and four-year planning will be discussed.
- **Management:**
  - ***Timeline:***
    - Annually
  - ***Student Focus:***
    - The program's focus is for all students in grades 6 – 12.
  - ***Staff & Resources:***
    - The School Counseling Department
- **Accountability:**
  - ***Assessment:***
    - Evidence of the successfulness will be determined by counselor notes and information documented in students individual counseling folder.

## **Transition Planning Intermediate to Middle School**

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### ➤ **Foundation:**

- ***Program Objective:***
  - Students will become socially, emotionally and academically adjusted to the middle school.
- ***ASCA Standard:***
  - Mindset/Behavior: B-SMS1, B-SMS8, B-SMS10, B-SS2,3,5,9
  - CDOS: N/A

### ➤ **Delivery:**

- ***Activity:***
  - 5<sup>th</sup> into 6<sup>th</sup> Curriculum Night
  - Counselor visit to Intermediate Schools
  - Ambassador Program
  - 6<sup>th</sup> Grade Orientations
  - Counseling Lessons – 3R Character Lessons
  - Student articulation through the Teaming Model
  - Transition evening for students/families
  - Students visit to CMS play

### ➤ **Management:**

- ***Timeline:***
  - Annually, Character Lessons quarterly
- ***Student Focus:***
  - Students in grades 5-6
- ***Staff & Resources:***
  - The School Counseling Department, Building Administration, Curriculum Leaders, Classroom teachers, Social Workers, Psychologists, Parents, Student Leaders

### ➤ **Accountability:**

- ***Assessment:***
  - Evidence of student success will be determined by counselor notes and information documented during the year and during individual annual review.

## **Career Exploration**

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### ➤ **Foundation:**

#### ○ ***Program Objective:***

- To provide career guidance to students at each grade level so that they can attain the knowledge and skills necessary to understand career paths, their strengths and skills to secure employment and perform work to the best of their ability.
- Students will become familiar with Naviance and complete multiple Career Interest Inventories.
- Students will conduct specific and individualized research regarding possible careers paths and college majors.
- To connect interests and passions with pathway and elective/enrichment course offerings.

#### ○ ***ASCA Standard:***

- Mindset/Behavior: M4, M6; B-LS7
- CDOS: Standards 1 & 2

### ➤ **Delivery:**

#### ○ ***Activity:***

- Career Guidance lesson through Business and Family Consumer Science classes, using Naviance Student platform.
- Naviance Cluster Finder – Grade 7
- Naviance Strengths Explorer – Grade 8
- Naviance Career Interest Inventory – Grade 9
- Naviance Road Trip Nation – Grades 8 & 9
- ASVAB Exam – Grades 11 & 12

### ➤ **Management:**

#### ○ ***Timeline:***

- Annually in a group setting.

#### ○ ***Student Focus:***

- Students in Grades 6 – 12.

#### ○ ***Staff & Resources:***

- The School Counseling Department
- Business and FACS Teachers
- Naviance Student Career Portfolio
- Career and Internship Coordinator

### ➤ **Accountability:**

#### ○ ***Assessment:***

- Student feedback on career planning and lesson completion in Naviance
- Career assessment surveys through Family and Consumer Science course and Naviance program.
- Monitoring of Naviance Career Plan completion.

## **Sophomore Career Exploration Meetings**

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### ➤ **Foundation:**

#### ○ ***Program Objective:***

- To assist students in learning about various careers, skills needed for specific careers, reflect on skills and interests when researching careers and colleges.
- Students will be able to describe his/her own career related interests and possible future career paths.
- Students will be able to describe relationships between careers/college majors and required education achievement levels.

#### ○ ***ASCA Standard:***

- Mindset/Behavior: M4, M6; B-LS7
- CDOS: Standard 1

### ➤ **Delivery:**

#### ○ ***Activity:***

- Annual meeting in small groups to discuss career interests and how this relates to college search and selection process.

### ➤ **Management:**

#### ○ ***Timeline:***

- Annually in the fall.

#### ○ ***Student Focus:***

- The program's focus is for all students in Grade 10.

#### ○ ***Staff & Resources:***

- The School Counseling Department
- Career Plan
- College and Career Resources

### ➤ **Accountability:**

#### ○ ***Assessment:***

- Review of interest survey results by student and counselor.
- Counselor guide conversations and ensure accurate placement in courses and/or technical programs.

## **Career Readiness Programs**

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### ➤ **Foundation:**

#### ○ **Program Objective:**

- Provide opportunities for students to meet with career representatives, community members and training programs to enhance their college and career readiness.
- Students will learn about various employment opportunities.

#### ○ **ASCA Standard:**

- Mindset/Behavior: M2, M4, M6; B-LS7
- CDOS: Standards 1, 2, 3

### ➤ **Delivery:**

#### ○ **Activities:**

- Career Cafe
- BOCES Wilson Tech Field Trips
- Internship Program
- Shadow Day
- College and Career Fair

### ➤ **Management:**

#### ○ **Timeline:**

- Continuous throughout school year.

#### ○ **Student Focus:**

- The program's focus is for all high school students, grades 9 – 12.

#### ○ **Staff & Resources:**

- The School Counseling Department
- Administration
- Student Leaders
- School-Business Partnership Members
- Career and Internship Coordinator

### ➤ **Accountability:**

#### ○ **Assessment:**

- Individual program attendance and student survey feedback, including the Senior Survey.

## **College Planning Programs**

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### ➤ **Foundation:**

#### ○ ***Program Objective:***

- Students will develop personal college and career plans related to their interests and achievement.
- Students will develop skills to succeed at the post-secondary level.

#### ○ ***ASCA Standard:***

- Mindset/Behavior: B-LS1, B-LS3, B-LS4, B-LS7
- CDOS: Standard 3

### ➤ **Delivery:**

#### ○ ***Activities:***

- College Visitation Days
- College Onsite Programs
- College Days
- College and Career Fair
- College Essay Workshops
- Junior Class Meetings
- Junior College Planning Night
- Sophomore College Planning Night
- Individual Junior Planning Conference
- Senior College Planning Night
- Senior Class Meetings
- College Application Workshops
- PSAT and Pre-ACT testing opportunities
- NCAA Night, Financial Aid Night, Scholarship Programs
- Scholarship Bulletins

### ➤ **Management:**

#### ○ ***Timeline:***

- Monthly throughout school year from September through June.

#### ○ ***Student Focus:***

- The program's focus is for all students, with a focus on grades 10, 11 & 12.

#### ○ ***Staff & Resources:***

- The School Counseling Department
- Administration
- Teachers, School to Business Partnership
- Outside agencies, college admissions staff

### ➤ **Accountability:**

#### ○ ***Assessment:***

- Student and Parent Feedback
- Senior Survey
- College data reporting

## **Student Counseling Services**

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### ➤ **Foundation:**

#### ○ **Program Objective:**

- Students will learn importance of and skills to advocate for oneself.
- Students will develop problem solving skills as age appropriate.
- Students will demonstrate interpersonal communication skills.
- Students will be contributing members of the school community.
- Students will understand school protocols and procedures, including who to go to for help.
- Students will show continued academic progress consistent with their ability level.

#### ○ **ASCA Standard:**

- Mindset/Behavior: B-SMS1, B-SMS2, B-SMS6, B-SMS7
- CDOS: N/A

### ➤ **Delivery:**

#### ○ **Activity:**

- To provide individual and/or group counseling to students to assist in academic success, social and emotional growth, intrapersonal understanding, problem solving, and acceptance of self and others.
- Horizon's Groups
- Owning Up Curriculum
- AVID Program

### ➤ **Management:**

#### ○ **Timeline:**

- Annually, throughout the year.

#### ○ **Student Focus:**

- The program's focus is for all students in grades 9 – 12.

#### ○ **Staff & Resources:**

- School Counselors
- Administration
- Parents
- Teachers
- Social Workers and Psychologists

### ➤ **Accountability:**

#### ○ **Assessment:**

- Student achievement is monitored through school report cards and individual student report cards.
- Counselor tracking student progress.
- Teacher and administrative feedback on student social/emotional and academic progress.



## **Transition Planning Middle School to High School**

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### ➤ **Foundation:**

#### ○ **Program Objective:**

- To assist students with their transition from middle school to high school.
- Students will learn procedural information, meet students and staff, participate in building tour and learn about opportunities.
- Parents will be informed about graduation requirements and supports available to students.
- Differences between middle school and high school are highlighted.
- Emphasis on career and college planning.

#### ○ **ASCA Standard:**

- Mindset/Behavior: M2, M3; B-SMS1, B-SMS10
- CDOS: N/A

### ➤ **Delivery:**

#### ○ **Activity:**

- Freshmen Orientation Program for students
- Orientation Program for parents
- 8 into 9 Curriculum Night
- Special Services Transition Night
- High School counselor visits to Middle School
- ENL orientations
- Curriculum Fair
- CHS Peer Leaders to visit CMS

### ➤ **Management:**

#### ○ **Timeline:**

- January, June, August, September

#### ○ **Student Focus:**

- The program's focus is for all students in Grade 8 from January through June, and all students in Grade 9 thereafter.

#### ○ **Staff & Resources:**

- The School Counseling Department
- Administration, Teachers
- Student Leaders
- Parents

### ➤ **Accountability:**

#### ○ **Assessment:**

- Surveys will be completed by parents at the conclusion of events.
- Student success will be determined by counselor during individual annual reviews.

## **Academic Program Planning & Review**

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### ➤ **Foundation:**

#### ○ **Program Objective:**

- To enable students to benefit from the curriculum. In cooperation with parents, teachers and counselors, students will plan an appropriate and challenging academic program.
- To evaluate student progress and encourage appropriate programs commensurate with student abilities, strengths and interests.
- Students will be aware of graduation requirements and pathways.

#### ○ **ASCA Standard:**

- Mindset/Behavior: M2, M4, M5; B-LS1, B-LS3, B-LS4, B-LS6, B-SMS5
- CDOS: N/A

### ➤ **Delivery:**

#### ○ **Activities:**

- Scheduling Orientation videos and presentations.
- Individual course selection meetings with students and/or parents.
- Individual counseling with students to discuss social, emotional and academic issues that may be impacting performance.
- Publish curriculum guide information for students and parents.
- Obtain and discuss information from teacher observations and recommendations.
- Initiate student/teacher/parent conferences.
- Curriculum Fairs.
- Scheduling assemblies by grade level.

### ➤ **Management:**

#### ○ **Timeline:**

- December through February and as needed annually.

#### ○ **Student Focus:**

- The program's focus is for all students in grades 6 – 12.

#### ○ **Staff & Resources:**

- School Counselors
- Teachers, Parents
- Administration

### ➤ **Accountability:**

#### ○ **Assessment:**

- Counselor review of report cards and standardized testing
- Parent and student feedback
- Counselor review of student request and academic achievement
- Graduation rates

## **Academic Support**

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### ➤ **Foundation:**

#### ○ ***Program Objective:***

- To support students who exhibit academic difficulties.
- Identify students who are experiencing academic struggle and provide them with the appropriate support.

#### ○ ***ASCA Standard:***

- Mindset/Behavior: M2, M5, M6; B-LS4, B-SMS6, B-SMS7
- CDOS: N/A

### ➤ **Delivery:**

#### ○ ***Activity:***

- Quarterly review and analysis of individual student report cards.
- Parent and Teacher Conferences
- Academic level change
- Extra help, peer tutoring, homework helpers
- Senior support
- Online, virtual learning support
- AIS support services
- Referral to Instructional Support Team
- Summer school information & registration
- Parent communication
- Academic support and executive functioning group
- Underclassmen or Senior support

### ➤ **Management:**

#### ○ ***Timeline:***

- As needed throughout the school year.

#### ○ ***Student Focus:***

- The program's focus is for all students in Grades 9 – 12.

#### ○ ***Staff & Resources:***

- School Counselors
- Administration
- Teachers
- Social Workers and Psychologists
- Parents

### ➤ **Accountability:**

#### ○ ***Assessment:***

- Continuous review of grades each quarter.
- Review attendance in above mentioned support programs.
- Failure rate will remain stable or decrease.

## **Student Attendance**

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### ➤ **Foundation:**

#### ○ **Program Objective:**

- To monitor student attendance as it relates to achievement.
- To provide intervention strategies to students who exhibit attendance problems.
- Students will demonstrate improved attendance and/or referral for more intensive support.

#### ○ **ASCA Standard:**

- Mindset/Behavior: M3; B-LS4, B-LS6, B-SMS1, B-SMS8
- CDOS: N/A

### ➤ **Delivery:**

#### ○ **Activity:**

- Monitoring of attendance by counselors, social worker, attendance monitors, and administration.
- Follow up conversations with parents and students.
- Referral to IST and/or administration overseeing attendance.
- Attendance support meetings and hearings.
- Consultation with teachers, administration, outside providers.

### ➤ **Management:**

#### ○ **Timeline:**

- As needed throughout the school year.

#### ○ **Student Focus:**

- The program's focus is for all students in Grades 6 – 12.

#### ○ **Staff & Resources:**

- School Counselors
- Administration & Attendance Office
- Teachers
- Social Workers, Psychologists

### ➤ **Accountability:**

#### ○ **Assessment:**

- Cumulative attendance reports and student report cards.

## **Behavioral Support**

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### ➤ **Foundation:**

#### ○ ***Program Objective:***

- To assist students who exhibit behavioral or adjustment issues.
- Students will be able to identify skills to solve problems and difficulties.
- Students will learn to make appropriate decisions concerning their behavior and choices.
- Student adjustment will improve.

#### ○ ***ASCA Standard:***

- Mindset: M1, M2; B-SMS1, B-SMS2, B-SMS7, B-SMS10, B-SS9
- CDOS: N/A

### ➤ **Delivery:**

#### ○ ***Activity:***

- Individual student counseling sessions.
- Collaboration with administration, teachers and parents to support students.
- Group counseling sessions for targeted intervention.
- Character Education groups for all students on: Respect, Responsibility and Relationships.

### ➤ **Management:**

#### ○ ***Timeline:***

- Throughout the school year as identified by administration, counselors, educators, parents or students.

#### ○ ***Student Focus:***

- The program's focus is for all students in grades 6–12 who are referred by teachers, counselors, administrators, and who are repeatedly cited for disciplinary action.

#### ○ ***Staff & Resources:***

- School Counselors
- Social Workers, Psychologists
- Parents
- Administration
- Referral to outside providers

### ➤ **Accountability:**

#### ○ ***Assessment:***

- Annual review of disciplinary referrals.
- Administrative observations and feedback.
- Teacher and counselor observations and feedback.
- Student feedback and reflection.

## **Parent/Guardian Involvement**

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### ➤ **Foundation:**

#### ○ ***Program Objective:***

- For parents to understand the range of educational programs and services available to all students.
- For parents to have the opportunity to participate in their child's academic plan.
- For parents to be supported in the transitional, academic, social and emotional development of their children.
- Parents will participate in steps to remediate any academic or behavioral challenges their children might face.

#### ○ ***ASCA Standard:***

- Mindset: M1, CDOS: N/A

### ➤ **Delivery:**

#### ○ **Activities:**

- Conduct transitional evening events.
- Frequent and intentional communication and reminders on programs.
- Sponsor College and Career evening events, Financial Aid and Scholarship events
- Quarterly Parent Advisory Committee meetings.
- Inform parents of student achievements, struggles, support services.
- Parents and teacher team meetings.
- Parent outreach on all academic, transitional, social-emotional development events and workshops.
- Notify parents of standardized testing calendars.
- Send home standardized testing results with explanations.
- Maintain Counseling Center website with up-to-date information.
- Send out monthly Counseling Center Newsletter.
- Individual parent and student Junior Planning Conference.

### ➤ **Management:**

#### ○ ***Timeline:***

- Parent Advisory Committee will meet monthly throughout the school year.
- Parent communication will be sent prior to all evening events and student programming

#### ○ ***Student Focus:***

- The program's focus is for parents/guardians of all students.

#### ○ ***Staff & Resources:***

- School Counselors, Teachers
- Parents
- Administration

### ➤ **Accountability:**

#### ○ ***Assessment:***

- Parent feedback and surveys
- Monitoring of attendance at parent orientations and evening events
- Data tracking of email correspondence and Newsletter

## **New Entrant Supports**

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- **Foundation:**
  - ***Program Objective:***
    - To inform students and parents new to the district about school policies, procedures and programs to enhance the student's academic and social success.
    - For students and families to feel connected to school and community.
  - ***ASCA Standard:***
    - Mindset/Behavior: M1,3; BLS-6, BSMS-10
    - CDOS: N/A
- **Delivery:**
  - ***Activity:***
    - Buddy Program
      - Bilingual Buddies for ELL students whenever possible.
    - Family intake meeting
      - Extensive family intake meeting for ELL students who are unfamiliar with American education. Administer NYSITELL to determine level of support required for scheduling. Award Experiential Credit if eligible.
    - New entrant packets and group.
    - New entrant orientation and programs.
    - New entrant breakfast.
    - New entrant guidebook.
- **Management:**
  - ***Timeline:***
    - Annually
  - ***Student Focus:***
    - The program's focus is for all students in grades 6–12.
  - ***Staff & Resources:***
    - Counselor
    - Teachers
    - Parents
    - Students
    - Peer Leaders
    - Administrators
- **Accountability:**
  - ***Assessment:***
    - Evidence of the successfulness will be determined by students' academic success, participation in school activities, and feedback from families.

## **Support for Students with Special Needs**

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### ➤ **Foundation:**

#### ○ ***Program Objective:***

- To best serve students with special needs in coordination with support staff.
- Ensure appropriate placement of students in courses and with related services and providers.
- Encourage children to perform to their potential, enhance their independence, and enable them to become well-adjusted individuals and students.

#### ○ ***ASCA Standard:***

- Mindset: M1; B-LS7, B-SS8, B-SS9
- CDOS: 1, 2 & 3

### ➤ **Delivery:**

#### ○ ***Activity:***

- Collaborate with Special Education and General Education teachers to ensure the needs of all students are being met.
- Work with the Committee on Special Education, School Psychologists, School Social Workers and case managers to implement and abide by a students' Individualized Education Plan (IEP).
- Communicate with parents/guardians of students when necessary.
- Abide by a student's 504 plan, consult with teachers and families to provide necessary supports.

### ➤ **Management:**

#### ○ ***Timeline:***

- Annual Review of each student with an IEP and 504 Plan or Program Review as necessary.

#### ○ ***Student Focus:***

- The program's focus is for all students K-12 with Special Education Services or with special needs.

#### ○ ***Staff & Resources:***

- Committee for Special Education
- Administration, Parents
- School Counselors, Social Workers, Psychologists, Case Managers, Teachers
- Outside providers

### ➤ **Accountability:**

#### ○ ***Assessment:***

- Observation and feedback from teachers, support staff and parents
- Discussion at yearly CSE and 504 meetings.



## **Support for English Language Learners**

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### ➤ **Foundation:**

#### ○ ***Program Objective:***

- To best support the academic and social-emotional development of English Language Learners in coordination with teachers, administrators and support staff.
- Ensure appropriate placement of students in courses, services and accommodations.
- Promote academic excellence and equity for a diverse population of students.

#### ○ ***ASCA Standard:***

- Mindset: M1,3,4; BLS7,10; BSMS5
- CDOS: N/A

### ➤ **Delivery:**

#### ○ **Activity:**

- Individual annual review with counselor, teachers, support staff, student and parent.
- Quarterly academic monitoring and modified grading when necessary.
- Articulation with ESOL teachers.
- Communication with parents/guardians with the use of translation services.
- Additional academic supports provided.
- Counseling sessions focused on short and long term academic and personal goal setting.
- Individual counseling to foster a sense of community involvement.

### ➤ **Management:**

#### ○ ***Timeline:***

- Annually

#### ○ ***Student Focus:***

- The program's focus is for all students K-12 entitled to ELL services, including those who have scored Foreign Language English Proficient.

#### ○ ***Staff & Resources:***

- Designated ELL counselors
- ESOL and General Education Teachers
- Administration
- Parents
- Outside resources and agencies

### ➤ **Accountability:**

#### ○ ***Assessment:***

- Observation and feedback from teachers, support staff and parents.
- Discussion at Annual Review meetings.
- Attendance and retention monitoring.

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