



**G O L D E N**  
**K N I G H T S**

# York Central School District

School Counseling Support Program

2017-2018

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August 25, 2017

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## Description of the School District

York Central School District (YCS) is located in a rural area of Western New York, 5 miles west of Geneseo, 35 miles southwest of Rochester and 70 miles east of Buffalo. The district includes the hamlets of Cuylerville, Fowlerville, Greigsville, Leicester, Linwood, Piffard, Retsof, Wadsworth, and York. Total enrollment in grades K-12 is less than 1,000 students.

## YCS District Mission and Vision Statement

***Our Mission:*** *Providing quality education where students come first.*

***Our Vision:*** *York Central School will provide a safe, supportive and creative learning environment that promotes individual excellence, loyalty and responsible citizenship.*

## Counseling Mission

In support of the district mission and goals, the York Central School (YCS) Mental Health Team believes in a growth mindset for every student, providing advocacy for all families in the YCS community.

## Program Objectives

### **Elementary**

Objective 1: To prepare students to participate effectively in the current educational programs and in lifelong pursuits.

Objective 2: To assist students who exhibit attendance concerns.

Objective 3: To assist students who exhibit academic concerns.

Objective 4: To assist students who exhibit behavioral or adjustment concerns.

Objective 5: To assist students with family issues that impact their education and lifelong pursuits.

Objective 6: To encourage parental involvement.

Objective 7: To preserve and support the social and emotional health of all students.

Objective 8: To provide consultation services to teachers, parents and administration in understanding and meeting the individual needs of students.

Objective 9: To maintain a working relationship with all agencies involved with children.

Objective 10: To address the needs of students with disabilities.

## **Middle/High School**

- Objective 1: To provide comprehensive, developmental counseling services for all students needing support with academic, career and personal/social issues.
- Objective 2: To evaluate student progress and encourage each student to pursue appropriate programs individualized to his/her abilities/aptitudes and interests.
- Objective 3: To inform parents/guardians of student progress and involve them in counseling related services.
- Objective 4: To provide career guidance to students at each grade level so that they may attain the knowledge and skills necessary to secure employment and perform work in a satisfactory manner.
- Objective 5: To provide consultation services to teachers, student support personnel, parents, and administration in understanding and meeting the individual needs of students.
- Objective 6: To maintain a working relationship with all agencies involved with youth.
- Objective 7: To provide effective communication to the school community and the community at large.
- Objective 8: To address the needs of students with disabilities.

### **The Rationale for School Counseling Programs**

The primary goal of school counseling programs is to promote and enhance student learning through three broad and interrelated areas of student development. Each of these areas encompass a variety of desired student learning competencies, which in turn are comprised of specific knowledge, attitudes and skills, which form the foundation of the developmental school counseling program. The three areas of student development are academic development, career development, and personal/social development. A comprehensive school counseling program is developmental and systematic in nature, sequential, clearly defined, and accountable. The program is proactive and preventive in its focus and it assists students in acquiring life-long learning skills. School counseling programs are developed by focusing on needs and issues related to various stages of student growth. There is a commitment to individual uniqueness and the maximum development in the three major areas, academic, career, and personal/social. *(From American School Counselor Association)*

## Components of School Counseling Program

The comprehensive school counseling program integrates academic, career, and personal/social development. Counseling, consultation, collaboration, coordination, case management, guidance curriculum, and program evaluation are the primary delivery methods in an effective school counseling program. The purpose of a counseling program in a school setting is to promote and enhance the learning process. *(From the American School Counselor Association, the National Standards for School Counseling Programs)*

### York Central School

#### **Administrative Team**

David Sylvester -MS/HS Principal

Mary Kate Noble - Elementary Principal

Marissa Nicholson – Interim Director of Pupil Personnel Services

#### **Mental Health Team**

Christina Boss – Elementary School Counselor

Julie Gilman (Deb Beaumont Interim) – Middle/High School School Counselor

Na’Lisa Hussar – Middle/High School School Counselor

Sheri Nevinger – K-12 School Social Worker

Andrea Zinke – K-12 School Psychologist

## Objectives for Elementary Counseling Services

### **Objective 1: To prepare students to participate effectively in the current educational programs and in lifelong pursuits.**

<b>Activities</b>	<b>Expected Outcomes</b>	<b>Annual Assessments</b>
<ul style="list-style-type: none"><li>• social skills/study skills</li><li>• conferences on academic progress</li><li>• instruction about appropriate behavior</li><li>• consultation with staff regarding techniques, language, and activities</li><li>• individual and group counseling</li><li>• character education programming</li><li>• develop positive behavior management plans and FBA/BIPs</li></ul>	<ul style="list-style-type: none"><li>• student will maintain achievement levels appropriate to their ability and maturity in all curricular areas</li><li>• students will maintain an observable interest and effort in their school work</li><li>• students will demonstrate interpersonal communication and problem-solving skills as appropriate</li><li>• student will be emotionally present and able to learn</li></ul>	<ul style="list-style-type: none"><li>• student achievement will be measured by progress notes each marking period</li><li>• student motivation will be noted by the classroom teacher and also by their report card grade</li><li>• interpersonal communications and problem-solving skills growth will be noted by the classroom teacher and school personnel</li></ul>

### **Objective 2: To assist students who exhibit attendance concerns.**

<b>Activities</b>	<b>Expected Outcomes</b>	<b>Annual Assessments</b>
<ul style="list-style-type: none"><li>• case management</li><li>• consult attendance reporting</li><li>• telephone calls to parents</li><li>• parent conferences</li><li>• individual counseling</li><li>• home visits</li><li>• referrals to community organizations</li></ul>	<ul style="list-style-type: none"><li>• students will attend school regularly as a result of this process</li><li>• parents will collaborate with the school to ensure the regular attendance of the students</li></ul>	<ul style="list-style-type: none"><li>• review of quarterly student attendance records</li></ul>

**Objective 3: To assist students who exhibit academic concerns.**

<b>Activities</b>	<b>Expected Outcomes</b>	<b>Annual Assessments</b>
<ul style="list-style-type: none"><li>• parent/teacher conferences</li><li>• assessment and suggested interventions from team meetings</li><li>• individual counseling</li><li>• group counseling</li></ul>	<ul style="list-style-type: none"><li>• the class work and homework of students will improve</li><li>• the report card grades of students will improve.</li><li>• the students will demonstrate responsible behavior</li></ul>	<ul style="list-style-type: none"><li>• progress monitoring of interventions suggested at team meetings</li><li>• improvement noted on the student(s) report card</li></ul>

**Objective 4: To assist students who exhibit behavioral or adjustment concerns.**

<b>Activities</b>	<b>Expected Outcomes</b>	<b>Annual Assessments</b>
<ul style="list-style-type: none"><li>• instruction on classroom behavior</li><li>• reinforcement of responsive classroom techniques, language and activities</li><li>• conferences: parent/teacher/principal/social worker</li><li>• progress review of interventions suggested at team meetings</li><li>• individual counseling</li><li>• group counseling</li><li>• crisis counseling</li><li>• referral to school administrator for disciplining purposes</li><li>• referral to Committee on Special Education (CSE)</li><li>• recommendation/referral to community agencies</li><li>• develop behavior reinforcement plans and FBA/BIPs</li></ul>	<ul style="list-style-type: none"><li>• student behavior will improve</li><li>• student adjustment to school will improve</li><li>• student will exhibit behaviors indicating that they are emotionally and behaviorally available to learn</li></ul>	<ul style="list-style-type: none"><li>• a reduction in the number of reported disciplinary problems</li></ul>

**Objective 5: To assist students with family issues that impact their education and lifelong pursuits.**

<b>Activities</b>	<b>Expected Outcomes</b>	<b>Annual Assessments</b>
<ul style="list-style-type: none"><li>• individual counseling</li><li>• group counseling</li><li>• crisis counseling</li><li>• social worker/parent conferences</li><li>• recommendation/referral to community agencies</li><li>• assessment &amp; progress monitoring by school-based intervention team</li><li>• progress review at team meetings</li></ul>	<ul style="list-style-type: none"><li>• improved academic performance</li><li>• students will develop the ability to identify their feelings</li><li>• students will develop coping mechanisms</li><li>• parents will understand the services of counseling program</li></ul>	<ul style="list-style-type: none"><li>• classroom teacher observation of student response</li><li>• parent feedback</li><li>• social worker feedback</li><li>• student feedback</li></ul>

**Objective 6: To encourage parental involvement.**

<b>Activities</b>	<b>Expected Outcomes</b>	<b>Annual Assessments</b>
<ul style="list-style-type: none"><li>• current report card conferences/progress reports</li><li>• team meetings</li><li>• parent conferences</li><li>• open house</li><li>• notices to parents, report cards, progress reports, informal communication</li></ul>	<ul style="list-style-type: none"><li>• encouragement of parental involvement in the development and support of the goals designed for their child</li><li>• encouragement of mutual communication between parent and school personnel</li><li>• parents will develop an understanding of school services and programs</li></ul>	<ul style="list-style-type: none"><li>• parental feedback</li><li>• teacher/principal/counselor/social worker observation</li><li>• progress reports/report card comments</li></ul>



**Objective 7: To preserve and support the social and emotional health of all students.**

<b>Activities</b>	<b>Expected Outcomes</b>	<b>Annual Assessments</b>
<ul style="list-style-type: none"> <li>• support character education through classroom activities, interventions, and school-wide initiatives</li> <li>• crisis intervention</li> <li>• individual counseling</li> <li>• group counseling/ supportive group counseling</li> <li>• suicide/self injurious assessments</li> <li>• develop behavior reinforcement plans and Functional Behavior Assessment/Behavior Intervention Plans (FBA/BIPs)</li> <li>• CPS calls</li> <li>• support bullying prevention and awareness through classroom activities, intervention, and school-wide initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• students will feel comfortable in their educational setting</li> <li>• students will learn and demonstrate good character</li> <li>• school faculty will teach and model good character</li> <li>• student will have the appropriate support for their social and emotional issues</li> </ul>	<ul style="list-style-type: none"> <li>• student’s level of comfort will be monitored by classroom teacher</li> <li>• a measurable reduction in discipline referrals for all students</li> <li>• formalized observation by administrator</li> <li>• reassessing the counseling support program on a yearly basis</li> <li>• attendance at character education activities</li> </ul>

**Objective 8: To provide consultation services to teachers, parents and administration in understanding and meeting the individual needs of students.**

<b>Activities</b>	<b>Expected Outcomes</b>	<b>Annual Assessments</b>
<ul style="list-style-type: none"> <li>• attend and participate in various team meetings</li> <li>• facilitate and/or assist in the development of behavior management plans, FBAs and BIPs</li> <li>• provide parent counseling</li> <li>• connecting families with community resources</li> <li>• conduct trainings for staff</li> </ul>	<ul style="list-style-type: none"> <li>• teachers, parents and administrators will work collaboratively for the betterment of the student’s well-being and education.</li> </ul>	<ul style="list-style-type: none"> <li>• parent feedback</li> <li>• school staff/teacher feedback</li> <li>• student feedback</li> </ul>

**Objective 9: To maintain a working relationship with all agencies involved with children.**

<b>Activities</b>	<b>Expected Outcomes</b>	<b>Annual Assessments</b>
<ul style="list-style-type: none"><li>• maintain contact with community agencies</li><li>• maintain a list of hotline, emergency numbers, self-help groups and community resources</li><li>• attend counselor roundtables, local conferences and workshops and other networking events</li><li>• collaborate with mental health professionals within and outside the district.</li><li>• collaborate to provide community out-reach services</li></ul>	<ul style="list-style-type: none"><li>• create positive rapport with families and community agencies</li><li>• provide a high level of support within and outside of school</li><li>• provide the student with collaborative support</li></ul>	<ul style="list-style-type: none"><li>• family feedback</li><li>• feedback from community agencies and resources</li></ul>

**Objective 10: To address the needs of students with disabilities.**

<b>Activities</b>	<b>Expected Outcomes</b>	<b>Annual Assessments</b>
<ul style="list-style-type: none"><li>• attend district's Committee on Special Education in development and implementation of individual education programs (as appropriate)</li><li>• provide staff with information regarding students' needs, goals, modifications and accommodations as per their I.E.P.s and 504 plans</li><li>• maintain appropriate contact with parents/guardians of students with special needs.</li></ul>	<ul style="list-style-type: none"><li>• students with special needs will receive an individualized program and services</li></ul>	<ul style="list-style-type: none"><li>• students will demonstrate growth on their I.E.P. goals.</li><li>• observation and feedback provided by teachers, school psychologist, and school social worker</li><li>• consultation with special education staff on program availability and needs for students</li></ul>

## Objectives for Middle/High School Counseling Services

### **Objective 1: To provide comprehensive, developmental counseling services for all students needing support with academic, career and personal/social issues.**

#### **Activities:**

- provide individual and group counseling to assist students in self-understanding, understanding others, clarifying values and problem solving. areas to be addressed include:
  - academic
  - social awareness
  - career awareness
  - emotional
  - interpersonal
  - attendance
  - character education

#### **Expected Outcomes:**

- students will demonstrate interpersonal communication and problem solving skills as appropriate
- students will demonstrate appropriate coping strategies in listed areas
- students will understand the process for reporting bullying related incidents
- students will show consistent attendance to counseling groups and individual meetings
- students will maintain and show continued progress academically with grades equal to their ability level
- students will demonstrate an understanding of the growth mindset
- joint administration-counselor quarterly meetings for academically at-risk students

#### **Annual Assessments:**

- student achievement is monitored through school wide progress reports and report cards
- counselor review of student attendance
- review report cards and track student progress
- attend academic team meetings and parent teacher conferences to get teacher input of peer relationships and student progress
- interpersonal communication, problem solving, and coping strategies will be noted by classroom teachers, as well as discussions at CST (Child Success Team) and mental health meetings

**Objective 2: To evaluate student progress and encourage each student to pursue appropriate programs individualized to his/her abilities/aptitudes and interests.**

<b>Activities</b>	<b>Expected Outcomes:</b>	<b>Annual Assessment:</b>
<ul style="list-style-type: none"><li>• check report cards and progress reports when issued</li><li>• attend student/parent/teacher conferences</li><li>• make adjustments to programs and schedules when necessary</li><li>• gather data on students' abilities, aptitudes and interests through state/standardized testing and cumulative records</li><li>• obtain and utilize information from teachers' observations and recommendations</li><li>• publish course description booklet containing general information and descriptions of courses</li><li>• provide information regarding GVEP Career and Technical Center</li><li>• conduct individual and/or small group counseling sessions on program and course selections</li><li>• maintain school records and verification of graduation credits and requirements</li><li>• work with graduating seniors on post-high school planning (includes application assistance, transcript preparation, financial aid, scholarship</li></ul>	<ul style="list-style-type: none"><li>• students will maintain achievement levels appropriate to their ability in all academic areas</li><li>• students are placed in appropriate regular/remedial/accelerated programs</li><li>• increase student awareness of availability of course offerings and selections at all grade levels</li><li>• increase student organizational skills.</li><li>• Increase student's college and career readiness</li></ul>	<ul style="list-style-type: none"><li>• counselor and staff review of report cards</li><li>• review state assessments, grade reports, and teacher recommendations for appropriate academic placement</li><li>• review course requests report and IEPs to ensure appropriate student placement for upcoming year</li><li>• annual alumni survey</li><li>• student participation rate</li></ul>

information and letters of recommendation)

- review of records to ensure proper placement of new students
- coordinate with academic teams for appropriate placement in Academic Intervention Services (AIS)
- participate in CST meetings
- assist 10th grade students in “Career Readiness” through attendance at the SUNY Geneseo career exploration day and implementation of online career assessment inventory
- assist 10th grade students in “Career Readiness” through coordination of GVEP Career and Technical Education Exploration Day
- provide information on advanced and college credit courses
- Completion of NYS career plan
- assist in coordination and attend National College Fair for 11<sup>th</sup> grade
- plan, coordinate, and attend college visits
- provide opportunities to meet with college and military representatives
- provide opportunities for leadership training and scholarships

**Objective 3: To inform parents/guardians of student progress and involve them in counseling related services.**

**Activities:**

- hold yearly meeting with students and parents/guardians to discuss scheduling
- conduct rising 7th and 9th grade parents/guardians orientation programs
- organize and present college night and financial aid night
- conduct telephone conferences with parents when appropriate
- provide explanation of state/standardized test results
- communicate with parents regarding students who are academically at-risk
- participate in open house activities
- notify parents of student retention
- maintain guidance website information

**Expected Outcomes:**

- increase in parent knowledge base: parents develop a clear understanding of school services and programs for children
- students and parents are more prepared and less anxious for their transition into middle/high school, college, trade school or the world of work
- ongoing consultation with parents and teachers to ensure highest level of student performance and encourage open lines of communication
- easily accessible information to parents via the internet

**Annual Assessment:**

- school staff observes less student disruption during transition to middle school
- monitor attendance at parent evening programs
- feedback from student/parent meetings
- monitor progress reports and report card comments as well as parent/teacher/counselor conferences

**Objective 4: To provide career guidance to students at each grade level so that they may attain the knowledge and skills necessary to secure employment and perform work in a satisfactory manner.**

**Activities**

- conduct individual/group guidance sessions concerning career planning, and academic planning annually. sessions involve an exploration of careers and about career planning skills
- utilize computer related sources
- coordinate with subject areas in the teaching of skills concerned with job applications, resumes, interviews etc.
- participate in the SUNY Geneseo Career Exploration day
- mentor students on opportunities for job shadowing and internships
- assist school-to-work coordinator with career fair
- participate in National College Fair, YCS Career Fair, & CT Exploration Day

**Expected Outcomes:**

- students have an increased knowledge base of career options and information
- coordinate with home and career teacher to assess student interests
- students are able to match careers to their abilities/interests

**Annual Assessment:**

- counselors ensure accurate placement in academies and Career and Technical Education programs
- analyze data through individual student-counselor planning meetings
- completion of senior exit college and career research project, in coordination with English department
- destination report

**Objective 5: To provide consultation services to teachers, student support personnel, parents, administration in understanding and meeting the individual needs of students.**

<b>Activities:</b>	<b>Expected Outcomes:</b>	<b>Annual Assessment:</b>
<ul style="list-style-type: none"><li>• maintain student document containing data relevant to academic performance including academic and testing records</li><li>• consult with parents as needed</li><li>• make recommendations for revisions in course offerings in keeping with the changing needs of students</li><li>• attend team meetings and discuss students</li><li>• attend CST Meetings</li></ul>	<ul style="list-style-type: none"><li>• counselors will provide more knowledge of student achievement and behavior</li><li>• prevention of escalation of student at risk behaviors</li><li>• reduction in the number of missed assignments, classes, and disciplinary problems</li></ul>	<ul style="list-style-type: none"><li>• track alternative placements, and graduation rates</li><li>• feedback from counseling staff and administration</li></ul>

**Objective 6: To maintain a working relationship with all agencies involved with youth.**

<b>Activities:</b>	<b>Expected Outcomes:</b>	<b>Annual Assessment:</b>
<ul style="list-style-type: none"><li>• refer students and parents to appropriate public and private agencies dealing with specific problems</li><li>• maintain contact with agencies through mutual visits and/or by telephone.</li><li>• maintain list of hotline and emergency numbers and self-help groups</li><li>• coordinate with school social worker and school psychologist on agency listings and appropriate</li></ul>	<ul style="list-style-type: none"><li>• decrease in crisis incidents</li><li>• increased ability to quickly provide help in time of crisis to students and families</li></ul>	<ul style="list-style-type: none"><li>• able to give students proper assistance and referrals in crisis situations</li><li>• reflect and plan through CST after crisis situations occur</li></ul>



referrals for students and families

**Objective 7: To provide effective communication to the school community and the community at large.**

<b>Activities:</b>	<b>Expected Outcomes:</b>	<b>Annual Assessment:</b>
<ul style="list-style-type: none"><li>• disseminate counseling related information via student/parent e-mail, website, and announcements</li><li>• provide appropriate middle and high school documents, course guides and college planning books for students and parent use</li><li>• maintain counseling center website</li><li>• maintain counseling center bulletin boards with pertinent information</li><li>• correspond with parents/guardians by telephone, mail and email</li></ul>	<ul style="list-style-type: none"><li>• increase in positive community relations and feedback regarding middle/high school counseling program</li><li>• increase in community understanding and response to information</li><li>• community has information easily accessible through internet and bulletin boards</li></ul>	<ul style="list-style-type: none"><li>• community feedback to counseling staff</li><li>• observation and feedback from administration</li></ul>

**Objective 8: To address the needs of students with disabilities.**

<b>Activities</b>	<b>Expected Outcomes</b>	<b>Annual Assessments</b>
<ul style="list-style-type: none"><li>• attend district's Committee on Special Education in development and implementation of Individual Education Programs (as appropriate)</li><li>• provide staff with information regarding students' needs, goals, modifications and accommodations as per their I.E.P.s and 504 plans</li></ul>	<ul style="list-style-type: none"><li>• students with special needs will receive an individualized program and services</li></ul>	<ul style="list-style-type: none"><li>• students will demonstrate growth on their I.E.P. goals</li><li>• observation and feedback provided by teachers, school psychologist, and school social worker</li><li>• consultation with special education staff on program availability and needs for students</li></ul>

- maintain appropriate contact with parents/guardians of students with special needs

### Elementary School Counselor Ongoing Duties

- IEP/ 504 counseling
- Maintain record keeping in IEP Direct
- Write annual counseling reports for CSE meetings
- Update goals in IEP direct at every marking period- December, March, June
- Attend CSE meetings when requested
- Crisis interventions/counseling
- SPOA referrals
- CPS calls/contact
- Faculty Meetings
- Grade Chair Meetings
- Attend each grade (K-6) IST monthly grade meetings
- ESST Chairperson - schedule and facilitate meetings
- Gather and organize IEP/504 referrals
- Attendance improvement by working with families and school staff
- Proactive intervention planning for students with academic/behavioral concerns
- Member of School Crisis Team
- Communicate with outside agencies to help students and families
- Weekly meetings with principal about student/family concerns
- Communicate with 6th grade counselors regarding outgoing 5th grade students
- Communicate with previous schools about incoming students
- Participate in student and parent orientation programs
- Personal parent contacts
- Home visits
- Provide referral resources for families to outside agencies
- Maintain school counselor web page
- Attend parent/teacher conferences
- Help problem solve conflicts between students and/or school staff
- Assist with parent education on student issues
- Assist teachers with student issues
- Assist students in crisis
- Collaborate with school staff on addressing student needs
- Individual counseling
- Group counseling
- Family counseling

- Divorce group counseling
- Teach assertiveness training, social skills, relaxation skills
- Plan, coordinate, and attend
  - Good Manners Luncheon and Holiday Tea Party
- Assist with coordination and participate in
  - Operation Cooperation, Character Carnival, Family Fun Nights

### Middle/High School Counselor Ongoing Duties

- Crisis counseling (as needed)
- IEP/ 504 counseling , maintain record keeping in IEP Direct, write annual counseling reports for CSE meetings, update quarterly goals in IEP direct at every marking period- November, January, April June. \*\* 6th grade is Trimesters- December, March, June\*\*
- Attend CSE meetings when requested
- Crisis and interventions, SPOA, CPS, PINS
- Department Coordinators meeting
- Faculty Meetings
- update SUNY and Common APP weekly with any college processing
- Mid Year Transcripts
- New Registrations- Review File, build schedule, arrange bussing, Chromebook, locker, Free and Reduced Lunch
- Change schedules as needed- see drop policy and schedule change permission forms
- Brockport Advisory Committee
- GCC- ACE program Advisory Committee
- First Friday of every month- calendar review with principal
- SAT/ACT scores to transcripts as they arrive, check it
- CST /attendance team meetings - CST/SST Meetings- social worker, teachers, nurse, psychologist and principal
- Make contact with families of students suspended that will do CASA
- Update Scholarships for Seniors- use-e-mail, post on website, announcements
- Peace Circles- 6, 7<sup>th</sup>, 8<sup>th</sup> grade

### Middle/High School Month-by-Month Activities

#### August

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• New student registrations</li> <li>• Order ACT fee waivers</li> <li>• Update AP Scores on student transcripts</li> <li>• Review, update and send out “ Welcome to your Senior Year” packets to all incoming Seniors</li> <li>• Prep for and present at 7<sup>th</sup> grade and Freshman Orientation</li> </ul> | <ul style="list-style-type: none"> <li>• Update school tool / transcripts and schedules with summer school information, including January re-takes and AIS</li> <li>• Review and update Senior College Seminar power point and packets, let staff know date and time</li> <li>• Review and update Senior College Parent night packets and power point</li> </ul> |
|--|--|

- Review, update and send out new schedules, include “Advanced Placement and College Level Courses” updated with due dates and Alfred State registration for HS students
- Review, update Counseling Calendar of Events for Seniors, administration and staff
- Review and update Senior Meeting information
- School facilities Request / bus requests for the year of events
- Part 154 and Title grants for completion
- Create mandated counseling calendar for the year
- Update school profile

### September

- Collect and fax Alfred State registrations
- Alfred State Field Trip- send out permission slips to 11<sup>th</sup> and 12<sup>th</sup> grade students, request bussing, announce trip to students and staff.
- Review, update and send out PSAT notice to all incoming 10<sup>th</sup> and 11<sup>th</sup> grade students
- Collect PSAT registration
- Present Senior College Seminar- students sign up for individual Counselor/Senior Meetings
- Present Senior College Parent Night
- Set up GCC presentation for ACE courses, distribute ACE material to students
- Change schedules as needed- see drop policy and schedule change permission forms
- Start Senior Meetings- review and update transcripts
- Keep college tracker, update SUNY and Common APP weekly
- Attend the Rochester Area College Conference
- Review de-class and 504 plans
- Part 154
- ESL Schedule
- 6,7<sup>th</sup> and 8<sup>th</sup> grade career folders- Consult with school to work coordinator.
- End enrollment from last year and enter in current year Title 1 students into program services before beds day

### October

- Send in AP Participation Form to College Board.
- Attend SUNY operation Inform
- Rochester Area College Fair in YCS Library- co hosted with Mt Morris
- Check and Distribute 5 week progress reports, work with principal and secretary
- Collect Alfred State Fall tuition and report data to business office
- Proctor PSAT Test and return
- Continue Senior Meeting and College application processing
- Red Ribbon week- LCASA

### November

- GCC Instant Admit Day
- End of Quarter 1- review and distribute report cards, work with principal and secretary
- Meet with students who failed Q 1 courses and record on “failure meeting” develop action plan.
- Financial Aid night for students and Parents- co-hosted with Geneseo Central
- Coordinate with elementary counselor re: holiday community donations.
- Send out course description book to Staff for updates

- Parent Teacher Conferences- help facilitate conferences, take notes, send out identified plans to teachers and parents after conferences when appropriate.
- Testing Schedule for January

### December

- Work on January Regents Schedule- Special Ed teachers, principal- send out by beginning of January
- Send out Alumni Invites, send staff notification, let Cafeteria know date of Taco Tuesday
- Review and distribute 15 week progress reports
- Attend BOCES Counselor Luncheon to gain information and updates.
- Distribute Spring Alfred State Course registrations
- Distribute GCC, ACE course registrations
- Regents retake letters go home
- Update Junior parent/student handbook
- Roll over course catalog in School Tool to begin Scheduling, Course Description Book should be finished by this time
- Add new Courses to School Tool once Course Catalog is rolled over
- Review grades 7/8 registration worksheets  
Send out Alumni cards for Alumni survey lunch

### January

- Give signup sheet to English Classes for 9-11 grade scheduling meetings- start in Feb. email faculty to let them know that it is beginning.
- Consult with special education department for placement of next year students
- Handouts for 6-8 scheduling
- Put up Web message about scheduling dates for parents
- Alumni Day: collect and analyze survey data and submit to superintendent, coordinate Question and Answer session between graduates and current high school seniors
- Collect and FAX Alfred State Course Registrations
- Coordinate National College Fair- 11<sup>th</sup> grade
- Coordinate proctor and testing schedule during Regents week- overview of exam count, attendance and proctors.
- Regents state scanning
- Send in mid-year Transcripts to colleges via Common App, SUNY APP, SEND EDU or paper
- Start MS Testing schedule

### February

- Meet with every 8-11 student for scheduling, career and college planning meeting.
- Run Rankings and Top 10- give information to Principal. After grades close for qt 2.
- Add regents exam grades to transcripts and update failure list
- Announce GCC course registrations due- students will mail in
- Collect Spring Alfred State tuition give to business office.
- Coordinate Agricultural and Health Career academy visit to York

- Review and distribute 20 week report cards- work with Secretary
- Meet with students who failed 20 weeks- record on “ failure meeting” put in student file
- Update and distribute schedules for semester 2
- Coordinate and attend Career and Technical Education Exploration Day (10th grade).
- Give out 10<sup>th</sup> grade surveys for SUNY Geneseo Career Fair Give teacher planning sheets out at departments coordinators meeting- establish AIS recommendations, get recommendations for MS accelerated students- establish deadline when all recommendations are due to counselors.
- Schedule library meeting for teacher scheduling feedback meeting.

### March

- Start applying for Junior Scholarships, meet with Department Coordinators to decide nominations
- Review and distribute 25 week progress reports.
- Order AP pre- administration materials- meet with principal
- Attend National College Fair (11<sup>th</sup> Grade)
- AIS projections from the teacher due for the next school year
- Master Schedule Open Forum- for teachers re: master scheduling planning for next year
- 10<sup>th</sup> grade to SUNY Geneseo Career Fair
- Plan MS shadow day 6 go 7

### April

- Facilitate MS Testing as needed
- Master Schedule planning- load 6-8 into the school tool system.
- Develop MS spreadsheet based on collected registration information for electives
- Review and distribute 30 week report cards
- Meet with students who failed 30 weeks- record on “ failure meeting” put in student file
- Assist students in Health and Agriculture Career Academy Applications
- 6<sup>th</sup> / 8<sup>th</sup> grade transitions – meet with team to plan transition activities
- Plan for Kellogg’s awards ceremony
- MS supply list for the following year.
- Complete Career and Technical Registrations for following year.

### May

- Create June Regents Schedule
- Coordinate AP exams
- Push into PIG/ ECON classes and give out information to Seniors re: final destination reports, Alfred State and GCC transcript request, GCC summer class information
- Push into English 11 classes give out promise plus program for Juniors, talk about the college
- Kellogg Awards Ceremony.
- Review and distribute 35 week progress reports, meet with “At risk for failure students”
- Attend Sundae Honors and Breakfast of Champions
- Transition Day for 8th grade- Go over transcripts and graduation requirements with 8th graders/ Q and A with HS students

process, see power point presentation Junior meeting info.

- Send out Regents re-take letters and accommodation room for students with disabilities.

### June

- Update student supply lists
- Assist with proctors, attendance, and testing organization for Common Core and Regents Testing begin
- Review Senior Transcripts and verify Diploma Type
- 6<sup>th</sup> grade supply list, schedule / letters/summer reading list- final report cards
- Organize 6<sup>th</sup> grade shadow day
- Post MS handbook on web
- Attend evening Senior Banquet
- Updates grades for out of district students
- June Regents Scanning
- Attend Graduation Rehearsal
- Participate in Graduation
- Summer School registration, calls and mailings using final failure list and regents exam failure list generated from ASAP; verify 504 and IEP student accommodations are sent to summer school.
- Develop counseling schedule for incoming 6<sup>th</sup> graders with elementary team.
- Send out scheduling change dates to high school students
- Send out college board SSD letter to incoming 9th graders/double check 10th graders
- Update SSD eligibility roster and send to college board

### July

- Final report card review
- Send Senior transcripts to colleges requested, home with letter from counselor and copy for permanent file
- Summer School registration, calls and mailings
- Plan Peace Circle Dates for next year
- Supply list
- Update counseling websites
- Send orientation letters-Print 9<sup>th</sup> grade survival handbook and 7<sup>th</sup> grade MS reference guide.
- Continue to work on scheduling- update based on testing results- add AIS
- Check summer school attendance, make calls if needed.
- Review and Update 4 year Plans
- Submit accommodations for PSAT
- Check on Alt ed registrations for level 0 system update
- Update transcripts for out of district placements

## York Central Schools School Counseling Support Program Map

	Delivery	Foundation		Management	Accountability
Grade Level	Program Activity	Objective	ASCA Domain NYSED CDOS Standard	Timeline of Service Provisions	Evaluation Methods
Elem	Counseling, Lessons, Consultation	Obj. 1	Personal/Social CDOS – 1, 2, 3.a.2-4	Ongoing, Weekly Review	Progress Notes, Report Cards, Observation
Elem	Management, Family Contact, Counseling	Obj. 2	Personal/Social, Academic CDOS - 2, 3.a.3-4,8	Ongoing, Quarterly Review	Data Review
Elem	Family Contact, Counseling, Consultation	Obj. 3	Personal/Social, Academic CDOS - 3.a.1,2	Ongoing, Monthly Review	Progress Monitoring, Report Cards
Elem	Instruction, Counseling, Consultation, Assessment	Obj. 4	Personal/Social CDOS - 3.a.2-4	Ongoing, Monthly Review	Progressing Monitoring, Data Review
Elem	Counseling, Family Conferences, Referrals, Assessment, Monitoring	Obj. 5	Personal/Social, Academic CDOS – 2, 3.a.	Ongoing, Quarterly Review	Observation, Feedback
Elem	Family Contact, Conferences	Obj. 6	Personal/Social, Academic CDOS – 2, 3.a.	Ongoing, Quarterly Review	Observation, Feedback, Report Cards
Elem	Counseling, Assessments, Prevention Initiatives	Obj. 7	Personal/Social, Academic CDOS – 2, 3.a.	Ongoing, Monthly Review	Observation, Data Review, Progress Monitoring
Elem	Consultation, Coordination, Facilitation	Obj. 8	Personal/Social, Academic, Career CDOS – 1, 2, 3.a.	Monthly	Feedback
Elem	Consultation, Coordination	Obj. 9	Personal/Social, Academic CDOS – 2, 3.a.	Ongoing, Quarterly Review	Feedback
Elem MSHS	Services for SWDs: Consultation, Family Contact, Individual Planning Meeting, Counseling, CSE/504 Meeting Attendance (as needed)	Obj. 10 (Elem)  Obj. 8 (MSHS)	Personal/Social, Academic CDOS – 2, 3.a.	Ongoing, Weekly Review	Observation, Feedback, Data Review, Progress Monitoring



	Delivery	Foundation		Management	Accountability
Grade Level	Program Activity	Objective	ASCA Domain NYSED CDOS Standard	Timeline of Service Provisions	Evaluation Methods
<b>MSHS</b>	Counseling	Obj. 1	Personal/Social, Academic, Career CDOS – 1, 2, 3.a., 3b	Ongoing, Weekly, Quarterly, and Annually Review	Report Cards, Attendance Records, Progress Monitoring, Observations
<b>MSHS</b>	Conferences, Maintain Course Description Booklet,	Obj. 2	Academic, Career CDOS – 1, 3.a.7-8, 3.b.	Ongoing, Annual Review	Student Participation Rate, Report Cards, State Assessments, Academic Placement, Alumni Survey
<b>Grades 8-11</b>	Individual Academic Career Planning Meeting				
<b>Grades 9- 12</b>	Provide College and Military Representative Meetings, Provide Leadership Training and Career Scholarship Opportunities				
<b>Grade 10</b>	Career Readiness, SUNY Geneseo Career Exploration Day, Exploration of Career and Technical Education Programs				
<b>Grade 11</b>	Coordination and attendance of National College Fair, YCS College Fair				
<b>Grades 11-12</b>	Provide College Campus Visit Opportunities				
<b>Grade 12</b>	Post Secondary Planning				

	Delivery	Foundation		Management	Accountability
Grade Level	Program Activity	Objective	ASCA Domain NYSED CDOS Standard	Timeline of Service Provisions	Evaluation Methods
MSHS	Parent Involvement: Planning Meetings, Orientation, Parent Night, Conferences, Open House, Parent Communication, Maintain Guidance Website	Obj. 3	Personal/Social, Career, Academic CDOS – 1, 2, 3.a.5-6, 3.b.	Ongoing, Annual Review	Transition Data, Attendance Reports, Progress Monitoring, Parent-Teacher Conference Feedback
MSHS	Individual and Group Career Counseling, Instruction Utilizing Technology and Resources, Resume Writing, Mock Interviews, College Essays, Job Shadow Internships	Obj. 4	Career, Academic CDOS – 1, 2, 3.a.1-2,4-8, 3.b.	Ongoing, Monthly Review, Annual Review	Accurate placement in CTE Programs, Technology use data, Completion of Senior Exit College and Career Research Project, Destination Report
MSHS	Professional Consultation and Student Advocacy, Maintenance of Ongoing Academic Plan, Family Communication,	Obj. 5	Career, Academic CDOS – 1, 3.a.3, 3.b.	Ongoing, Annual Review	Track graduation rates and alternative placements
MSHS	Referrals, Consultation, Maintain and Disseminate Resource Referral List	Obj. 6	Personal/Social CDOS – 2, 3.a.3,4,7	Ongoing	Team Management, Reflection, Planning
MSHS	Disseminate counseling department information via student-parent email, publish planning documents & materials, maintain websites, bulletin boards, college corner	Obj. 7	Academic, Career CDOS – 1, 2, 3.a.2,5-7, 3.b.	Ongoing	Community Feedback, Administrative Review

## References

- ⊕ American School Counselor Association: Rationale for School Counselors
- ⊕ American School Counselor Association: National Standards for School Counseling Programs.
- ⊕ New Paltz Central School District ([newpaltz.k12.ny](http://newpaltz.k12.ny))
- ⊕ New York State School Counselor Association Guidance Plan Development: Within a P-12 Comprehensive School Counseling Framework
  - <http://nyssca.org/wp-content/uploads/2015/04/NYSSCA-Guidance-Plan-Development-April-2015.pdf>

## Links

- ⊕ American School Counselor Association: Counselor Competencies
  - <https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>
- ⊕ American School Counselor Association: Ethical Standards for School Counselors
  - <https://www.schoolcounselor.org/school-counselors-members/legal-ethical>
- ⊕ American School Counselor Association: Mindset and Behaviors for Student Success
  - <http://schoolcounselor.org/school-counselors-members/about-asca/mindsets-behaviors>
- ⊕ NYSED Career Development and Occupational Studies (CDOS) Student Standards
  - <http://www.p12.nysed.gov/cte/cdlearn/cdosresourceguide.html>
- ⊕ NYSED Commissioners Regulations Section 100.2
  - <http://www.p12.nysed.gov/part100/pages/1002.html>