

Long Lake Central School District

**K- 12 Comprehensive
School Counseling Plan**



2023-2024

Table of Contents

Introduction.....	2
Counseling Department Staff & Additional Key Staff.....	2-3
Advisory Council.....	4
Foundation	
Mission & Goals.....	5 & 6
New York State School Counseling Regulations & Graphic.....	7-10
Appropriate/ Inappropriate Duties of a School Counselor.....	11
Management	
K-12 Program Map.....	12-22
Additional Resources.....	23

Introduction

The Long Lake Central School District School Counseling Department is pleased to offer the final version of this year's K-12 Comprehensive School Counseling Plan. This comprehensive model is the centerpiece to Long Lake's efforts to transform their professional school counseling department to better serve and support our students. The plan acts as a manual for school counselors and administrators to clarify the role of a school counselor and the task they will complete in the upcoming school year to support students in the areas of academic, career, and personal/social growth as indicated by the American School Counseling Association (ASCA) and the New York State School Counseling Association (NYSSCA). Revisions will be made to the plan as needed and shared on the school website annually.

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Advisory Council

The LLCSD School Counselor will review the district guidance plan annually along with other members of the advisory council. The advisory council may be comprised of representative stakeholders, which may include parents, members of the Board of Education, building and/or district administrators, community-based service providers, teachers, certified School Counselors, and other pupil personnel service providers which may include s, and School Nurse. This advisory council must meet and review the comprehensive plan at least twice a year and shall create and submit an annual report to the Board of Education.

Advisory Council Members include:

School Counselor:

TBD

7-12 Teacher:

Sean O'Shell

BOE Member/Parent:

Trisha Hosley

Elementary Teacher:

TBD

Administrator:

David Snide

School Nurse:

Michelle Billing

Foundation

Long Lake CSD Mission Statement:

Long Lake Central School, with the support of families and the community, will provide a safe and challenging environment which will enable students to achieve academic success and realize their full potential as creative and responsible citizens of the Adirondacks and the wider world.

School Counseling Mission Statement:

The Long Lake School Counseling Program will support the district's mission statement by striving to create a safe and caring learning environment which promotes social/emotional wellbeing and helps students to develop a sense of self awareness and self worth both in the classroom and as students plan for the future. By working to foster strong communication and partnership between teachers, parents/guardians, students, and all other necessary stakeholders we can support students in becoming responsible and independent individuals as they come to realize their full potential.

Goals:

- To foster student achievement for **EVERY** student
- To implement a school counseling program which is data-driven, proactive, prevention-based, developmentally appropriate and supports school improvement
- To promote and enhance the learning process for **ALL** students

The K-12 Comprehensive Plan reflects the standards and goals of the American School Counselor Association and New York State School Counselor Association. The main components of the School Counselor's role and our program promotes the development of students in the following areas:

- Academic ● Career ● Social/Emotional

Effective school counseling programs are a collaborative effort between the school counselor, parents, students, and other educators to create an environment that promotes student achievement. Staff and school counselors value and respond to the diversity and individual differences in our societies and communities. Comprehensive school counseling programs ensure equitable access to opportunities and rigorous curriculum for all students to participate fully in the educational process.

School counselors focus their skills, time and energy on direct and indirect services to students to assist in this process. To achieve maximum program effectiveness, the American School Counselor Association recommends a school counselor to student ratio of no more than 1:250 and that school counselors spend 80 percent or more of their time in direct and indirect services to students.

School counselors participate as members of the educational team and use the skills of leadership, advocacy and collaboration to promote systemic change as appropriate. The framework of a comprehensive school counseling program consists of four components: foundation, management, delivery and accountability (American School Counselor Association).

New York State School Counseling Regulations

J. Guidance programs and comprehensive developmental school counseling/guidance programs.

1. Guidance programs for public schools for school years prior to the 2019-2020 school year and for non-public schools.

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

(a) 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.

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

(1) 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;

(2) 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;

(3) 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 social workers in cooperation with school counselors; and

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

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

2. Comprehensive developmental school counseling/guidance programs. Beginning with the 2019-2020 school year, each school district shall have a comprehensive developmental school counseling/guidance program, for all students in kindergarten through grade 12. Each school district shall also ensure that all students in grades kindergarten through twelve have access to a certified school counselor(s), which for

the city school district of the City of New York and the city school district of the City of Buffalo shall include a licensed guidance counselor(s) pursuant to Part 80 of the Commissioner's regulations.

(i) 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, and be designed to address multiple student competencies including career/college readiness standards, and academic and social/emotional development standards. The comprehensive developmental school counseling/guidance program ("program") shall include the following activities or services:

(a) In grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with the teaching staff, and any appropriate pupil personnel service providers, 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, and where appropriate make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports.

(b) 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 disability, the plan shall be consistent with the student's individualized education program;

(c) school counseling/guidance core curriculum instruction for the purpose of addressing student competencies related to career/college readiness, academic skills and social/emotional development by a certified school counselor(s);

(d) other direct student services which may include, but need not be limited to, responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement, for the purpose of enabling students to benefit from the curriculum, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement. Provided that nothing herein shall prohibit certified or licensed s or certified or licensed school social workers pursuant to Part 80 of the Commissioner's regulations from providing other direct student services within their applicable scope of practice;

(e) indirect student services which may include but need not be limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy, and teaming.

(ii) Each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner in which the district shall comply with the requirements of this subdivision. In the case of the City School District of the City of New York, the Department of Education shall submit separate plans for each community school district, for the High School Division and for the Special Education Division. Such district and building level plans shall be developed by or under the direction of certified school counselor(s) and be updated annually, available for review at the district offices and each school building, and made available on the district's website.

(a) Each plan shall be developed annually and shall include program objectives, activities, program development and maintenance planning, school counseling curriculum , professional development planning, 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.

(b) Each plan shall also include the preparation of a program outcomes report that includes an analysis of all systematic components of a comprehensive developmental school counseling/guidance program as defined by this subdivision. Such report shall be annually presented to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

(iii) Each school district shall establish a comprehensive developmental school counseling/guidance program advisory council to be comprised of representative stakeholders (such as parents, members of the board of education, school building and/or district leaders, community-based service providers, teachers, certified school counselors and other pupil personnel service providers in the district including school social workers and/or s). In the case of the City School District of the City of New York, the Department of Education shall establish a comprehensive developmental school counseling/guidance program advisory council for each community school district. The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program. The advisory council shall create and submit an annual report to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

3. Nothing in this section shall be construed to authorize any individual to provide professional services where certification is required under Part 80 of the Commissioner's regulations or where licensure is required under Title VIII of the Education Law.

For more information, [please click here](http://www.p12.nysed.gov/part100/pages/1002.html#j) or visit <http://www.p12.nysed.gov/part100/pages/1002.html#j>

New + Old Requirements of NYSED Commissioner's Regulation Part 100.2(j)
School Counseling and Guidance Programs for Public Schools
(adopted July 1, 2017, to be implemented by September 2019)

PROGRAM DELIVERY		
K-5	6-8 <i>(addition of grade 6)</i>	9-12
Assist students with academic concerns e.g. attendance & behavior	Annual <i>Individual</i> Progress Review by a certified school counselor	
	Assist students with academic concerns e.g. attendance & behavior	
Information on college & careers	Instruction in careers	
Core Curriculum instruction provided by certified school counselors in college/career, social/emotional and academic skills development based on multiple student competencies		
Direct & Indirect services to students <i>(e.g. advising, individual & group counseling, consultation, referral)</i>		
PROGRAM ACCOUNTABILITY	Referral to properly licensed/certified PPS as appropriate for more targeted supports	
	All students have access to a certified school counselor and the school counseling program	
	Advisory Council	
	School and District plans posted on district website	
	Annual program outcomes report to Board of Education	
	K-12 Program developed and updated annually <i>by certified school counselors</i> in collaboration with other school personnel	
PROGRAM FOUNDATION		
PROGRAM MANAGEMENT		

Key:	New regulation	Old regulation
	Team approach: e.g. teachers, school social workers, school psychologists.	

Appropriate & Inappropriate Activities of a School Counselor (ASCA Model)

Appropriate:

- individual student academic program planning
- interpreting cognitive, aptitude and achievement tests
- providing counseling to students who are tardy or absent
- providing counseling to students who have disciplinary problems
- providing counseling to students as to appropriate school dress
- collaborating with teachers to present school counseling core curriculum lessons
- analyzing grade-point averages in relationship to achievement
- interpreting student records
- providing teachers with suggestions for effective classroom management
- ensuring student records are maintained as per state and federal regulations
- helping the school principal identify and resolve student issues, needs and problems
- providing individual and small-group counseling services to students
- advocating for students at individual education plan meetings, student study teams and school attendance review boards
- analyzing disaggregated data
- annual and weekly calendars to keep students, parents, teachers and administrators informed and to encourage active participation in the school counseling program

Inappropriate:

- coordinating paperwork and data entry of all new students
- coordinating cognitive, aptitude and achievement testing programs
- signing excuses for students who are tardy or absent
- performing disciplinary actions or assigning discipline consequences
- sending students home who are not appropriately dressed
- teaching classes when teachers are absent
- computing grade-point averages
- maintaining student records
- supervising classrooms or common areas
- keeping clerical records
- assisting with duties in the principal's office
- providing therapy or long-term counseling in schools to address psychological disorders
- coordinating school wide individual education plans, student study teams and school attendance review boards
- serving as a data entry clerk

Management

K- 12 Program Map

<u>School Counseling Domain: Academic</u>					
Activities (Direct or Indirect)	Objective	Target Group	Staff Assigned	Timeline	Evaluation Methods
Classroom Guidance Lessons (D)	Lessons within the classroom setting. A, C, P/S	K-12	School Counselor	On going, throughout the year, 2 sessions minimum per grade	Per/post test, teacher and student feedback
Big Buddies Program (D/I)	Teaching responsibility, community and building school wide relationships to help enforce the 6 Character Ed. traits. A, P/S	K- 12	School Counselor, Character Ed. committee members	Ongoing, roughly 6 times/year	Student feedback based on demonstrated interest and teacher feedback
AIS Coordinating (I)	Support students who exhibit educational gaps & increase parent communication. A	K-12	School Counselor, , Administrator, SpEd Teacher	On going, Every 10 weeks and progress reports every 5 weeks	Objective goals & numeric progress reports of goals, grades, number of students, iReady results, data-based referral and exit forms
Family First Program Referrals & Support (D/I)	Refer students as needed and participate in meetings and plans to support student success. A, P/S	K-12	Student Services Team: School Counselor, Administrator, Family First Specialist, Nurse,	Ongoing, as needed	Grades, attendance tracking, and discipline records
New Student Orientation (D)	Help students to become familiar with building, staff, students, what programs are offered, & protocols. A	K-12	School Counselor, Administrator, Nurse, Administrative Assistant	As needed	Enrollment records, notes
Parent Teacher Conference Scheduling & Meetings (I/D)	Coordinate parent teacher conferences to open lines of communication. A	K-12	School Counselor, Administrative Assistant, Teachers, Administrator	November, March, & as needed	Grades, parent attendance, discipline referrals
Student Services Team Meeting (I)	Identify student concerns, enhance communications, create plans to better support identified students. A, P/S	K-12	School Counselor, Administrator, Family First Specialist, Nurse,	Ongoing, weekly September-June	Grades, attendance, discipline referrals, Home Run referrals, teacher reports, iReady

					results
Master Schedule Creation (I)	Create a schedule based on student's special ed requirements, graduation requirements, BOCES schedules, student interest, etc. A	K-12	School Counselor, Administrator	June- early July	None. All student <i>needs</i> met- Yes or No
Home Visits for Chronic Absenteeism (D)	Home visits to problem solve in efforts to overcome chronic absences. A, P/S	K-12	School Counselor	On going, as needed	Attendance record tracking in SchoolTool
IEP Progress Monitoring (D/I)	Monitor IEP goals for primarily social/emotional set forth by CSE. A, P/S	K-12	School Counselor, Social Worker	Ongoing, weekly or biweekly	Observation checklists, verbal questions
Committee on Special Education (CSE) Meetings (I/D)	Initial, annual, and reevaluations to develop and implement IEP & 504 plans. A, P/S	K-12	School Counselor, CSE chair, SpEd Teacher, Classroom Teacher	Once per year or more - Spring for Annual reviews	IEP goals, progress monitoring based on goal, Psych.Ed evaluations, teacher data
iReady Coordination & Result Review (I)	Implementation plan for diagnostic tool for ELA & Math to determine students strengths and areas for improvement as they relate to state standards specific, monitors growth throughout the year and provides additional data points. A	K-12	Teachers, School Counselors, Administrator	3 diagnostics per year: September, January, June and as needed throughout the year	Results compared to on grade level scores, growth scores, year to year results, classroom grades
New York State School Counselors Association Annual Conference (I)	Professional Development-Continue lifelong learning in the field of School Counseling, connect with peers, share resources, and stay up to date on new regulations to enhance our school counseling program. A, C, P/S	K-12	School Counselor	Yearly- November, 2 day event	Implementation of new regulations and various data collection methods, self evaluation
Tier II Meetings (I)	Professional Development-A communication checkpoint for members of a variety of Hamilton County Agencies. A chance to share information, concerns, and plan for improvement on a variety of topics impacting the county. A, C, P/S	K-12	School Counselor, Administrator	3-4 times per year	Resources, knowledge, enhanced connections throughout the community

Adirondack School Counseling Association Monthly Meetings (I)	Professional Development-learn about resources in the Adirondack and in the capital region, communicate with other area school counselors. A, C, P/S	K-12	School Counselor	1 time per year, depending on topic	Resources, connections
Career Plans (D)	Individual Career Plan meetings to track students career interest, strengths, areas for improvements, goals, and academic plans to support career goals. A, C	6-12	School Counselor	1 time per year	Meeting completion rate, further education rates
Honor Roll & Perfect Attendance Assembly (D/I)	Celebrate and encourage commitment to education and attendance, which impacts educational success. A	HR 3-12 Perf Attend. P-12	School Counselor, Administrator, Administrative Assistant, Nurse	3 times per year, end of 1st 3 quarters	Grades, track numbers of achieved in each category, awards, attendance
Team Meetings (I)	Communicate regarding student concerns and for planning. A, P/S	PK- 6 7-12	Elementary or 7-12 Teachers, School Counselor	Weekly	Notes, attendance, teacher reports
NYS Test Coordinating (I)	Preparing for implementation of 3-8 state testing, and Regents Exams for 9-12, providing tutorials to keep staff up to date on testing procedures. Ordering tests, coordinating shipment, scoring and data checks for scores. A	3-12	School Counselor, Teachers, Administrator	October-July Prep January, March-June Testing	State test scores, participation rates
Testing Coordinator Meetings, Trainings, & Webinars (I)	Prepare for 3-8 & Regents Testing policy and procedures. A	3-12	School Counselor	As offered, 1-2 times per year	Effective and timely implementation of testing
College Visits (D)	Help students to understand the link between education and the world of work, expose students to a variety of types of colleges, encourage interaction with new people. A, C, P/S	7-8 9-12	School Counselor, Teacher as chaperone	9-12 Fall 7-8 Spring	Pre & post test, student interest and event attendance
Middle School Orientation (D)	Gives students & parents an overview of middle school expectations & logistics. A	7 & 8	School Counselor, Administrator, possibly Teachers	August/Sep tember	Participation rates, parent and student feedback surveys
End of Year/ Scheduling Meetings (D)	Discuss schedules for the coming year, updates on a variety of topics. A, C	8-11	School Counselor	February - April	Completion rates, student self reports based on scaled questions

CTE Field Trip (D)	Visit BOCES and become familiar with the programs they have to offer, CTE & otherwise. A, C	8	School Counselor	Every year, January-March	Participation rates, interest in programs
CTE Presentation	BOCES Representatives visit to present to students about CTE and New Visions Programs. A, C	10	School Counselor	December-January	Participation rates, interest in programs
Student Attendance Meetings (D)	Identify and reduce obstacles impacting poor attendance by building on strengths, increase communication, self-awareness & accountability. A, P/S	7-12	School Counselor, Nurse	On going, as needed	SchoolTool attendance records, attendance improvement plan
Child Study Team (I)	Supports students who exhibit educational gaps & behavior-determine services to be received based on data and monitor progress of interventions. A, P/S	K-12	School Counselor, Special Edu Teacher, Classroom Teacher, Administrator	On going, as needed	Documentation of progress from various data point- objective
Mandatory After School Study Hall (MASSH) (I/D)	Support students improve failing grades, hold them accountable and see the link between hard work, homework, and effective studying with grade outcomes and intrinsic motivation. A	7-12	School Counselor, Teachers, Administrators	Every 5 weeks	Grades, attendance in program, need for enrollment in the program, end of year course failures
Freshman Orientation (D)	Presentation for student and parent- Graduation requirements, expectations, and time for high school and planning for the future. A, C	9	School Counselor	June	Attendance rates, survey, scaled questions
PSAT (I & D)	Prepare students for the SAT, creating additional opportunities for college admissions and scholarships. A, C	11	School Counselor	October	Scores, participation, number of students who go on to take the SAT
Pre-ACT (I & D)	Prepare students for the ACT, creating additional opportunities for college admissions and scholarships C, A	11	School Counselor	October	Scores, participation, number of students who go on to take the ACT
Seal of Biliteracy (I & D)	Qualified seniors can apply to the program. If accepted they will need to earn points based on the NYS requirements for this seal in Spanish and English	12	School Counselor, Spanish Teacher, English Teacher	On going	Number of students enrolled in the program and number of seals granted

	through projects, presentations, and exams. If criteria is met, student, will be awarded the Seal of Biliteracy. A,C				
Seal of Civic Readiness (I & D)	High School students will work to earn points based on the NYS requirements for this seal through project, presentation, and exams. If criteria is met, student will be awarded the Seal of Civic Readiness. A,C	12	School Counselor, History Teacher	On going	Number of seals granted
College Fair (D)	Provide exposure to opportunities for the future and understand the link between high school, higher education and the world of work. A, C	9-12	School counselor and chaperone	Yearly or every other year, depending on location and interest	Attendance rates, student reports and interest
In-house Credit Recovery Plan (I)	Student-specific program to regain lost credit due to failing course grade. A	9-12	Teachers, Administrator, School Counselor	On going, as needed	Attendance reports on SchoolTool, number of classes and students in need of program,
EdGenuity/Imagine Learning (I & D)	Online program for credit recovery for full course failures if unable to fit the in person course into the student scheduler, and access to more elective options that we do not offer in house. A	9-12	School Counselor, Administrator, Teachers	On going, as needed	Grades, participation rates
NCCC Bridge Courses (D & I)	In person dual credit course taught by Long Lake teachers. A	11 & 12	School Counselor, Art Teacher, Spanish Teacher, History Teacher	Fall semester, spring semester and full year courses	Enrollment number, final course scores
TCCC College Now Courses (D & I)	Dual credit online courses through Tompkins Cortland Community College for students with a minimum GPA of 85. To follow the SUNY General Education Requirements. A	11 & 12	School Counselor	Fall semester, spring semester	Enrollment number, final course scores
Meeting with College Reps (D)	Learning from visiting college reps about different types of colleges, majors, and the college process in general. A, C	9-12	School Counselor	On going, primarily fall	Number in attendance

Meetings with Military Reps (D)	Learning about the different branches of the military, various career opportunities, training, college options that result from enlisting. A, C	9-12	School Counselor	On going, primarily fall	Number in attendance
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School Counseling Domain: Career

Activities (Direct or Indirect)	Objective	Target Group	Staff Assigned	Timeline	Evaluation Methods
Classroom Guidance Lessons (D)	Lessons within the classroom setting. A, C, P/S	K-12	School Counselor	On going, throughout the year, 2 sessions minimum per grade	Per/post test, teacher and student feedback
New York State School Counselors Association Annual Conference (I)	Professional Development-Continue lifelong learning in the field of School Counseling, connect with peers, share resources, and stay up to date on new regulations to enhance our school counseling program. A, C, P/S	K-12	School Counselor	Yearly- November, 2 day event	Implementation of new regulations and various data collection methods, self evaluation
Tier II Meetings (I)	Professional Development-A communication checkpoint for members of a variety of Hamilton County Agencies. A chance to share information, concerns, and plan for improvement on a variety of topics impacting the county. A, C, P/S	K-12	School Counselor, Administrator	3-4 times per year	Resources, knowledge, enhanced connections throughout the community
Adirondack School Counseling Association Monthly Meetings (I)	Professional Development-learn about resources in the Adirondack and in the capital region, communicate with other area school counselors. A, C, P/S	K-12	School Counselor	1 time per year, depending on topic	Resources, connections
College Visits (D)	Help students to understand the link between education and the world of work, expose students to a variety of types of colleges, encourage interaction with new people. A, C, P/S	7-8 9-12	School Counselor, Teacher as chaperone	9-12 Fall 5-8 Spring	Pre & post test, student interest and event attendance

End of Year/ Scheduling Meetings (D)	Discuss schedules for the coming year, updates on a variety of topics. A, C	8-11	School Counselor	Late March- Late May	Completion rates, student self reports based on scaled questions
Career Plans (D)	Individual Career Plan meetings to track students career interest, strengths, areas for improvements, goals, and academic plans to support career goals. A, C	6-12	School Counselor	1 time per year	Meeting completion rate, further education rates
Seal of Biliteracy (I & D)	Qualified seniors can apply to the program. If accepted they will need to earn points based on the NYS requirements for this seal in Spanish and English through projects, presentations, and exams. If criteria is met, student, will be awarded the Seal of Biliteracy. A,C	12	School Counselor, Spanish Teacher, English Teacher	On going	Number of students enrolled in the program and number of seals granted
Seal of Civic Readiness (I & D)	High School students will work to earn points based on the NYS requirements for this seal through project, presentation, and exams. If criteria is met, student will be awarded the Seal of Civic Readiness. A,C	12	School Counselor, History Teacher	On going	Number of seals granted
CTE Field Trip (D)	Visit BOCES and become familiar with the programs they have to offer, CTE & otherwise. A, C	8	School Counselor	Every year, January-March	Participation rates, interest in programs
PSAT (I & D)	Prepare students for the SAT, creating additional opportunities for college admissions and scholarships. A, C	11	School Counselor	October	Scores, participation, number of students who go on to take the SAT
Pre-ACT (I & D)	Prepare students for the ACT, creating additional opportunities for college admissions and scholarships. A, C	11	School Counselor	October	Scores, participation, number of students who go on to take the ACT
ASVAB Administration & Interpretation (I & D)	Students gain a deeper understanding of strength, weaknesses, interested, and how those areas relate to high school courses and career pursuits A, C, PS	10 & 12	School Counselor	October	Participation, interest inventory results

College Fair (D)	Provide exposure to opportunities for the future and understand the link between high school, higher education and the world of work. A, C	9-12	School counselor and chaperone	Yearly or every other year, depending on location and interest	Attendance rates, student reports and interest
Meeting with College Reps (D)	Learning from visiting college reps about different types of colleges, majors, and the college process in general. A, C	9-12	School Counselor	On going, primarily fall	Number in attendance
Meetings with Military Reps (D)	Learning about the different branches of the military, various career opportunities, training, college options that result from enlisting. A, C	9-12	School Counselor	On going, primarily fall	Number in attendance
SUNY Operation Information (I)	Professional Development- Attend conference about SUNY Colleges, ideas, suggestions, application resources, and financial information to share with students. C	9-12	School Counselor	Every two years	Number of college applications and acceptance
Financial Aid Info Session (D)	Increase student financial knowledge to make sound borrowing decisions based on accurate financial aid information. C	12	School Counselor, teacher	October	Pre/post test
Scholarships (D)	Provide students with a variety of local scholarship options for which they can apply. C	12	School Counselor	November-June	Application rates

School Counseling Domain: Personal/Social

Activities (Direct or Indirect)	Objective	Target Group	Staff Assigned	Timeline	Evaluation Methods
Individual Counseling (D)	Support student needs through building on strengths and skill building. A, C, P/S	K-12	School Counselor,	Ongoing, weekly, biweekly, or as	Teacher reports, parent reports, student self-report, progress monitoring, notes of

				needed	date/topic, structured interview
Group Counseling (D)	Support student needs through building on strengths, build skills, and social interaction. P/S	K-12	School Counselor	Ongoing, short term or full year	Teacher reports, parent reports, student self-report, progress monitoring, notes of date/topic, structured interview
Crisis Counseling (D)	Assist students in deescalating, redirecting, and implementing learned coping skills. P/S	K-12	School Counselor, Nurse, Administrator	Ongoing, as needed	Teacher reports, parent reports, student self-report, progress monitoring, notes of date/topic
Classroom Guidance Lessons (D)	Lessons within the classroom setting. Hamilton Country Prevention implements K-6 Second Step Social-Emotional Program A, C, P/S	K-12	School Counselor in Collaboration with Hamilton Country	On going, throughout the year, 20 sessions per grade	Per/post test, teacher and student feedback
Conflict Resolution (D)	Assist students in working through peer conflict & create a plan for moving forward. P/S	K-12	School Counselor, Nurse	On going, as needed	Student self-report, decrease discipline reports, teacher observation, notes of date/topic
Big Buddies Program (D/I)	Teaching responsibility, community and building school wide relationships to help enforce the 6 Character Ed. traits. A, P/S	K- 12	School Counselor, Character Ed. committee members	Ongoing, roughly 6 times/year	Student feedback based on demonstrated interest and teacher feedback
Bullying Prevention (D)	Identification and reduction of bullying. P/S	K-12	Nurse (DASA coordinator), Teachers, School Counselor, Principal	Ongoing, as needed	Number of DASA reports and referrals, student reports
Health, Safety & Wellness Committee (I)	Supports student HSW by reviewing state guidelines, BOE policy, implementing programs and visiting speakers. P/S	K-12	School Counselor, Nurse, other committee members (teachers, admin, BOE members, etc)	Monthly, September -June	Meeting notes, initiatives, programs, and presentations
Family First Program Referrals & Support (D/I)	Refer students as needed and participate in meetings and plans to support student success. A, P/S	K-12	Student Services Team: School Counselor, Administrator, Family First Specialist, Nurse,	Ongoing, as needed	Grades, attendance tracking, and discipline records

Student Services Team Meeting (I)	Identify student concerns, enhance communications, create plans to better support identified students. A, P/S	K-12	School Counselor, Administrator, Family First Specialist, Nurse,	Ongoing, weekly September-June	Grades, attendance, discipline referrals, Home Run referrals, teacher reports, iReady results
Home Visits for Chronic Absenteeism (D)	Home visits to problem solve in efforts to overcome chronic absences. A, P/S	K-12	School Counselor	On going, as needed	Attendance record tracking in SchoolTool
IEP Progress Monitoring (D/I)	Monitor IEP goals for primarily social/emotional set forth by CSE. A, P/S	K-12	School Counselor,	Ongoing, weekly or biweekly	Observation checklists, verbal questions
Committee on Special Education (CSE) Meetings (I/D)	Initial, annual, and reevaluations to develop and implement IEP & 504 plans. A, P/S	K-12	School Counselor, /CSE chair, SpEd Teacher, Classroom Teacher	Once per year or more - Spring for Annual reviews	IEP goals, progress monitoring based on goal, Psych.Ed evaluations, teacher data
New York State School Counselors Association Annual Conference (I)	Professional Development-Continue lifelong learning in the field of School Counseling, connect with peers, share resources, and stay up to date on new regulations to enhance our school counseling program. A, C, P/S	K-12	School Counselor	Yearly-November, 2 day event	Implementation of new regulations and various data collection methods, self evaluation
Tier II Meetings (I)	Professional Development-A communication checkpoint for members of a variety of Hamilton County Agencies. A chance to share information, concerns, and plan for improvement on a variety of topics impacting the county. A, C, P/S	K-12	School Counselor, Administrator	3-4 times per year	Resources, knowledge, enhanced connections throughout the community
Adirondack School Counseling Association Monthly Meetings (I)	Professional Development-learn about resources in the Adirondack and in the capital region, communicate with other area school counselors. A, C, P/S	K-12	School Counselor	1 time per year, depending on topic	Resources, connections
Team Meetings (I)	Communicate regarding student concerns and for planning. A, P/S	PK- 6 7-12	Elementary or 7-12 Teachers, School Counselor	Weekly	Notes, attendance, teacher reports
College Visits	Help students to understand the link between education and the	7-8	School Counselor, Teacher as	9-12 Fall	Pre & post test, survey student interest and

(D)	world of work, expose students to a variety of types of colleges, encourage interaction with new people. A, C, P/S	9-12	chaperone	7-8 Spring	event attendance
Student Attendance Meetings (D)	Identify and reduce obstacles impacting poor attendance by building on strengths, increase communication, self-awareness & accountability. A, P/S	7-12	School Counselor, Nurse	On going, as needed	SchoolTool attendance records, attendance improvement plan
Student Wellness & Connection Survey (D & I)	Identify at risk students, conduct follow up interviews, and implement additional support when needed. P/S	7-12	School Counselor	September & February	Survey results, results of follow up meetings when needed
Child Study Team (I)	Supports students who exhibit educational gaps & behavior- determine services to be received based on data and monitor progress of interventions. A, P/S	K-12	School Counselor, , Special Edu Teacher, Classroom Teacher, Administrator	On going, as needed	Documentation of progress from various data point- objective
Freshman Orientation (D)	Presentation for student and parent- Graduation requirements, expectations, and time for high school and planning for the future. A, C	9	School Counselor	June	Attendance rates, survey, scaled questions
ASVAB Administration & Interpretation (I & D)	Students gain a deeper understanding of strength, weaknesses, interested, and how those areas relate to high school courses and career pursuits A, C, P/S	10 & 12	School Counselor	October	Participation, interest inventory results

Additional Resources

American School Counseling Association (ASCA) American School Counseling Association
www.schoolcounselor.org

NYS Department of Education (NYSED)
www.p12.nysed.gov/sss/schoolcounseling.html

NYS School Counseling Association (NYSSCA)
www.nyssca.org

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