



K-12 Comprehensive School Counseling Plan

September 2019

*Sharon Springs Central School District
514 State Route 20
Sharon Springs, NY 13459*

This comprehensive model is the centerpiece of the Sharon Springs Central School District's effort to transform their school counseling department. This complete comprehensive model acts as a manual for counselors and administrators in clarifying the role of the School Counselor. The counseling team consists of:

School Counselors
Building Principal/Superintendent
CSE Chair/Social Worker
Elementary Teacher(s)
Middle School Teacher(s)
High School Teacher(s)
Parent(s)

Transformation of School Counseling

As education changes and the expectations related to the common core standards become greater, the demands on both students and educators also increase. The role of the school counselor is evolving to address these changes. The pages that follow will outline a cutting edge, school counseling plan for the Sharon Springs school community. In order to develop and implement a comprehensive and standard-based counseling program, which is proactive and designed to reach and assist every student in Sharon Springs, a new vision and a wide range of skills are necessary for the contemporary school counselor. By using skills in leadership, advocacy, collaborations and data analysis counselors can focus on the goal of improving student's achievement and creating changes needed to impact the system.

Sharon Springs' school counselors will always use their counseling, consultation, and coordination skills. However, as counselor's training and professional development incorporate leadership, advocacy, collaboration, teaming and use of data, a more effective role for school counselors will emerge. By focusing on student achievement, school counselors will become vital educators in the Sharon Springs school setting.

As leaders and advocates, Sharon Springs' school counselors are expected to promote, plan, implement, and assess a comprehensive school counseling program for each student. Keeping in mind "students first," Sharon Springs school counselors ensure that every student benefits directly from the school counseling program. It is our hope that the Sharon Springs Central School District's comprehensive school counseling programs will help to improve the continuity of services with students every day. The Sharon Springs Central School District's Counseling Department is dedicated to meeting the needs of all students.

The *National Standards for School Counseling Programs (1997)* and the *National Model for School Counseling Programs*, both developed by the American School Counseling Association (ASCA), **have shifted the focus of counseling from a student-by-student system to a comprehensive and developmental program providing academic, career, and social - emotional development for every K-12 student.**

This comprehensive school counseling model offers content, process and accountability methods. School counselors are integral participants in collaborative programs that guide student achievement. Collaborating with teachers, administrators, community members, and families provides school counselors with information that can direct their programs. New York State school counselors with the support of superintendents, principals, and local boards of education, can analyze and assess school counseling programs, implement programs through a variety of delivery systems, and maintain an accountability system that demonstrates effectiveness.

The ASCA comprehensive school counseling program document 2012, recommends that the school counselor ratio be 1:250 (maximum). It is also recommended that specialized school counselors, such as At-Risk counselors, have no more than 8% ratio of the school building's population.

New York State Part 100.2 Regulations – School Counseling Programs

As per the New York State Education Department, listed in Part 100 of the Commissioner’s Regulations, school counseling/guidance programs are defined as follows:

- I) Public Schools: Each school district shall have a guidance program for all students.
- II) In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to effectively participate 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 encourage parental involvement.
 - III) In grades 7-12, the school counseling program shall include the following activities and services:
 - A) An annual review of each student’s educational progress and career plans, with such reviews conducted with each student individually or with small groups by personnel certified or licensed as school counselors.
 - B) Instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with the school counselor.
 - C) Other advisory and individual or group counseling assistance to enable students to benefit from the curriculum to help students develop and implement postsecondary educational and career plans; to help students who exhibit any attendance, academic, behavioral or adjustment problems; 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; such individual or group counseling shall be provided by certified or licensed school psychologists or certified or licensed school social workers in cooperation with certified and licensed school counselors.
- IV) 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. Such plan should 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; specifications of the staff members and other resources assigned to accomplish the objectives; provisions for the annual assessment of the program results.

The plan shall be reviewed annually by the school counselors, and revisions shall be made as necessary.

The Essential Role of the School Counselor

All essential educators are committed to providing the optimal educational experience for their students through their academic journey. The teacher, the administrator, and the school counselor are all significant to the precise balance needed for the student to attend an optimally functioning school and school system.

The role of the school counselor is one that is growing with the times. As our society faces increasing number of challenges (financial, cultural, social) so do our students, teachers, and administrators. The school counselor is central to all the participants involved in the education of the child while having the equally important role of identifying the individual needs of all students.

It is the counselor's job of working toward finding a solution or path, which works, for the essential educator and the student not only for the present, but for the future. The school counselor is a partner in the educational journey of the child. By virtue of their training, they are the optimistic link, in the academic career of the student. Along with each student, the school counselor through evaluation sees the possibilities, and works with each child through their educational career to become their personal best. The balance between the student, teacher and administrator, at times can become complicated, to say the least. The school counselor works hard at maintaining that balance at all levels. It is an indispensable, monumental and forward thinking position, which is irreplaceable in the education of a child.

Comprehensive Model

The comprehensive school counseling program is a framework for the systematic 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 measureable 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 showing how school counselors are key players in the academic success for all students.

The Sharon Springs Comprehensive Guidance Program will:

- Advocate for and support all students
- Collaborate with stakeholders to address academic, personal/social, and career needs to students through a comprehensive, collaborative, preventative, and developmentally appropriate program
- Support the vision and mission of the Sharon Springs School District and the State of New York in closing achievement gaps
- Encourage and support research and cultural indicators in designing best practices
- Provide responsive individual counseling services
- Approach the counseling profession from a growth mindset

FOUNDATION

Sharon Springs' Counseling Department Mission Statement

- To provide a comprehensive, developmental counseling program that targets the academic, career, and social - emotional development of all students.
- School Counselors are professional advocates who collaborate with the other educators, parents/guardians, and community stakeholders to maximize student potential and academic achievement.
- School Counselors believe that all students are capable of developing and demonstrating the knowledge, skills, abilities, and character needed to participate in the global society as responsible citizens.

Sharon Springs' Counseling Department Vision Statement

The Sharon Springs Counseling Department provides a comprehensive school counseling program that is equally available to all students to provide education, skill, and aptitudes needed to be successful and productive citizens. Students contribute to the strength of their communities, and the nation at large, by the acceptance of responsibilities, positive values, and diversity. Students possess the essential survival skills to meet the challenges presented by their career, community, and global environments. Students embrace the notion that education is a lifelong process and that learning is facilitated through the efforts of their family, their community, and their school. Students rise to the level of highest standards to which they are held and acquire knowledge to the full extent of their abilities, aptitudes, capabilities, and interests through a counseling program that recognizes and provides for individual differences.

Sharon Springs' Counseling Department Philosophy and Beliefs

To provide our students with the opportunity to learn, the freedom to grow and the support to reach their potential in a positive and fulfilling school environment.

School Counseling National Domains and Standards

The National Standards for School Counseling Programs facilitate student development in three broad areas: academic development, career development and social - emotional development. Following are the nine national standards adopted by New York State.

Academic Development

Standard A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

Career Development

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B: Students will employ strategies to achieve future career success and satisfaction.

Standard C: Students will understand the relationship between personal qualities, education & training and the world of work.

Social - Emotional Development

Standard A: Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect themselves and others.

Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

Standard C: Students will understand safety and survival skills.

Career Development & Occupational Standards (CDOS)

Adopted by New York State, there are three main learning standards of which students will learn and demonstrate skills in career and occupational areas. Instruction toward the commencement level learning standards should begin in elementary school and continue throughout the student's high school experience. The CDOS learning standards, which are provided at the Elementary, Intermediate and Commencement levels, include a progression of learning standards:

- 1. Career Development:** Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions. Learning standards in the area of career awareness and exploration may be evidenced by completing a career plan; applying decision-making skills in the selection of a career option; analyzing skills and abilities necessary for specific career options and participating in work experiences as described in Section II of the New York State Work-Based Learning Manual (<http://www.p12.nysed.gov/cte/wbl/home.html>).
- 2. Integrated Learning:** Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings. This may be evidenced by applying academic knowledge and skills across multiple settings and demonstrating the ability to research, interpret, analyze and evaluate information.
- 3a. Universal Foundation Skills:** Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

These skills and competencies include the following:

- Basic Skills (reading, writing, listening, speaking, arithmetical and mathematical functions);
- Thinking Skills (problem solving, experimenting, focused observation and applying knowledge to new and unfamiliar situations);
- Personal Qualities (self-management, planning, organizing and taking independent action);
- Interpersonal Skills (teamwork and cooperation in large and small groups in family, social and work situations)
- Technology (designing and creating things from available resources to satisfy personal and societal needs and wants);
- Managing Information (accessing and using information obtained from other people, community resources and computer networks);
- Managing Resources (applying financial and human factors, and the elements of time and materials to successfully carry out a planned activity); and
- Systems (understanding and working within natural and constructed systems).

3b. Career Majors: (Optional for this credential.) Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs. The learning standards for career majors may be evidenced by acquisition of specific knowledge and skills within a specific career major.

The Career Majors include the following:

- Business/Information Systems;
- Health Services;
- Engineering/Technologies;
- Human and Public Services;
- Natural and Agricultural Sciences; and
- Arts/Humanities

DELIVERY

Delivery system defines the components of the comprehensive model including individual student planning, school counseling curriculum, responsive services and system support.

Individual Student Planning: Counselors monitor students' progress so they may achieve success in academic, social - emotional, and career areas. This may be accomplished through:

- **Individual or Small Group Appraisal:** Work with students in analyzing and evaluating abilities, interests, skills, and achievement.
- **Individual or Small Group Advisement:** Work directly with students on achieving success in social - emotional, academic, and career areas.
- **Case Management:** Monitor individual students' progress.
- **Placement:** Collaborate with school staff in determining the proper educational setting for students as they meet their academic and social goals.

School Counseling Curriculum: The counseling curriculum provides developmental activities that address academic, career and social – emotional needs of students K-12. This is accomplished through:

- **Classroom Activities:** School counselors present lessons in the classroom
- **Group Activities:** School counselors conduct group activities outside of the classroom to address students' particular needs.
- **Interdisciplinary Activities:** School counselors collaborate with school staff to implement curriculum across content areas.

Responsive Services: School counselors provide support and interventions to meet the needs of students. This is accomplished through:

- **Individual and Small Group Counseling:** Counseling is provided for students experiencing social, emotional, personal, or academic difficulties.
- **Crisis Counseling:** Short term counseling that is provided to students, families or staff as an immediate intervention to a crisis.
- **Referrals:** Counselors connect families to appropriate resources as needed.
- **Consultation:** School counselors collaborate with families, school staff and community agencies to develop interventions for students.
- **System Support:** School counselors assess the effectiveness of the counseling program. This is accomplished through:
- **Teaming:** School counselors participate in district wide building committees
- **Professional Development:** School counselors regularly participate in training, conferences, and meetings to update knowledge and skills.
- **Program Promotion:** School counselors provide orientation and information regarding the programs to the greater community via websites, counseling newsletters, and presentations.
- **Program Management System and Evaluation:** School counselors regularly collect and analyze data to evaluate the program and continue updating program activities.

Elementary School Level Program Map									
Grade Level	Core Curriculum	ASCA Domain / Standard	CDOS	Curriculum and Resources	Projected Start/End	Projected Number of Students	Lessons will be Presented in (Class/Subject)	Evaluation Methods How will the results be measured)	Outcome(s) when Applicable
Academic									
K-5	Individual and Group IEP Counseling	Depends on goals	Depends on Goals	Adapted Curriculum	On-going	Varies year to year	Counselor's office	Behavior, attendance, data collection, parent & teacher reports	Student meets counseling goals
K-5	Skills for Learning	Academic ABC Social-Emotional ABC Career ABC	Standard 2	Adapted Curriculum	On-going	K-5 Students	Regular Classroom	Observations, teacher reports	Demonstrate how effort and persistence positively affects learning; self-regulation strategies
3-5	Testing Preparation	Academic A Social-Emotional ABC	Standard 2 & 3a	Adapted Curriculum	March-April	All 3-5 Students	Regular Classroom, Small Groups	Observations	Students will learn test taking skills and anxiety-reducing strategies
Career									

Grade Level	Core Curriculum	ASCA Domain / Standard	CDOS	Curriculum and Resources	Projected Start/End	Projected Number of Students	Lessons will be Presented in (Class/Subject)	Evaluation Methods How will the results be measured)	Outcome(s) when applicable
K-4	Career Development	Career ABC	Standard 1, 2 & 3a	NYS Career Templates, Grade level curriculum	Spring	K-4 students	Regular Classrooms	NYS Career Plans	Greater knowledge of the world of work and options
5 th	Group Meetings	Academic/ Career/ Social-Emotional ABC	Standard 1, 2 & 3	NYS Career Template Intermediate	Spring	25	Regular Classroom	NYS Career Plans	Relate Strengths and interests to potential careers
5 th	Career Development	Career ABC	Standard 1,2 & 3a	Naviance & Adapted Curriculum	On-going	25	Regular Classroom	Naviance Survey	Relate Strengths and interests to potential careers
K-5	College Awareness Week	Academic ABC / Career ABC	Standard 1, 2 & 3a	Adapted Curriculum per year	January	All Elementary Students	Art Class/Library Class/regular classroom	Observation	Students gain awareness of their futures and what colleges are

Social-Emotional									
K-5	Crisis Counseling	Depends on goals	Depends on goals	N/A	Ongoing	Based on need	Counselor's Office	N/A	Student de-escalated and returned to routine asap
K-5	Character Education Class Lessons	Social-Emotional ABC	Standard 1 & 3a	Themed materials, presentation-vary per session	On-going, Fall & Spring	K-5 students	Classrooms	Observations, teacher surveys	Students will learn citizenship and positive school climate
K-5	Lunch Bunch Groups	Social-Emotional ABC	Standard 3a	Books, games, craft activities	On-going	K-5 students	Counselor's Office	Observations, teacher reports	Students will develop appropriate social skills, emotion management and problem solving skills
K-5	DASA Presentation	Social-Emotional ABC	Standard 3a	Adapted Curriculum	Fall & Spring	K-5 Students	Regular Classroom & Assembly	Observation, discipline referrals, Teacher Surveys	Students learn to be accepting and create a positive school climate

5 th	Personal and Internet Safety Assembly	Personal /Social ABC	Standard 2 & 3a	NYS Police Presenter	Fall	K-5 Students	Grade Level Assemblies, Regular Classroom	Teacher Surveys	Identify four Personal Safety rules in the real world and on the internet
K-5	Child Sexual Abuse Prevention Lessons	Social-Emotional C	Standard 2 & 3a	SCCASA Presenter	Fall	K-5 Students	Regular Classrooms	Evaluation by counselor, Observation	Identify how to recognize and refuse unsafe and unwanted touch & to report to adults
K-5	Drug & Alcohol Abuse Prevention	Social-Emotional ABC Academic ABC	Standard 3a	SCCASA Presenter	Spring	K-5 Students	Regular Classroom	Observation, writing samples, completion of packet	Students will complete reflection activities and learn about healthy life choices
K-3	Empathy	Social-Emotional ABC	Standard 3a	Adapted Curriculum & P2 Project	On-going	Students K-3	Regular Classroom	Observation	Students will learn how to identify and understand their own and other's' feelings, take perspectives and show compassion
K-3	Emotion Management	Social-Emotional ABC	Standard 3a	Adapted Curriculum	On-going	Students K-3	Regular Classroom	Observation, teacher surveys	Students learn how to understand and recognize feelings, how to calm

									down strong feelings
K-3	Problem Solving	Social-Emotional ABC	Standard 2 & 3a	Adapted Curriculum	On-going	Students K-3	Regular Classroom	Observation, teacher surveys	Students will develop ability to solve problems in safe and respectful ways while making and keeping friends
4-5	Empathy and Skills for Learning	Academic ABC Social-Emotional ABC	Standard 2 & 3a	Adapted Curriculum	On-going	Selected 4&5th Grade Students	Social Groups	Observation, teacher reports	Demonstrate the ability to work independently and cooperatively with other students, taking responsibility for actions
4-5	Emotion Management	Social-Emotional ABC	Standard 3a	Adapted Curriculum	On-going	Selected 4-5th Grade Students	Social Groups	Observation	Identify strategies for managing stress and conflict
4-5	Problem Solving	Academic ABC Social-Emotional ABC	Standard 1, 2 & 3a	Adapted Curriculum	On-going	Selected 4-5th Grade Students	Social Groups	Observation	Use decision making and problem solving skills independently

5	Girls Group	Academic ABC Social-Emotional ABC	Standard 3A	Adapted curriculum	On-going As needed	Depends on referral and counseling referral	Counselor's office	Observation, teacher reports	Girls will develop self-esteem, coping and conflict resolution strategies
Grade Level	Core Curriculum	ASCA Domain / Standard	CDOS	Curriculum and Resources	Projected Start/End	Projected Number of Students	Lessons will be Presented in (Class/Subject)	Evaluation Methods How will the results be measured)	Outcome(s) when applicable
Indirect Services									
K-5	Open House	Academic ABC/Career ABC/ Personal / Social ABC	N/A	Appropriate Handouts	September	K-5 students	Fall Open House	N/A	Increase parent involvement and access to resources
K-5	Parent/Teac her Conferenc es	Academic / Career / Social- Emotional ABC	N/A	Notes and Grades	Ongoing	Based on need	Counseling Office	N/A	Improved parent participation/ investment, collaboration
K-5	CSE Meetings	Academic / Career / Social- Emotional ABC	N/A	IEP/504	Ongoing	Annual & as needed	CSE Office	N/A	Students placed in appropriate academic programs
K-5	Weekly PPST Meetings	Academic / Career / Social- Emotional ABC	N/A	Agenda	Ongoing	Based on need	Elementary	N/A	Collaboratio n between stakeholder s.

K-5	Outside Agencies Liaison	Academic & Social-Emotional ABC	N/A	N/A	Ongoing	Based on need	Counseling Office	Observation	Student Safety, Resources Identified
Middle School Level Program Map									
Grade Level	Core Curriculum	ASCA Domain / Standard	CDOS	Curriculum and Resources	Projected Start/End	Projected Number of Students	Lessons will be Presented in (Class/Subject)	Evaluation Methods How will the results be measured)	Outcome(s) when applicable
Academic & Career									
6-8	Academic Counseling	Academic ABC / Career ABC	Standard 1, 2 & 3a	Report Cards/ IPR's/MS Requirements	Ongoing	As needed	Counseling Office	Grades on RC's and IPR's	Improvement plans monitored for student success
6-8	Individual follow-up meetings with new and retained students	Academic ABC/Career ABC/Personal/Social ABC	Standard 1, 2 & 3a	Report Cards/ MS Requirements	Ongoing	As needed	Counseling Office	N/A	Students' academic and social progress are monitored
6-8	Individual Meetings	Academic ABC/Career ABC/Personal/Social ABC	Standard 1, 2 & 3a	NYS Career Plan Template	Spring	All MS Students	Counseling Office	N/A	Students will relate strengths and interests to potential careers

6-8	Academic Skills & Strategies	Academics ABC	Standard 3a	Adapted Curriculum	Two academic periods, first quarter	All MS Students	Counseling Office	Pre and post surveys	Students will utilize organizational study and test taking strategies to be successful academically
8	8 th Grade Parent Night	Academic / Career / Social - Emotional ABC	Standard 3a	Graduation Requirements , Course Catalog	March	25	Auditorium	Parent/Student Survey	Parents gain knowledge regarding HS requirements, & courses offered
6-8	Scheduling	Academic / Career / Social - Emotional ABC	Standard 1 & 3a	Counselor Made materials	March – June	All MS Students	Counseling Office	N/A	Course Request are entered correctly to give accurate information
7 & 8	Career Development Activities	Academic/ Career/ Personal Social ABC	Standard 1, 2 & 3a	Naviance	Throughout the year	7 th & 8 th graders	Family and Consumer Science classes	Student profiles	View profiles & active google doc
6-8	College Awareness Week	Academic ABC / Career ABC	Standard 1, 2 & 3a	Adapted Curriculum by year	January	All MS Students	Art Class/Regular Classrooms	Observation	Students gain awareness and knowledge of local colleges
6	Interest Inventories	Career ABC	Standard 1 & 2	Naviance	January	25	ELA Classes/WITT	Observation/ completion	Students access information based on their interests to find out what careers fit them
Social-Emotional									

Grade Level	Core Curriculum	ASCA Domain / Standard	CDOS	Curriculum and Resources	Projected Start/End	Projected Number of Students	Lessons will be Presented (Class/Subject)	Evaluation Methods How will the results be measured)	Outcome(s) when applicable
6-8	Crisis Counseling	Depends on Goals	Depends on Goals	Adapted Curriculum	On-going	Varies based on need	Counselor's office	N/A	Student de-escalated and returned to class
6-8	Individual, Group & IEP Counseling	Depends on Goals	Depends on Goals	Adapted Curriculum	On-going	Varies based on need	Counselor's office	Behavior, attendance, parent and teacher reports	Student meets counseling goal
6-8	Character Education	Social-Emotional ABC	Standard 3a	Adapted Curriculum	Quarterly	All students 7-8	Classroom	Teacher surveys, demonstrated behavior, postcards	Students will demonstrate the behavior of the four character themes
6-8	Bullying	Social - Emotional ABC	Standard 3a	SCCASA	Throughout the year	6-8	Assembly	Observation, discipline referrals	Demonstrate d behavior
6-8	Personal Safety Skills/Cyber security	Social - Emotional ABC	Standard 3a	Presenter	Spring	6-8	Assembly	Observations, Discipline Reports	Identify personal safety rules in the real world and on the internet
6-8	Introduction to school year Assembly	Academic ABC/ Career ABC/ Personal /Social ABC	Standard 1 & 3a	Code of Conduct	September	6-8	Auditorium	N/A	Students become aware of school rules

6	Empathy & Communication	Academic ABC Career ABC Social-Emotional ABC	Standard 1, 2 & 3a	Adapted Curriculum	On-going	6th Graders	Regular Classroom	Observations, teacher reports	Students will consider perspectives, identify and apply effective communication skills
6	Emotion Management & Problem Solving	Academic ABC Career ABC Social-Emotional ABC	Standard 1, 2, & 3a	Adapted Curriculum	On-going	6th Graders	Regular Classroom	Observations, teacher reports	Students will generate multiple options for solving a problem and apply action steps
6	Emotion Management & Problem Solving	Academic ABC Career ABC Social-Emotional ABC	Standard 1, 2, & 3a	Adapted Curriculum	On-going	6th Graders	Regular Classroom	Observations, teacher reports	Students will generate multiple options for solving a problem and apply action steps
6-8	Our Differences	Social - Emotional ABC	Standard 3A	Adapted curriculum	Throughout the year	6-8	Regular Classrooms	Observation	Improve students awareness of and acceptance of diversity

6-8	Group Counseling	Academic / Career / Social - Emotional ABC	Depends on goal	Depends on needs	Ongoing	As needed	Counseling Office	Student Success evaluated during team meetings	Improved student success academically, socially, and behaviorally.
Indirect Services									
6	Elementary to MS Transition Mtgs with Teachers and Counselors	Academic ABC Career ABC Social-Emotional ABC	N/A	Class Rosters	May/June	25	Middle School	N/A	Staff are aware of students needs prior to entering MS
6-8	Parent/Teacher Conferences	Academic / Career / Social - Emotional ABC	N/A	Notes and Grades	Ongoing	As needed	Counseling Office	N/A	Improved parent participation/ investment, collaboration
6-8	Retention Meetings	Academic / Career / Social - Emotional ABC	N/A	Grades Failure List Summer School info	June	As needed	Counseling Office	N/A	Parent notifications, summer school recommendations

6-8	CSE Meetings	Academic / Career / Social - Emotional ABC	N/A	IEP/504	Ongoing	Varies	CSE Office	N/A	Students placed in appropriate academic programs
6-8	Open House	Academic ABC/Career ABC/ Personal / Social ABC	N/A	Appropriate Handouts	September	All MS Students	School-wide	N/A	N/A
6-8	Failure Letters	Academic ABC / Career ABC	N/A	Letter	Quarterly	As needed	Counseling Office	N/A	Parents/guardians become aware of students' academic standing.
6-8	Weekly PPST Meetings	Academic/Career/ Social-Emotional ABC	N/A	Agenda	On-going	Varies based on need	Counseling Office	N/A	Collaboration between stakeholders
6-8	New Student Placement	Academic B	N/A	N/A	On-going	Varies based on need	Counselor's Office	N/A	Students start school ASAP with an appropriate schedule

High School Level Program Map

Grade Level	Core Curriculum	ASCA Domain / Standard	CDOS	Curriculum and Resources	Projected Start/End	Projected Number of Students	Lessons will be Presented in (Class/Subject)	Evaluation Methods (How will the results be measured)	Outcome(s) when applicable
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Academic & Career

9-12	Academic Counseling	Academic ABC / Career ABC	Standard 1 & 2	Report Cards/HS requirements	Ongoing	80	Counseling Office	Grades	Improvement plans monitored for student Success
9-12	Individual follow-up meetings with new and retained students	Academic ABC/Career ABC/Personal/Social ABC	Standard 1 & 2	Grades Failure List Summer School info	Ongoing	As needed	Counseling Office	N/A	Students' academic and social progress are monitored
9-12	Recommendations and Scholarship Nominations	Academic / Career / Social - Emotional ABC	Standard 1 & 2	Nomination forms/ Recommendation request forms	Ongoing	Depending on class size	Counseling Office	N/A	Expose students to a variety to outside programs and enhance personal growth
9-12	Individual Meetings	Academic ABC/Career ABC/Personal/Social ABC	Standard 1, 2 & 3a	NYS Career Plan Template	Spring	All HS Students	Counseling Office	N/A	Students will relate strengths and interests to potential careers
12	Financial Aid Night	Career ABC	Standard 1 & 2	SUNY Presenter	October	25	Library	Observation, Parent survey	Parents and students gain awareness of FAFSA and the financial aid process
9-12	Career Day	Career ABC	Standard 1& 2	Presenters from 5 different career fields	April	80	Classrooms	Observation/survey	Students gain awareness of different

									careers and career fields
11& 12	College Fair	Career ABC	Standard 1 & 2	SUNY Cobleskill Presentation	October	25	N/A	Observation	Students gain knowledge and awareness of colleges in NY and surrounding areas
11 & 12	Career Fair	Career ABC	Standard 1 & 2	Schoharie County BOCES Presentation	March/April	Varies	N/A	Observation	Students gain knowledge and awareness of careers/jobs in the area looking for employment
9-12	Scheduling	Academic / Career / Social - Emotional ABC	Standard 1 & 2	Graduation Requirements, Course Request	March – June	80	Counseling Office	N/A	Course Request are entered correctly to give accurate information
12	Senior Conferences	Academic/Career / Social-Emotional ABC	Standard 1 & 2	Graduation requirements, college/future planning SUNY Book	September - November	Senior Class	Counseling Office	Completion	Parents and students gain awareness of college and planning process
11	Junior Conferences	Academic/Career / Social-Emotional ABC	Standard 1 & 2	Graduation requirements, college/future planning,	April/May	Junior Class	Counseling Office	Completion	Parents and students gain awareness of college and

				summer planning SUNY Book					planning process
9 & 10	Future Planning Meetings	Academic/Career / Social-Emotional ABC	Standard 1 & 2	Graduation requirements, college/future planning, schedule, interests	March	40	Counseling Office	Completion	Students gain awareness of college and future outlook
9-12	College Representative Visits	Academic ABC / Career ABC	Standard 1 & 2	College Representatives	September - November	80	Counseling Office	N/A	Students receive information on presented college
12	Military Presentation	Career ABC	Standard 1 & 2	Military Recruiter-varies by year	Any time	Senior Class	Economics/PIG class	Observation	Students receive information on presented military branch
10 & 11	ASVAB Test Administration	Academic ABC / Career ABC	Standard 1& 2	Test Administrators provide	March	30	Computer Lab	Completion	Students take the ASVAB test for military placement
10 & 11	PSAT Administration	Academic ABC / Career ABC	Standard 1& 2	PSAT materials	October	25	Classroom	Completion	Students take the PSAT during school day for college and SAT preparation
Grade Level	Core Curriculum	ASCA Domain / Standard	CDOS	Curriculum and Resources	Projected Start/End	Projected Number of Students	Lessons will be Presented in (Class/Subject)	Evaluation Methods How will the results be measured)	Outcome(s) when applicable

9-12	Programs of Study Classroom presentation	Academic / Career / Social - Emotional ABC	Standard 1 & 2	Course Request Sheet	February – March	80	Business Classes/Classes Available	N/A	Students understand requirements and participate in choosing courses for next year
9-12	Career Development groups	Academic/Career/ Personal Social ABC	Standard 1, 2 & 3	Naviance / adapted curriculum	Throughout the year	80	Counselors office	Student profiles	View grade level scope and sequence
10-12	2 College Visitations	Academic / Career / Social - Emotional ABC	Standard 2 & 3	N/A	Depends on year schedule	80	Destination of choice	N/A	College Campus visits to enhance student knowledge
10	BOCES Visits	Academic / Career / Social - Emotional ABC	Standard 1, 2 & 3	BOCES Course Catalog	On-going	25	BOCES- Milford and Schoharie	Survey-selection of program	Students get experience in their fields of interest programs
9-12	College Awareness Week	Academic ABC / Career ABC	Standard 1, 2 & 3a	Program changes each year	January	80	Auditorium	Observation/discussion	Students gain knowledge of local colleges and the experiences of others
Social-Emotional									

9-12	Rights and Responsibilities Assembly	Academic ABC/ Career ABC/ Personal /Social ABC	Standard 3a	Code of Conduct	September	80	Auditorium	N/A	Students become aware of school rules
9-12	Individual, Group & IEP Counseling	Academic / Career / Social - Emotional ABC	Depends on goals	Depends on goals	Ongoing	As needed	Counseling Office	Student Success evaluated during team meetings	Improved student success academically, socially, and behaviorally.
9-12	Crisis Counseling	Depends on Goal	Depends on Goal	Depends on Goal	On-going	As needed	Counseling Office	N/A	Student de-escalated and returned to routine ASAP
9-12	DASA/ Bullying/ Cyberbullying Presentations	Social - Emotional ABC	Standard 2	Guest Speakers	Fall/Spring	80	Auditorium	Observations/ Discipline Reports	Identify Personal Safety rules in the real world and on the internet
Indirect Services									
9-12	Parent/Teacher Conferences	Academic / Career / Social - Emotional ABC	N/A	Notes and Grades	Ongoing	As necessary	Counseling Office	N/A	Improved parent participation/ investment, collaboration
9-12	Failure Meetings	Academic / Career / Social - Emotional ABC	N/A	Grades Failure List Summer School info	June	15	Counseling Office	N/A	Parent notifications, summer school recommendations

9-12	Open House	Academic ABC/Career ABC/ Personal / Social ABC	N/A	Appropriate Handouts	September	80	Fall Open House	N/A	N/A
9-12	Weekly PPST Meetings	Academic/Career/ Social-Emotional ABC	N/A	Agenda	On-going	80	Counseling Office	N/A	Collaboration between stakeholders
9-12	Failure Letters	Academic ABC / Career ABC	N/A	Letter	Quarterly	80	Counseling Office	N/A	Parents/guard ians will become aware of students' academic standing.
9-12	CSE Meetings	Academic / Career / Social - Emotional ABC	N/A	IEP/504	Ongoing	40	CSE Office	N/A	Students placed in appropriate academic programs
9-12	New Student Placement	Academic B	N/A		Ongoing	20	Counseling Office	N/A	Student starts school ASAP with an appropriate schedule

School Counselor(s) additional responsibilities at Sharon Springs:

DL meetings/planning

Schoharie County Counselors Association meetings

Annual update of Comprehensive Guidance Plan

Attend conferences- Professional Development

January Regents signups

Summer School Registration

Guidance Newsletter

Guidance Webpage

UHS/CHS Management

Recommendation Letters

Scholarship Nominations

Homework collection for absent students

Grade Reporting/Documentation

Programming Students

Master Schedule

DASA Coordination

Youth as Leaders Management

Girls/Boys State Management

HOBY Management

NCAA Management

Positivity Project Leader

Sharon Springs Central School Counseling Department Management System

Intertwined with the delivery system is the management system, which incorporates organizational processes and tools to ensure the Sharon Springs School Counseling program is organized, concrete, clearly delineated, and reflective of the school's needs.

Clear expectations and purposeful interaction with all stakeholders' results in a school counseling program that is integrated into the total educational program, and provides student growth and development. The management section of the Sharon Springs school counseling plan addresses who will implement the school counseling program, when the program is delivered, use of data, the management agreement, and advisory team.

Management agreements insure effective implementation of the delivery system to meet student need. The counseling staff and administrators make management decisions based on the school's needs and data analysis. Management system decisions and agreements must be made regarding organization and assignment of counselors (Johnson and Johnson 2001)

At each level (Elementary, Middle School, and High School), school counselors will review and discuss data driven needs for the student population. This may include review of graduation rates, attendance, and standardized test scores. Decisions will be made for a plan of action to meet student needs at each level. Counselors and school district leadership team will agree on how services will be assigned to specific counselors.

Program implementation will integrate all elements of a school counseling plan. Each counseling department level will decide how students will be assigned to counselors to ensure that each student has access to the counseling program. In addition, each level should determine the percentage of time spent delivering guidance lessons, providing individual student planning, responsive services, and managing system support. During the 2013-2014 school year, counselors may wish to compile a time and task analysis to determine the percentage of time spent in each component of the school counseling program.

Use of Time: District counselors recognize the value of direct service in addition to indirect services. It is recommended that school counselors spend 80% of their time in direct and indirect services with students. The remaining time is spent for program management and program services.

Use of Calendars: Monthly calendars will be used by counselors to guide program delivery.

Other considerations of management agreements include counseling budget, professional development, department meetings, and support services for the counseling team.

Use of Data: A comprehensive school counseling program is data driven to ensure that every student receives the benefits of the school counseling program. School counselors must show that each activity implemented is part of the program, was

developed from analysis of the students' needs, achievements, and/or related data. To do this, school counselors need to evaluate the process, perception, and results data.

- **Process data:** Process data answers the question, “what did you do for whom?” and provide evidence that an event occurred. It is information describing the way the program is conducted and if it followed the prescribed practice. Examples of process data include: held six five-session counseling groups with eight students each on anger management; 250 parents/guardians attended an evening career event; all high school students were seen individually to prepare an academic plan.
- **Perception data:** Perception data answer the question, “What do people think they know, believe or can do?” These data measure what students and others observe or perceive, knowledge gained, attitudes and beliefs held and competencies achieved. Examples of perception data include: 100 percent of students in grades 9-12 have completed an academic plan; 92 percent of students can identify the early warning signs of violence; 70 percent of eighth grade students understand the relationship between academics and careers.
- **Results data:** Results data answer the “so what” question. The impact of an activity or program is documented through results data. These data show that your program has had a positive impact on students' ability to utilize their knowledge, attitudes and skills to effect behavior change. Examples include: graduation rates improved by 14 percent; attendance improved among seventh-grade males by 49 percent; discipline referrals decreased by 30 percent over time.

At each level (Elementary, Middle School, and High School), school counselors will review and discuss data driven needs for the student population. This may include review of graduation rates, attendance, and standardized test scores. For every desired competency and result there must be a plan how the desired competency will be achieved. Each action plan should include:

Competencies addressed, description of activity, timeline in which the activity will be completed, who is responsible for delivery, means of evaluating student success, expected results.

Each counseling department will decide on a plan of action to meet student need. Counselors and the school district leadership team will agree on how services will be assigned to specific counselors.

Advisory Council: An advisory council is a representative group of persons appointed to both advise and assist the school counseling program. The council reviews program goals, competencies and results, and participates in making recommendations to enhance programs.

Sharon Springs Central School Counseling Department Accountability System

To achieve the best results for students, Sharon Springs school counselors regularly evaluate their program to determine its effectiveness. Now more than ever, Sharon Springs school counselors are challenged to demonstrate the effectiveness of their programs in measureable terms.

Data Analysis:

The school data profile is a summary of the school's achievement, attendance, behavior, and safety record over a multi-year period and can contribute to a better understanding of trends at the school. Analysis of the school data profile helps school counselors monitor student achievement, identify achievement, opportunity, and attainment gaps, and recognize a need for systematic change (Holcomb-McCoy, 2007; Rowell, 2006).

The counseling team will review available attendance, graduation rates, achievement, behavior, and safety data from 2012-2013 and 2013-2014 school years. The team will consider the following questions when analysis the data: What strengths are indicated by the data? What concerns are indicated? Have attendance and graduation rates remained stable? How can the school counseling program contribute to addressing the educational issues posed by the data?

The first school data profile completed during the 2013-2014 school year will become the baseline to measure future school counseling program results.

Each school year the counseling department will complete an Accountability Plan. The plan will include an analysis of one component of school data, one goal, strategies, results, and evaluation. To analyze school data school counselors will collaborate with administrators to identify problem areas using data critical to student success. Examples include discipline referrals, standardized test scores, retention, dropout rates, and attendance. A goal will be set based on the following question: How does the role of the school counselor impact student success? One need will be selected and the baseline curriculum including classroom and group counseling, individual student planning, responsive services and system support. Results will include baseline data and results data. Each accountability plan will include an evaluation. Which strategies had a positive impact on the data? Which strategies should be replaced or changed? How did your role as the school counselor and your goal contribute to a systemic change in your school?

Program Results:

Analyzing school counseling program results reports ensures programs are evaluated for effectiveness and informs decisions related to program improvement. The analysis of results reports is the heart of having a data driven school counseling program (ASCA, 2012). The Sharon Springs School Counseling Team along with counselors must review the accountability plans to identify trends and areas of success and areas in need of improvement.

Evaluation and Improvement:

Program evaluation and improvement has two components: Self-analysis of the school counseling program's strengths and areas of improvement, and evaluation of the school counselor's performance using the Sharon Springs APPR document.