

ROCKVILLE CENTRE UNION FREE SCHOOL DISTRICT

**2019/2020  
SCHOOL COUNSELING CURRICULUM PLAN  
K-12**

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## **School District Mission Statement**

The mission of the Rockville Centre School District is to educate our students to become independent problem solvers. It is our goal to empower each student to meet the challenges of tomorrow's emerging world. The District will provide a safe, nurturing environment in which individual and civic responsibility is fostered, diversity is respected and all students are enabled to realize their full potential.

# **New York State Part 100.2 Regulations - Amendments**

## **School Counseling Programs**

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

Beginning with the 2019-2020 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. In grades 6-12, the program shall include 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. For a student with a disability, the plan shall be consistent with the student's individualized education program. Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements.

Beginning with the 2019-2020 school year, each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner for compliance with this subdivision. Such district and building level plans shall be updated annually, available for review at the district offices and each school building, and made available on the district's website.

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 providers in the district including school social workers and/or school psychologists). The advisory council shall meet no less than twice each 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.

## **ASCA School Counselor Professional Standards & Competencies**

The American School Counselor Association (ASCA) is a worldwide non-profit organization based in Alexandria, Va. Founded in 1952, ASCA supports school counselors' efforts to help students focus on academic, personal/social and career development so they not only achieve success in school but are prepared to lead fulfilling lives as responsible members of society. With a motto of "One Vision, One Voice," the association provides professional development, publications and other resources, research and advocacy to professional school counselors around the globe.

For more information on ASCA, or to order "The ASCA National Model: A Framework for School Counseling Programs," visit [www.schoolcounselor.org](http://www.schoolcounselor.org), call (703) 683-ASCA (2722) or you may write to ASCA, 1101 King St., Suite 625, Alexandria, VA 22314, fax: (703) 683-1619.

# The ASCA Mindsets & Behaviors for Student Success

**Category 1: Mindset Standards**  
School counselors encourage the following mindsets for all students.

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

**Category 2: Behavior Standards**  
Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with other students
B-LS 3. Use time-management, organizational and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4. Apply self-motivation and self-direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	B-SS 5. Demonstrate ethical decision-making and social responsibility
B-LS 6. Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long- and short-term academic, career and social/emotional goals	B-SMS 7. Demonstrate effective coping skills when faced with a problem	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8. Actively engage in challenging coursework	B-SMS 8. Demonstrate the ability to balance school, home and community activities	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

# The Comprehensive School Counseling Program

The comprehensive school counseling program is a framework for the systemic development, implementation, and evaluation of school counseling programs. The process for delivery of the National Standards linked to the Common Core Standards is accomplished by utilizing each of the four components of the comprehensive model: **school counseling curriculum, individual student planning, responsive services, and system support**. The comprehensive model identifies the competencies for students and uses varying strategies to deliver the content of the program to every student. Most importantly, the comprehensive program links school counseling to the total educational process.

The ASCA's National Model for School Counseling Programs incorporates the national standards, the comprehensive process and results-based accountability, while considering the developmental needs of every student. The four main components of the model are:

1. The foundation of the program which addresses the belief and mission that every student will benefit from the school counseling program.
2. The delivery system which defines the implementation process and the components of the comprehensive model (guidance curriculum, individual planning with students, responsive services and system support).
3. The management system that presents the organizational process and tools needed to deliver a comprehensive school counseling program. These processes and tools include: agreements or responsibilities, use of data, action plans, time and task analysis and monthly calendars.
4. The accountability system which helps school counselors demonstrate the effectiveness of their work in measurable terms such as impacts over time, performance, evaluation and program audit.

The National Model for School Counseling Programs speaks to the importance of accountability and having an organizational framework that documents and demonstrates how students are different as a result of the school counseling programs. A commitment to accountability shifts public perception from questions such as "what do school counselors really do?" to show how school counselors are key players in the academic success for all students.

## **Benefits**

In the Rockville Centre UFSD, we encourage and promote social emotional learning, college and career readiness, and academic growth through our counseling and support program. Our program prepares students for the transitions they experience throughout their educational journey in the District. In addition, it prepares students for their life post-high school so they can enter college, the workforce, the military or other post-secondary opportunities. We support the development of a variety of skills including time management, organization, study habits, and self-advocacy to help increase student success. By providing programs to all students throughout the District, we ensure every student access to the school counseling program and educational opportunities.

Our counseling/support staff also provide assistance to our teachers. The team will counsel struggling students, provide means for receiving support, advocate for students' best interests and coordinate meetings between parents, staff and students. We provide a team approach to meet the students' needs.

Our support staff assists administration to enhance the school climate and learning community in each building. Understanding the proactive measures taken by our team fosters a team approach, further enhancing the support our students and families receive. We have outlined opportunities for community involvement so that students may contribute to the community and our community becomes a part of our schools. This plan helps educate the larger community on the many aspects and benefits of the counseling programs in the Rockville Centre UFSD.

The development, implementation and review of our comprehensive plan ensures to the Board of Education, and our community, that students, teachers and parents are being provided a high quality and well-developed sequence of activities and programs

It also underscores the rich resources of our pupil personnel support staff which benefits all students. The plan lays out the responsibilities of both staff and students to be accountable and recognizes the impact and influence of counselors on student success.



## **Annual Review and Evaluation of Plan**

The guidance plan will be reviewed by building Principals and the School Counselors on an annual basis. This review is to take place twice each school year. During the review, results from the previous year and goals for the upcoming year will be evaluated. Additionally, changes will be made to this plan as necessary. This review will be documented and made available to the Superintendent.

## **Advisory Council**

The advisory council is a representative group of stakeholders (e.g. parent, staff, community, administration, etc.) selected to review and advise on the implementation of the school counseling program. In the Rockville Centre UFSD, the Advisory Council will be made up of the following individuals:

- Assistant Superintendent for Pupil Services & Special Education
- Supervisor of Counseling Services
- One Elementary Social Worker
- One Secondary Social Worker
- One Elementary School Psychologist
- One Secondary School Psychologist
- One Elementary Teacher
- One Middle School Teacher
- One High School Teacher
- One Board of Education Member
- Two to three PTA Members
- Representative from MLK Center
- Representative from the Hispanic Brotherhood

## **Annual Calendar**

An annual calendar written by counselors in each school reflects counseling activities in individual buildings. The annual calendar outlines major activities, dates and themes for the year. This will be made available to staff, students and parents.

## **Use of Community Resources**

Counselors will work with a variety of resources to implement the Comprehensive Counseling Program. Parents, students, community and business leaders, and school board members are utilized to provide counseling related services to students.

## ***Roles of the PPS Staff***

Comprehensive developmental student support within the Rockville Centre UFSD offers a wide range of services that impact the academic, career, personal and social development of students necessary to ensure success in school and in life. Trained professionals within each building work as a team to identify problems and institute preventative as well as interventional strategies for students, parents, teachers and administrators. This professional team consists of the School Counselors, Social Workers, Psychologists, Nurses and building Administrators.

### **School Counselor**

A **School Counselor** is a certified professional educator trained in assisting students to effectively plan, manage and monitor their own learning. In addition to functioning as an equal partner with the school's instructional programs, counselors provide support services designed to help students develop sound emotional and social skills as well. The Guidance curriculum program is a proactive developmental plan designed to promote the skills needed for students to:

- Understand and respect themselves and others
- Behave responsibly in the school, the family and the community
- Manage and adjust to change successfully
- Make wise choices
- Make optimal use of their educational opportunities
- Solve interpersonal problems in a peaceful manner
- Communicate effectively
- Plan and prepare for personally satisfying lives
- Plan and prepare for socially useful lives

School Counselors are employed in both the elementary, middle and high schools. They function as members of a student services team that includes teachers, school psychologists, social workers, school nurses and building administrators. Working in conjunction with parents, school counselors assist students in developing, analyzing and evaluating their educational, occupational and personal goals. Through activities that are differentiated by age-specific developmental stages of growth, Counselors join with professional colleagues to foster the successful acquisition of appropriate life skills.

## **School Psychologist**

**School Psychologists** have specialized training in both psychology and education. They use their training and skills to team with teachers, parents and other mental health professionals to ensure that every child learns in a safe, healthy and supportive environment. With their understanding of school systems, effective teaching and successful learning, they tailor their services to particular needs of each child and each situation. They help others understand child development and how it affects learning and behavior, provide healthy and effective alternatives to teachers, parents and administrators, and strengthen relationships between educators, parents and community services.

School psychologists consult with mainstream and special education teachers to develop and implement pre-referral interventions as well as design and implement functional behavioral assessments and behavior intervention plans.

## **School Social Worker**

**School Social Workers** are trained mental health professionals who can assist with mental health concerns, behavioral concerns, positive behavioral support, academic, and classroom support, consultation with teachers, parents, and administrators as well as provide individual and group counseling/therapy. They bring unique knowledge and skills to the school system and student services team. These skills include:

- Diagnosing student problems
- Arranging needed services
- Counseling children in trouble
- Helping to integrate students with disabilities into the general school population

While working in collaboration with home, school and community, the school Social Worker is instrumental in furthering the purpose of the school: to foster an environment conducive to teaching, learning, and the attainment of competence and confidence.

## **School Nurse**

**School Nurses** are licensed professionals specializing in a practice that advances the well-being, academic success and lifelong achievement of students. They facilitate positive student responses to normal development, promote health/safety, intervene with actual and potential health problems, provide case management services and

collaborate with others to develop student skills for self management, self advocacy and learning.

The School Nurse wears many hats at his or her school in the form of:

- Being an active participant in student medicine
- Promoting physical, emotional, and mental health
- Promoting preventative care
- Promoting health and wellness education
- Teaching hygiene
- Being a first-aid, emergency respondent
- Overseeing student's allergies
- Dispensing of medication and management of medication
- Health counseling to students and parents
- Being involved in interventions
- Create a health care plan for a school

# Rockville Centre UFSD Pupil Personnel Services Staff

**Covert School Main Office: 255-8916**

Psychologist	Janine Rose
Social Worker	Maureen Bedell
Nurse	Ann DeGregoris

**Hewitt School Main Office: 255-8913**

Psychologist	Dawn Middleton Michele Stegman
Social Worker	Lisa Yearwood
Nurse	Debbie O'Rourke

**Riverside School Main Office: 255-8902**

Psychologist	Sean McCabe
Social Worker	Lisa Yearwood
Nurse	Jeanette Pedrahita-Cuartas

**Watson School Main Office: 255-8904**

Psychologist	James Landaas
Social Worker	Sue Buckheit
Nurse	Laura Lanning

**Wilson School Main Office: 255-8904**

Psychologist	Jen Hogan
Social Worker	Maureen Bedell
Nurse	Karen Weber

**District Wide Elementary School Counselor**

School Counselor	Deniz Cabas DCabas@rvcschools.org
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**South Side Middle School**

Main Office: 255-8978

Psychologists	Nancy Chase Scott Quasha
School Counselors	Nicholas Boyiatzis Carla Jones Stephanie Markwalter
Social Workers	Sue Buckheit Jivanna Okolica
Nurse	Mary Walsh

**South Side High School**

Main Office: 255-8947

Supervisor of Counseling and Student Support Services	Laurie Levy
School Counselors	Greg Brennan Kevin Downey Alexandra Foukalas Marcy Pedone Joanna Zweben
Social Workers	Nicole Knorr Jennifer Sedler Katie Yamond
Nurses	Tara Algerio-Vento Mary Kate McMahon

## Grades K-5

<b>ASCA Mindset and Behavior Standards</b>	<b>Objectives/Activities</b>	<b>Timeline</b>	<b>Staff member</b>	<b>Assessment/ Evaluation</b>
Mindsets: 1,2,5,6 Behaviors: <u>Learning</u> <u>Strategies:</u> 1,3,7,9 <u>Self-Management:</u> 1,6	<u>Individual Counseling</u> for students <ul style="list-style-type: none"> <li>● Experiencing Trauma</li> <li>● In crisis</li> <li>● Difficulty with emotional regulation and impulse control</li> <li>● IEP mandated</li> </ul>	1x a week	Social Worker, School Psychologist	Discipline Referrals Report Cards Surveys
Mindsets: 2,3,5,6 Behaviors: <u>Learning</u> <u>Strategies:</u> 1,2,7,9 <u>Self-Management:</u> 1 <u>Social Skills:</u> 2,4	<u>Group Counseling</u> For students with: <ul style="list-style-type: none"> <li>● Academic</li> <li>● Self-Esteem</li> <li>● Social Skills</li> <li>● Concerns</li> </ul>	3x a week 3 cycles a year	Social Worker, School Psychologist, School Counselor	Discipline Referrals Report Card Surveys
Mindsets: 3,5 Behaviors: <u>Learning</u> <u>Strategies:</u> 1,2,4,9 <u>Self-Management:</u> 1,9 <u>Social Skills:</u> 1,2,4,5,8	<u>Mediations</u> between students in disagreements to work on communicating feelings, problem solving skills, empathy, and taking perspective	As needed	Teachers, Social Worker, School Counselor	Discipline Referrals Report Card Surveys Pre/Post Test
Mindsets: 1,5,6 Behaviors: <u>Learning Strategies:</u> 1,9 <u>Self-Management:</u> 1,2,10	<u>Discipline reflections</u> for students with multiple disciplinary referrals	As needed	Principal, School Counselor	Discipline Referrals Report Card
Mindsets: 1-6 Behaviors: <u>Learning Strategies</u> 1-10 <u>Self-Management:</u> 1-10 <u>Social Skills:</u> 1-9	<u>Classroom Lessons:</u> Class Guidance Lessons Sanford Harmony Bullying Prevention Grade level DASA Lessons Adventures of Dakota Life Lesson What's funny? Humor vs. Teasing Cooperative Behavior & Respect SSHS Youth Decide Visits 5th Grade Maturation Program	Throughout the year	Teachers, Principals, Social Workers, School Counselor	SEL Data Pre/Post Test Discipline Referrals Report Card

<p>Mindsets: 1-6 Behaviors: <u>Learning Strategies:</u> 1-10 <u>Self-Management:</u> 1-10 <u>Social Skills:</u>1-9</p>	<p><u>School Wide PBIS</u> Celebration of Friendship Athletes helping Athletes Buddies Program Anti-Bullying Pledge Reflections Ceremony Random Acts of Kindness Week Caught You Being Kind Week Red Ribbon Week Autism Awareness Week Inclusive Schools Week</p>	<p>Throughout the year</p>	<p>Teachers, Principal, Social Worker, School Counselor</p>	<p>Discipline Referrals Report Cards SEL Data</p>
<p>Mindsets: 2,3,5 Behaviors: <u>Learning Strategies:</u> 4,5,8,10 <u>Self-Management:</u> 1,2,5,8 <u>Social Skills:</u> 1,5</p>	<p><u>Middle School Parent Orientation:</u> Preparing 5<sup>th</sup> grade class to transition into middle school.</p>	<p>April</p>	<p>Teachers, Parents, Principal, Counselors</p>	<p>Absent/Late Days Report Card Surveys</p>
<p>Mindsets: 5 Behaviors: <u>Learning Strategies:</u> 1,4,10 <u>Self-Management:</u> 1,6,9 <u>Social Skills:</u> 5</p>	<p><u>Red Ribbon Week</u> Teaching students about drug and alcohol abuse as well as teaching them how to stand above peer pressure.</p>	<p>October</p>	<p>Teachers, Social Worker, Counselors, Students</p>	<p>Discipline Referrals Absent Late Days Report Card</p>
<p>Mindsets: 2,3,6 Behaviors: <u>Learning Strategies:</u> 3,4,5,6 <u>Self-Management:</u> 1,2,3,8 <u>Social Skills:</u> 2,3,9</p>	<p><u>Back to School Night</u> – to provide parents/guardians with information regarding current academic programming, thus enhancing communication and promoting support for students' academic success.</p>	<p>September</p>	<p>Teachers, School Counselor</p>	<p>Parent Feedback</p>
<p>Mindsets: 2,3,5,6 Behaviors: <u>Learning Strategies:</u> 1,9 <u>Self-Management:</u> 1,4,7,9,10 <u>Social Skills:</u> 3,4,8,9</p>	<p><u>Parent Trainings &amp; Resources</u> Mental Health Parent Forum &amp; First Aid Workshop Drug &amp; Alcohol Prevention Team Mental health first aid workshop Parent University</p>	<p>November  February</p>	<p>Social Worker, School Psychologist, School Counselor</p>	<p>Parent Feedback</p>
<p>Mindsets: 1,2,3 Behaviors: <u>Learning Strategies:</u> 3,10 <u>Self-Management:</u> 2,4,6,7,10 <u>Social Skills:</u>1,3,4,5,6,7,8</p>	<p><u>Teacher Trainings</u> Mental Health Faculty Training Annual DASA/ Code of Conduct training</p>	<p>Ongoing</p>	<p>Social worker, School Psychologist, School Counselor</p>	<p>Teacher Feedback</p>
<p>Mindsets: 2,3,6 Behaviors: <u>Learning Strategies:</u> 10 <u>Self-Management:</u> 1,3,9</p>	<p><u>Kindergarten &amp; New Student Orientations</u> Tea &amp; Sympathy Teddy &amp; Me</p>	<p>May</p>	<p>Principals</p>	<p>Parent Feedback</p>



Social Skills:2,3,8,9

Meet & Greets

## Grades 6-8

<b>ASCA Mindset and Behavior Standards</b>	<b>Objectives/Activities</b>	<b>Timeline</b>	<b>Staff member</b>	<b>Assessment/ Evaluation</b>
Mindsets: 1,2,5,6 Behaviors: <u>Learning Strategies</u> 1,3,7,9 <u>Self-Management</u> 1,6 <u>Social Skills</u> : 1-9	<u>Individual Counseling</u> for students <ul style="list-style-type: none"> <li>• Experiencing Trauma</li> <li>• In crisis</li> <li>• Difficulty with emotional regulation and impulse control</li> <li>• IEP mandated</li> </ul>	Ongoing/ weekly	Social Worker, Psychologist, Counselor	Discipline referrals, report cards, teacher feedback
Mindsets: 2.3.5.6 Behaviors: <u>Learning Strategies</u> 1,2,7,9 <u>Self-Management</u> 1 <u>Social Skills</u> : 2,4	<u>Group Counseling</u> For students with: <ul style="list-style-type: none"> <li>• Academic</li> <li>• Self-Esteem</li> <li>• Social Skills</li> <li>• Concern</li> </ul>	Ongoing/ weekly	Social Worker Psychologist, Counselor	Discipline referrals, report cards, teacher feedback
Mindsets: 3,5 Behaviors: <u>Learning Strategies</u> 1,2,4,9 <u>Self-Management</u> 1,9 <u>Social Skills</u> : 1,2,4,5,8	<u>Mediations</u> between students in disagreements to work on communicating feelings, problem solving skills, empathy, and taking perspective	As needed	Counselors, Intervention staff, social workers	Discipline referrals, report cards, teacher feedback, student feedback
Mindsets: 1,5,6 Behaviors: <u>Learning Strategies</u> 1,9 <u>Self-Management</u> 1,2,10 <u>Social Skills</u> : 1,4,5,9	<u>Discipline reflections</u> for students with multiple disciplinary referrals	As needed	Principal, Counselors, Intervention staff	Discipline referrals
Mindsets: 1,2,3,5,6 Behaviors: <u>Learning Strategies</u> 3,5,6,7,10 <u>Self-Management</u> 1-10 <u>Social Skills</u> : 1-9	<u>Incoming 6th grade student orientations</u> <ul style="list-style-type: none"> <li>• Counselor meets with 5th grade teachers</li> <li>• Counselor/principal/ students visit each elementary school</li> </ul>	Ongoing	Counselors/ad ministration	Teacher/student feedback

	<ul style="list-style-type: none"> <li>• 5th grade students visit MS for presentation/tour</li> <li>• August orientation day</li> </ul>			
<p>Mindsets: 2,3,5 Behaviors: <u>Learning Strategies</u> 4,5,8,10 <u>Self-Management</u> 1,2,5,8 <u>Social Skills</u>: 1,5</p>	<p><u>Middle School Parent Orientation</u>: Preparing 5<sup>th</sup> grade parents to transition into middle school.</p>	April	Counselors, Teachers, Administration	Parent Feedback
<p>Mindsets: 1,2,3,5,6 Behaviors: <u>Learning Strategies</u> 4,6,9 <u>Self-Management</u>: <u>Social Skills</u>: 1</p>	<p><u>MYP</u> Introduce MYP Learner Profiles to improve students' awareness of their academic strengths. Monthly recognition of students who exhibit specific learner profiles. Use of specific terminology to reinforce MYP program.</p>	Ongoing	Counselors, Teachers	Teacher/student feedback and follow-up activities
<p>Mindsets: 5 Behaviors: <u>Learning Strategies</u> 3,4,8 <u>Self-Management</u>: 1,2,3,5,6 <u>Social Skills</u>: 1,3,6</p>	<p><u>AIS Services</u> Students are identified for Academic Intervention Services (AIS) in ELA and Math based on a combination of their NWEA scores, grades and teacher recommendations. Students can be moved in and out of the program throughout the year based on performance.</p>	Ongoing	Teachers, Counselors	NWEA, reading assessments, math assessments, grades

<p>Mindsets: 2,3,5,6  Behaviors:  <u>Learning Strategies</u>  1,3,4,7  <u>Self-Management</u>: 1-8,10  <u>Social Skills</u>: 1,2,3,6,8,9</p>	<p><u>Homework help</u>  Help select and organize students for after school homework help. Meetings with students, counselors and administrators to set quarterly goals for improved academic performance.</p>	Ongoing	Teachers, Counselors	Report Cards, parent request, teacher recommendation
<p>Mindsets: 1,2,3,5,6  Behaviors:  <u>Learning Strategies</u>  3,6,7,9  <u>Self-Management</u>:  1,2,6,7,10  <u>Social Skills</u>: 1,3,4,5,6,7,8</p>	<p><u>Cluster meetings</u>  Schedule and run team meetings with teachers to identify students who are struggling academically, socially or emotionally. Follow up with parents and schedule parent-team meetings if necessary</p>	Ongoing	Counselors, Teachers	Parent Feedback, teacher feedback
<p>Mindsets: 1-6  Behaviors:  <u>Learning Strategies</u> 1-10  <u>Self-Management</u>: 1-10  <u>Social Skills</u>: 3,6,7,8,9</p>	<p><u>Academic Progress Review</u>  Meet with students to review Progress Reports, Report Cards and attendance</p>	Ongoing	Counselors, Administration	Report cards, attendance records, teacher feedback
<p>Mindsets: 2,3,6  Behaviors:  <u>Learning Strategies</u>  3,4,5,6  <u>Self-Management</u>: 1,2,3,8  <u>Social Skills</u>: 2,3,9</p>	<p><u>Back to School Night</u>  Provide parents/guardians with information regarding current academic programming, thus enhancing communication and promoting support for students' academic success.</p>	September	Teachers, Counselors	Parent feedback

<p>Mindsets: 1-6 Behaviors: <u>Learning Strategies</u> 1,4,7,8,9 <u>Self-Management</u>: 1,5 <u>Social Skills</u>: 3</p>	<p><u>Student Scheduling/</u> <u>Schedule Adjustment</u> Ensure proper academic placement; consider recommendations from current classroom teacher</p>	Ongoing	Counselors	Schedule review
<p>Mindsets: 3,4,5 Behaviors: <u>Learning Strategies</u> 2,7,10 <u>Self-Management</u>: <u>Social Skills</u>:</p>	<p><u>College Apparel Day</u> Have students gain early exposure to colleges and universities and continue to learn how to ask questions to gain information.</p>	Once per year	Entire Staff	Student feedback
<p>Mindsets: 1-6 Behaviors: <u>Learning Strategies</u> 1-10 <u>Self-Management</u>: 1-10 <u>Social Skills</u>: 1-9</p>	<p><u>Second Step Lessons</u> Delivered in advisory and classrooms covering SEL topics.</p>	Monthly	Teachers, Social Worker, Psychologists, Counselors, Administration	Teacher/student feedback
<p>Mindsets: 3,6 Behaviors: <u>Learning Strategies</u> <u>Self-Management</u>: <u>Social Skills</u>: 3</p>	<p><u>Full school assembly</u> On the first day of school introduce entire faculty to students. Posters displayed throughout school with photos of PPS Staff</p>	September	Administration	Student feedback

<p>Mindsets: 1,4,5,6 Behaviors: <u>Learning Strategies</u> 1,4,5,7,9, 10 <u>Self-Management</u>: 1,2,5,8 <u>Social Skills</u>: 1,6,8,9</p>	<p><u>Career Exploration</u> Introduce all 6th grade students to the Naviance Program</p> <ul style="list-style-type: none"> <li>career exploration and discovery</li> </ul> <p>Career Game activity with 7th graders - interest inventory</p> <p>Level 1 Assessment - transition planning for Special Ed students</p> <p>Naviance program with 7<sup>th</sup> grade students</p> <ul style="list-style-type: none"> <li>college exploration and discovery</li> </ul>	<p>Winter</p> <p>Spring</p> <p>Spring</p> <p>Winter</p>	<p>Counselors</p> <p>Counselors</p> <p>Teachers</p> <p>Counselors</p>	<p>Feedback from Students</p>
<p>Mindsets: 1,2,3,5,6 Behaviors: <u>Learning Strategies</u> 2,4,7 <u>Self-Management</u>: 4,5,6,7,10 <u>Social Skills</u>: 1-9</p>	<p><u>Challenge Day (Gr 8)</u> A safe environment for students to connect with their peers on a deeper level. Promotes understanding of self and others.</p>	<p>Fall</p>	<p>Counselors, Teachers, Administrators</p>	<p>Feedback from Students/Parents</p>

## Grades 9-12

ASCA Mindset and Behavior Standards	Objectives/Activities	Timeline	Staff member	Assessment/ Evaluation
Mindsets: 1,2,5,6 Behaviors: <u>Learning Strategies</u> 1,3,7,9 <u>Self-Management</u> 1,6 <u>Social Skills:</u> 1-9	<u>Individual Counseling</u> For students: <ul style="list-style-type: none"> <li>● Experiencing Trauma</li> <li>● In crisis</li> <li>● Difficulty with emotional regulation and impulse control</li> <li>● IEP mandated</li> </ul>	ongoing/ weekly	Social Worker, School Psychologist, Counselor	Discipline referrals, report cards, teacher feedback
Mindsets: 2.3.5.6 Behaviors: <u>Learning Strategies</u> 1,2,7,9 <u>Self-Management</u> 1 <u>Social Skills:</u> 2,4	<u>Group Counseling</u> For students with: <ul style="list-style-type: none"> <li>● Academic</li> <li>● Self-Esteem</li> <li>● Social Skills</li> <li>● Concern</li> </ul>	ongoing/ weekly	Social Worker Psychologist, Counselor	Discipline referrals, report cards, teacher feedback
Mindsets: 1,5,6 Behaviors: <u>Learning Strategies</u> 1,9 <u>Self-Management</u> 1,2,10 <u>Social Skills:</u> 1,4,5,9	<u>Re-entry Meeting</u> For students with disciplinary concerns who are returning to school	As needed	Principal, Counselors, Intervention staff	Discipline referrals

<p>Mindsets: 3,5 Behaviors: <u>Learning Strategies</u> 1,2,4,9 <u>Self-Management</u> 1,9 <u>Social Skills</u>: 1,2,4,5,8</p>	<p><u>Peer Mediation Club</u> Mediations between students in disagreements to work on communicating feelings, problem solving skills, empathy, and taking perspective</p>	As needed	Counselors, Intervention staff, social workers	Discipline referrals, report cards, teacher feedback, student feedback
<p>Mindsets: 2,3,6 Behaviors: <u>Learning Strategies</u> 3,4,5,6 <u>Self-Management</u>: 1,2,3,8 <u>Social Skills</u>: 2,3,9</p>	<p><u>Back to School Night</u> To provide parents/guardians with information regarding current academic programming, thus enhancing communication and promoting support for students' academic success.</p>	September	Teachers, Counselors	Parent feedback
<p>Mindsets: 1-6 Behaviors: <u>Learning Strategies</u> 1,4,7,8,9 <u>Self-Management</u>: 1,5 <u>Social Skills</u>: 3</p>	<p><u>College Preparation</u></p> <ul style="list-style-type: none"> <li>• Free preparatory course offered for students planning to take the SAT</li> <li>• Senior Segments, Senior Seminars</li> <li>• Senior Classroom Presentations</li> <li>• Letters of recommendation</li> <li>• School serves as testing center for multiple administration dates for standardized tests</li> </ul>	Fall/Spring	Counselors, Teachers	SAT scores, Attendance
<p>Mindsets: 1,4,5,6 Behaviors: <u>Learning Strategies</u> 1,4,5,7,9, 10 <u>Self-Management</u>: 1,2,5,8 <u>Social Skills</u>: 1,6,8,9</p>	<p><u>College Related Events</u></p> <ul style="list-style-type: none"> <li>• Financial Aid Night</li> <li>• NCAA Recruitment Night</li> <li>• College Fair</li> <li>• 10th, 11th and 12th grade parent night</li> <li>• HOLLER College Consortium</li> </ul>	Fall/Spring	Counselors	Student Feedback



<p>Mindsets: 2.3.5.6 Behaviors: <u>Learning Strategies</u> 1,2,7,9 <u>Self-Management</u> 1 <u>Social Skills</u>: 2,4</p>	<p><u>SMILE Club/New Student Orientation Program</u></p> <ul style="list-style-type: none"> <li>• Through this student mentoring program, 9th grade students engage in monthly conversations with upperclassmen</li> <li>• Freshman Groups</li> </ul>	Monthly	Teachers, Support Staff, Student Mentors	Advisory Survey
<p>Mindsets: 2.3.5.6 Behaviors: <u>Learning Strategies</u> 1,2,7,9 <u>Self-Management</u> 1 <u>Social Skills</u>: 2,4</p>	<p><u>Freshman Groups</u> An opportunity to introduce 9th grade students to their school counselor and to understand the role of a school counselor</p>	September	Counselor	Student Feedback
<p>Mindsets: 1-6 Behaviors: <u>Learning Strategies</u> 1,4,7,8,9 <u>Self-Management</u>: 1,5 <u>Social Skills</u>: 3</p>	<p><u>Graduation Requirements</u> Standards are reviewed for both general education students as well as students with disabilities</p>	Ongoing/ weekly	Counselors	Graduation Rate, College Placement, IB Scores
<p>Mindsets: 1-6 Behaviors: <u>Learning Strategies</u> 1-10 <u>Self-Management</u>: 1-10 <u>Social Skills</u>: 1-9</p>	<p><u>SEL Curriculum</u> Delivered in a classroom setting covering a variety of topics</p>	Monthly	Counselors, Psychologists, Social Workers	Student Feedback
<p>Mindsets: 2,3,5,6 Behaviors: <u>Learning Strategies</u> 1,3,4,7 <u>Self-Management</u>: 1-8,10 <u>Social Skills</u>: 1,2,3,6,8,9</p>	<p><u>Academic Support</u></p> <ul style="list-style-type: none"> <li>• Peer-Tutoring Program</li> <li>• Student tutors are available to provide academic support in specific subject areas to other students</li> <li>• Homework Helpers</li> <li>• Math Resource Center</li> <li>• Support Classes</li> <li>• Zero Period</li> </ul>	Sept-June	National Honor Society, Counselors, Teachers	Teacher reports, Progress reports, Report Card grades

<p>Mindsets: 1-6 Behaviors: <u>Learning Strategies</u>: 1-10 <u>Self-Management</u>: 1-10 <u>Social Skills</u>:1-9</p>	<p><u>Cultural Awareness</u></p> <ul style="list-style-type: none"> <li>• Diversity Day – ‘Courage 2 Connect’</li> <li>• Wellness Summit</li> <li>• Anti-Racism Project</li> <li>• National Hispanic College Fair</li> <li>• Liberty Partnership Program</li> <li>• Autism Awareness Week</li> <li>• Inclusive School Week</li> </ul>	<p>Ongoing</p>	<p>Staff, Students</p>	<p>Student Feedback</p>
<p>Mindsets: 1,4,5,6 Behaviors: <u>Learning Strategies</u> 1,4,5,7,9, 10 <u>Self-Management</u>: 1,2,5,8 <u>Social Skills</u>: 1,6,8,9</p>	<p><u>Naviance</u> (9<sup>th</sup>) Introduction to the program (10<sup>th</sup>) Practice resume building and career interest inventories (11<sup>th</sup>) College searches (12<sup>th</sup>) College application</p>	<p>8-11th-1x per year, 12th-1x per month</p>	<p>Counselor</p>	<p>Senior exit survey</p>
<p>Mindsets: 1,4,5,6 Behaviors: <u>Learning Strategies</u> 1,4,5,7,9, 10 <u>Self-Management</u>: 1,2,5,8 <u>Social Skills</u>: 1,6,8,9</p>	<p><u>ASSESS Program</u> The ASSESS program allows senior students to engage in various experiences outside the school building that enhance learning</p>	<p>May - June</p>	<p>Teachers, administrators</p>	<p>Senior End-of-the-Year presentation</p>
<p>Mindsets: 2,3,6 Behaviors: <u>Learning Strategies</u> 3,4,5,6 <u>Self-Management</u>: 1,2,3,8 <u>Social Skills</u>: 2,3,9</p>	<p><u>Open House Program</u> The High School organizes an open house designed for all members of the community to see the various clubs and activities offered both during and after the school day</p>	<p>1x per year</p>	<p>All staff, administrators, students</p>	<p>Parent and Student Feedback</p>

<p>Mindsets: 1-6 Behaviors: <u>Learning Strategies</u> 1-10 <u>Self-Management</u>: 1-10 <u>Social Skills</u>: 1-9</p>	<p><u>Mental Health Awareness</u></p> <ul style="list-style-type: none"> <li>• Therapy Dogs</li> <li>• LI Crisis Center Presentations</li> <li>• Parent Forum</li> <li>• Mental Health Summit</li> <li>• Weekly Messages of Positivity</li> </ul>	Ongoing	All staff, administrators, parents, students	Parent, Student and Staff Feedback
<p>Mindsets: 3,4,5 Behaviors: <u>Learning Strategies</u> 2,7,10 <u>Self-Management</u>: <u>Social Skills</u>:</p>	<p><u>Alumni Day</u> Recent graduates are invited back to speak to current seniors about their experiences in college</p>	1x per year	Alumni, Seniors, Staff	Student Feedback
<p>Mindsets: 1,4,5,6 Behaviors: <u>Learning Strategies</u> 1,4,5,7,9, 10 <u>Self-Management</u>: 1,2,5,8 <u>Social Skills</u>: 1,6,8,9</p>	<p><u>BOCES Barry Career and Technical Educational Center</u> Offered to students in grades 11 and 12 who are interested in receiving technical training</p>	Ongoing	Counselor	Student Feedback
<p>Mindsets: 1,2,3,5,6 Behaviors: <u>Learning Strategies</u> 3,5,6,7,10 <u>Self-Management</u> 1-10 <u>Social Skills</u>: 1-9</p>	<p><u>Guidance Website</u> Used to provide resources, advertise events, and communicate with the school community</p>	Ongoing	Counselor	Student and Parent Feedback
<p>Mindsets: 1,4,5,6 Behaviors: <u>Learning Strategies</u> 1,4,5,7,9, 10 <u>Self-Management</u>: 1,2,5,8 <u>Social Skills</u>: 1,6,8,9</p>	<p><u>Junior Conference</u> Individual meetings with students and their families for college and career planning</p>	Spring	Counselor	Parent Feedback

<p>Mindsets: 1,4,5,6 Behaviors: <u>Learning Strategies</u> 1,4,5,7,9, 10 <u>Self-Management</u>: 1,2,5,8 <u>Social Skills</u>: 1,6,8,9</p>	<p><u>Awards and Scholarship Opportunities</u></p> <ul style="list-style-type: none"> <li>• Junior Awards</li> <li>• Local Scholarships</li> <li>• Naviance Scholarship List</li> <li>• Senior Segments</li> <li>• Financial Aid Night</li> </ul>	<p>Ongoing</p>	<p>Counselor</p>	<p>Parent Feedback/Graduation Data/College Enrollment Data</p>
<p>Mindsets: 1-6 Behaviors: <u>Learning Strategies</u> 1,4,7,8,9 <u>Self-Management</u>: 1,5 <u>Social Skills</u>: 3</p>	<p><u>Student Accommodations</u></p> <ul style="list-style-type: none"> <li>• Advise students with IEP's and 504 plans</li> <li>• Apply for accommodations through College Board and ACT</li> <li>• Attend annual review meetings with academic support team and family</li> </ul>	<p>Ongoing</p>	<p>Counselor, School Psychologist, Social Worker, Nurse, Teachers, and other support staff</p>	<p>Student Data, Graduation Data</p>
<p>Mindsets: 1-6 Behaviors: <u>Learning Strategies</u> 1-10 <u>Self-Management</u>: 1-10 <u>Social Skills</u>: 1-9</p>	<p><u>Professional Development</u></p> <ul style="list-style-type: none"> <li>• Attend College Information sessions</li> <li>• Visit College and Universities</li> <li>• Attend trainings through the district and BOCES</li> </ul>	<p>Ongoing</p>	<p>Counselor</p>	<p>Surveys, College Placement Data</p>

# Appendix A- Program Assessment

<b>PROGRAM ASSESSMENT</b>				
<b><i>This scored list can help assess implementation of the amended Part 100.2(j) of the Commissioner's Regulation with related American School Counselor Association National Model<sup>1</sup> components.</i></b>				
<b>IMPLEMENTATION RATING</b> 1= None 2= Beginning 3= Developing 4= In Full Practice	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1. FOUNDATION</b>				
a. All students K-5 have access to a certified school counselor and the comprehensive program				
b. All students 6-8 have access to a certified school counselor and the comprehensive program				
c. All students 9-12 have access to a certified school counselor and the comprehensive program				
d. Program vision and mission are developed in alignment with district vision and mission				
e. Program focus and annual goals are developed in alignment with district goals				
f. Relevant student competencies and standards K-12 are adopted to provide measurable knowledge, attitude and skill outcomes				
g. School counselor professional competencies and ethical standards are regularly reviewed and applied				
<b>2. MANAGEMENT</b>				
a. Program delivery is mapped including district goal, activities and services, students served, timeline, student standards, program objectives, staff and resources, evaluation and assessment methods				
b. Program monthly and annual calendars are provided for communicating about the program				
c. Advisory Council meets twice annually to review program goals and results, and provide advisement				
<b>3. DELIVERY</b>				
a. An annual individual progress review is provided to all students 6-12 to review each student's career/college planning and readiness, academic progress and social/emotional development				
b. Core curriculum instruction is provided by a certified school counselor to all students K-5 addressing student competencies in career/college readiness, academic skills and social/emotional development				
c. Core curriculum instruction is provided by a certified school counselor to all students 6-8 addressing student competencies in career/college readiness, academic skills and social/emotional development				
d. Core curriculum instruction is provided by a certified school counselor to all students 9-12 addressing student competencies in career/college readiness, academic skills and social/emotional development				
e. Direct and indirect student services are provided K-5 to assist students with academic, attendance and behavior needs such as individual and group counseling, advisement, consultation, and referral				
f. Direct and indirect student services are provided K-5 to assist students with academic, attendance and behavior needs such as individual and group counseling, advisement, consultation, and referral				
g. Direct and indirect student services are provided 6-8 to assist students with academic, attendance and behavior needs such as individual and group counseling, advisement, consultation, and referral				
h. information on college and careers is provided to all students in grades K-5				
i. information on college and careers is provided to all students in grades 6-8				
j. information on college and careers is provided to all students in grades 9-12				
<b>4. ACCOUNTABILITY</b>				
a. Program data is analyzed annually resulting in gap action plans and program adjustments				
b. A program outcomes report is presented to the district board of education annually				
c. The Advisory Council provides a report to the district board of education annually				
d. The Program is posted on district and school websites				
<b>SUBSCORES</b>				
<b>TOTAL SCORE</b>				