



**Union Springs Central School District  
Comprehensive K-12 School Counseling Program  
2020-2021**

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# K-12 Comprehensive School Counseling Program

2020-2021

## I. INTRODUCTION

### A. Brief Description of the School District

Union Springs Central School District is located on State Route 90, overlooking Cayuga Lake. The district serves a predominantly middle class rural area, made up of farmland and small population centers. The district comprises the villages of Union Springs and Cayuga and all, or parts, of the townships of Aurelius, Springport, Fleming, Scipio, and Ledyard. The northern edge of the district is adjacent to the city limits of Auburn. The district currently encompasses three schools: AJ Elementary (Grades PK-5), and Union Springs Middle (Grades 6-8), High (Grades 9-12). Approximately 817 students PK-12 are enrolled in the district. Union Springs Central School District consistently achieves a graduation rate near or above 90% percent. 38.55% of our students participate in the free and reduced lunch program and between 14% percent of our student population receives Special Education services annually.

### B. K-12 Counseling Program Overview

As school counselors, our focus is on educating the whole child in the areas of academics, social-emotional, and career development. Through collaboration with staff, families, agencies/ community organizations, local businesses, and local colleges we believe each student can be successful. We will provide programming that is proactive and preventative in nature at all grade levels. We will maintain proper professional development in order to stay current with academic, career, college and social-emotional trends in order to meet the needs of our school community.

### C. District Administrative Supervisors, Principals, and Department Members

#### District Leaders

**Jarett Powers**, Superintendent of Schools

**Michael Wurster**, Assistant Superintendent

**Sheila LaDouce**, Principal of Special Programs

**Charles Walker**, Secondary Principal

#### Counselors

**Hannah Russell**, Elementary School (PK-5)

**Julia Cole**, High School (9-10)

**Nina Darnell**, High School (11-12)/

Career & College Counselor

## II. PROGRAM FOUNDATION

### A. School Counseling Program Focus

#### *1. Core Beliefs*

- a. The school counselors believe that every child can achieve, if provided with equal access to participate in a comprehensive school counseling plan committed to academic development, career/college exploration, and social-emotional development.
- b. The hopes, dreams, gifts, talents, differences, and special needs of all students are considered when planning and implementing school-wide and individual programs and services.
- c. The Union Springs Central School District school counselors are committed to student wellness, career exploration and development, and college planning, as well as collegiality, collaboration, communication and parental involvement. We are mandated reporters who are trained to recognize incidence of child abuse, substance abuse and provide appropriate supports. We believe a Trauma Informed Approach should be used while advocating for students.
- d. With the support of students, parents, teachers, counselors, psychologists, nurses, school leaders, staff, and community members an effective School Counseling Program will be developed and implemented with fidelity.
- e. We will use data to inform program decisions, strategically design services, and to continually evaluate delivery and effectiveness. Data collected will include, but will not be limited to, attendance records, free and reduced lunch data, first generation college bound, exam and academic scores, student and parent surveys.
- f. The Union Springs Central School District School Counselors follow the national model and standards of the American School Counselor Association (ASCA), including Foundation (Mission, Beliefs, and Philosophy); Delivery (Guidance Curriculum and Individual Student Planning, Responsive Services, and Support Services); Management (Agreements, Use of Data, Action Plans, and Use of Time and Calendars); and Accountability (Results Reports, School Counselor Performance Standards, and Program Audit). They also follow the professional standards of the New York State School Counselors Association (NYSSCA).

All programs and services are guided by five important norms, including accessibility, relationships, individuality, transformation, and responsibility, as well as the ethics and values such as care, concern, connections, and commitment to the common good.

## ***2. Shared Vision Statement***

We aspire that every student will leave our district as well-adjusted individuals, who are ready to meet the challenges in their professional and personal lives. They will be equipped with the character, skills, and established supports to ensure that they are well-rounded and engaged. Our students will be multi-dimensionally successful; they will be able to develop and achieve goals across all areas of their lives. Each individual student, regardless of barriers, will develop self-awareness and understandings of their individual strengths and abilities, which they can harness to become empowered.

## ***3. Mission Statement***

Our mission as School Counselors at the Union Springs Central School District is to provide a comprehensive counseling program aligned with the NYSSCA and ASCA standards that address the academic, personal/social, and career needs of all students. A continuum of supports will be aligned at all grade levels to ensure all students have access to a school counselor. Our goal is to foster life-long learners and responsible, culturally aware, and productive members of society through:

- Academic Support
- Individual/Group Counseling
- Career/College Exploration
- Character Education
- Community-School Partnership
- Promoting a safe and nurturing learning environment
- PBIS/Positivity Project

We will facilitate this through collaboration with educators, administrators, parents, and community members.

## ***4. Program Goals***

SMART Goals will be identified after a fall goal setting survey based on these topics:

- a. Academic: All students will be able to identify at least one academic strength and one academic weakness to guide their individual student goals.
- b. Social-Emotional: All students will be able to identify at least one coping strategy to utilize as needed in their daily lives.
- c. College/Career: All students will be able to identify at least one career area of interest.

## **B. Student Competencies**

We adopt the ASCA Mindsets and Behaviors and comply to New York State Part 100 Regulations. This will allow a continuum of supports that will be addressed at all grade levels by core curriculum, small group instruction and/or closing-the-gap approaches. Data collection of student needs, supports, and understanding will be reviewed each year. School counselor competencies and ethical standards will also be reviewed annually.

## **C. ASCA Professional School Counselor Competencies**

The ASCA School Counselor Competencies outline the knowledge, abilities, skills, and attitudes that ensure school counselors are equipped to meet the rigorous demands of the profession and the needs of pre-K-12 students. These competencies help ensure new and experienced counselors are equipped to establish, maintain, and enhance a comprehensive school counseling program addressing academic achievement, career planning, and personal/social development.

## **D. ASCA Ethical Standards**

- Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including: ethnic/racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- Each person has the right to understand the magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.
- Each person has the right to privacy and thereby the right to expect the school-counselor/student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.

### **III. PROGRAM MANAGEMENT**

#### **A. School Counseling Program Assessment**

As recommended by ASCA, the School Counseling Program Assessment will be reviewed annually as a school counseling team.

#### **B. School Counselor Competencies Assessments**

Each year, the school counselors will meet with their administrator to assess competencies and formulate a professional development plan by completing and reviewing the School Counselor Competencies Assessment.

#### **C. Use-of-Time Assessment**

As recommended by ACSA, counselors will utilize the Use-of-Time chart template to ensure that the school counselor's time is distributed appropriately between direct and indirect services, program management, and school support. ACSA recommends that roughly 80% of the time a school counselor should be performing direct and indirect service, and roughly 20% or less of the time should be utilized for program management and school support. The school counselors understand that these recommendations are aspirational in nature and that the reality of the job often dictates actual percentages.

#### **D. Annual Goals**

It is the responsibility of each school counselor in the district to draft an annual goals document to be signed, in collaboration with their supervising administrator within the first two months of every school year. This document will include a rationale for their use of time based on school data. Together the counselor and administrator will explore specific roles and responsibilities as well as opportunities for professional development. This document will reflect the school counseling mission and program goals.

#### **E. Advisory Council**

School Counselors best practice would ensure that the Advisory Council will consist of stakeholders who will meet bi-annually to review and advise on the Comprehensive School Counseling Program. As School Counselors this council will be formulated in the 2020-21 school year. Stakeholders that we would like to participate as representatives on this council would include: teachers of different grade levels, board of education members, administrators, parents or guardians, other student support faculty, and community members.

## **F. Use of Data**

An annual school data profile will be completed, which tracks student achievement, attendance, and behavior data. This data collection and analysis will inform program goals. Program decisions will be dependent on the collected process, perception, and outcome data. The data and results will be organized in an accessible format.

## **G. Action Plans**

Action plan templates will be utilized to develop data-informed curriculum, small-group, and closing-the-gap action plans, which are consistent with the program goals and competencies. Projected results of each action plan will have process, perception, and outcome data, which will be stated in terms of what the student will demonstrate.

## **H. Curriculum Lesson Plans**

School counselors use curriculum lesson plan templates, as provided by ASCA, to develop and implement classroom activities for the courses they teach and guidance lessons they provide.

## **I. Calendars**

Annual and weekly calendars will be developed at each level that indicate activities of the comprehensive school counseling program. The distribution of each counselor's time will align with the aforementioned use-of-time assessment.

# **IV. PROGRAM DELIVERY**

## **Direct Services**

### **1. School Counseling Core Curriculum**

- a. Classroom Lessons
- b. School wide Events

### **2. Individual Student Planning**

- a. Individual Annual Progress Reviews with 6th-12th grade students
- b. Pre-K-5 Student meetings for planning and mental health monitoring
- c. College/Career Planning
- d. Students with Disabilities Planning

### **3. Responsive Services**

- a. Counseling: School Counselors will provide individual and small-group counseling to students identified as needing support in the areas of academics, social/emotional concerns, and career/college preparation. Counseling is goal-focused and short-term. Counselors are trained to identify students needing a long-term therapeutic intervention due to more severe mental health needs and will make appropriate referrals.
- b. Crisis Response: School counselors will meet with students in crisis due to sudden situations, and provide follow-up interventions/preventative care.

## **Indirect Service**

### **1. Consultations**

As a student advocate, counselors will consult with school staff members to provide information and develop interventions that support student achievement. School counselors will also serve as consultants on matters of social-emotional and college/career matters.

### **2. Referrals**

Counselors will provide information to students and families regarding resources in the community and beyond that may assist in academic, social/emotional, and/or career/college issues.

### **3. Collaboration**

- Support students and families in need of additional resources to promote student success.
- The Elementary School Counselor will meet with teachers to discuss student issues and to develop and implement student support mechanisms.
- The Middle School Counselor will meet with core area teachers during “team” meeting times to review student progress/concerns and develop necessary interventions when needed.
- High School Counselors will meet with teachers during “RTI” meetings to review student progress/concerns and develop necessary interventions.
- Counselors may serve on shared decision committees and Student Support team, At-Risk Team, and Mental Health Task Force committees to work with various parties invested in the achievement and well-being of the students.
- Counselors arrange conferences between parents and teachers to bridge communication from school to home with the intent to increase student achievement.
- Counselors will provide parent workshops to educate parents on various topics concerning college planning, course planning, and transition planning.

## **V. ACCOUNTABILITY**

### **A. Data Tracking**

The school data profile will be analyzed annually. The results and their implications will be considered for making program improvements. School counselors will also analyze their use-of-time assessment to adjust school counseling plan.

### **B. Program Results (Process, Perception and Outcome Data)**

- Small group, curriculum and closing-the-gap results will be collected and analyzed.
- Program Results will be shared with administration

### **C. Evaluation & Improvement**

- School Counselor Competencies Assessment will be conducted annually to guide professional development
- School Counseling Program Assessment will be conducted/reviewed annually to guide programming
- School Counselor Performance Appraisal will be conducted annually by the supervising administrator to evaluate counselor
- Student Needs Assessment will be reviewed annually.

## VI. APPENDIX

### A. Program Assessment 2019-20



### School Counseling Program Assessment

FOUNDATION			
CRITERIA	No	In Progress	Yes
<b>Beliefs</b>			
a. Indicates an agreed-upon belief system about the ability of all students to achieve			x
b. Addresses how the school counseling program meets student developmental needs			x
c. Addresses the school counselor's role as an advocate for every students			x
d. Identifies persons to be involved in the planning, managing, delivery and evaluation of school counseling program activities			x
e. Includes how data informs program decisions			x
f. Includes how ethical standards guide the work of school counselors			x
<b>Vision Statement</b>			
a. Describes a future where school counseling goals and strategies are being successfully achieved			x
b. Outlines a rich and textual picture of what success looks like and feels like			x
c. Is bold and inspiring			x
d. States best possible student outcomes			x
e. Is believable and achievable			x
<b>Mission Statement</b>			
a. Aligns with the school's mission statement and may show linkages to district and state department of education mission statements			x
b. Written with students as the primary focus			x
c. Advocates for equity, access and success of every student			x
d. Indicates the long-range results desired for all students			x
<b>Program Goals</b>			
a. Promote achievement, attendance, behavior and/or school safety			x
b. Are based on school data		x	
c. Address schoolwide data, policies and practices to address closing-the-gap issues		x	

d. Address academic, career and personal/social development			x
<b>ASCA Student Standards and Other Student Standards</b>			
a. Standards, competencies and indicators from ASCA Student Standards are identified and align with program mission and goals			x
b. Standards and competencies selected from other standards (state/district, 21st Century, Character Ed, etc.) align with ASCA Student Standards, program mission and goals as appropriate			x
School Counselor Professional Competencies and Ethical Standards			x
a. ASCA School Counselor Competencies have been reviewed			x
b. ASCA Ethical Standards for School Counselors have been reviewed			x
<b>PROGRAM MANAGEMENT</b>			
<b>CRITERIA</b>	<b>No</b>	<b>In Progress</b>	<b>Yes</b>
<b>School Counselor Competencies Assessment</b>			
School counselor competencies assessment has been completed	x		
<b>School Counseling Program Assessment</b>			
School counseling program assessment has been completed			x
<b>Use-of-Time Assessment</b>			
a. Use-of-time assessment completed twice a year		x	
b. Direct and indirect services account for 80 percent of time or more		x	
c. Program management and school support activities account for 20 percent of time or less		x	
<b>Annual Agreement</b>			
a. Created and signed by the school counselor and supervising administrator within first two months of school			x
b. One agreement per school counselor		x	
c. Provides rationale for use of time based on data and goals	x		
d. Reflects school counseling program mission and program goals		x	
e. Lists school counselor roles and responsibilities		x	
f. Identifies areas for school counselor professional development		x	
<b>Advisory Council</b>			
a. Membership includes administrator and representatives of school and community stakeholders	x		
b. Meets at least twice a year and maintains agenda and minutes	x		
c. Advises on school counseling program goals, reviews program results and makes recommendations	x		
d. Advocates and engages in public relations for the school counseling program	x		
e. Advocates for school counseling program funding and resources	x		

<b>Use of Data</b>			
a. School data profile completed, tracking achievement, attendance, behavior and safety data		x	
b. School data inform program goals		x	
c. School counseling program data (process, perception, outcome) are collected and reviewed and inform program decisions		x	
d. Organizes and shares data/results in a user-friendly format (e.g., charts)	x		
<b>Action Plans (Curriculum, Small Group and Closing the Gap)</b>			
a. Data are used to develop curriculum, small-group and closing-the-gap action plans using action plan templates	x		
b. Action plans are consistent with the program goals and competencies	x		
c. Projected results (process, perception and outcome) data have been identified	x		
d. Projected outcome data are stated in terms of what the student will demonstrate	x		
<b>Curriculum Lesson Plan</b>			
Curriculum lesson plan templates are used to develop and implement classroom activities	x		
<b>Calendars (Annual and Weekly)</b>			
a. Indicate activities of a comprehensive school counseling program			x
b. Reflect program goals and activities of school counseling curriculum, small-group and closing-the-gap action plans		x	
c. Are published and distributed to appropriate persons		x	
d. Indicate fair-share responsibilities		x	
e. Weekly calendar aligns with planned use of time in the annual agreement		x	
<b>DELIVERY</b>			
<b>CRITERIA</b>	<b>No</b>	<b>In Progress</b>	<b>Yes</b>
Direct student services are provided (Strategies to include instruction, group activities, appraisal, advisement, counseling and crisis response)			x
a. Deliver school counseling curriculum lessons to classroom and large groups			x
b. Provide appraisal and advisement to assist all students with academic, career and personal/social planning			x
c. Provide individual and/or group counseling to identified students with identified concerns or needs			x
Indirect student services are provided to identified students (Strategies to include referrals, consultation, collaboration)			x
Direct and indirect service provision amounts to 80 percent or more of the school counselor's time			X

ACCOUNTABILITY			
CRITERIA	No	In Progress	Yes
<b>Data Tracking</b>			
a. School data profile is analyzed, and implications for results over time are considered		x	
b. Use-of-time assessment is analyzed and implications are considered		x	
<b>Program Results (Process, Perception and Outcome Data)</b>			
a. Curriculum results report is analyzed, and implications are considered		x	
b. Small-group results reports are analyzed, and implications are considered		x	
c. Closing-the-gap results reports are analyzed, and implications are considered		x	
d. Program results are shared with stakeholders		x	
<b>Evaluation and Improvement</b>			
a. School counselor competencies assessment informs self-improvement and professional development		x	
b. School counseling program assessment informs program improvement		x	
c. School counselor performance appraisal is conducted and informs improvement		x	
d. Program goal results are analyzed, and implications considered		x	

## B. Program Delivery

The school counselor(s) will spend approximately the following time in each component area to ensure the delivery of the school counseling program.

Delivery	Planned Use		Recommended
<b>Direct Services to Students</b>	<b>25%</b> of time delivering school counseling core curriculum	Provides developmental curriculum content in a systematic way to all students	<b>80% or as appropriate</b>
	<b>20%</b> of time with individual student planning	Assist students in the development of educational, career, and personal plans	
	<b>10%</b> of time with responsive services	Addresses the immediate concerns of students	
<b>Indirect Services to Students</b>	<b>25%</b> of time providing referrals, consultation, and collaboration	Interacts with others to provide support for student achievement	
<b>Program Planning and School Support</b>	<b>20%</b> of time with foundation, management and accountability and school support	Includes planning and evaluating the school counseling program and school support activities	<b>20% or as appropriate</b>

## C. Professional Collaboration

The school counseling staff will meet with the following groups during the designated times.

<b>Group</b>	<b>Weekly/Monthly</b>	<b>Coordinator &amp; Members</b>
<b>Counseling HS Department team</b>	Weekly	Nina Darnell Julia Cole
<b>School faculty and staff presentations</b>	Quarterly	Nina Darnell Julia Cole Julie DeWolf Hannah Russell
<b>School Counselor Advisory Council</b>	Bi-Annually	Nina Darnell Hannah Russell Julia Cole Julie DeWolf
<b>Administration</b>	Weekly	Nina Darnell Hannah Russell Julia Cole Julie DeWolf
<b>Subject area departments and/or grade level teams</b>	Elementary School - B.I.T. Meetings Middle School -Weekly (through team meetings) High School –Monthly RtI meetings	Nina Darnell Julie DeWolf Julia Cole Hannah Russell
<b>MS/HS “At-Risk” meetings</b>	Weekly	Nina Darnell Julia Cole Julie DeWolf Dan Smith Jim Hodges Trish Vaughn
<b>Cayuga Area Counselors Association</b>	Quarterly	Nina Darnell Julia Cole Julie DeWolf

# High School Programming Map

A	B	C	D	E	F	G	H
Delivery	Foundation			Management			
Program Activity/Service	NYSED Regulations	Program Objective	ASCA Standard	NYSED CDOS	Timeline	Student Focus	Staff & Resources
Review incoming student records and identify a target group of at-risk students	100.2(j)(2)(i)(b)	Identified student will demonstrate improvement in areas of concern	A & S/E Mindset: B-SMS 1-10		August	incoming 9th grade students	School Counselor; consultation with 9th grade teachers, principal, and 8th grade teachers
9th Grade Orientation	100.2(j)(2)(i)(c)	Students will demonstrate increased knowledge of high school requirements/	A & S/E Mindset: M3; B-SMS 10		August	incoming 9th grade students	School Counselor, Principal, 9th grade team teachers
Classroom Presentation		Using Naviance, all students will identify academic and post-secondary goals			Sept. thru Nov.	All Students	Classroom teachers
Classroom Presentation		Using Naviance, <b>9th grade students</b> will use the " <b>Do What you Are</b> " assessment to relate their personality and to various career fields			Sept. thru Nov.	9th Grade Students	Classroom teachers and student seminars
Classroom Presentation		Using Naviance, <b>9th grade students</b> will take the <b>Career Interest Profiler</b> to assess how their			Sept. thru Nov.	9th Grade Students	Classroom teachers and student seminars

A	B	C	D	E	F	G	H
		interests relate to career fields					
Classroom Presentation		Using Naviance, <b>10th grade students</b> will complete the <b>Strength Explorer</b> to assess how personal strength relate to career fields			Sept. thru Nov.	10th Grade Students	Classroom teachers and health class
		Using Naviance, <b>10th grade students</b> will use the college <b>Supermatch</b> to begin researching colleges			Sept. thru Nov.	10th Grade Students	Classroom Teachers
		Using Collegeboard's "Big Future", <b>11th grade students</b> will demonstrate the ability to research admission requirements for specific colleges of interest			Sept. thru Nov.	11th Grade Students	Classroom teachers and student seminars
		11th grade students will add to " <b>college's I'm interested in</b> " in Naviance, and create a plan to visit/gather more info on colleges			Sept. thru Nov.	11th Grade Students	Classroom teachers and student seminars
		11th grade students will explore careers in the trades and or military			Sept. thru Nov.	11th Grade Students	Classroom teachers and student seminars

A	B	C	D	E	F	G	H
		12th Grade Students will prepare college applications or workplace resumes			Sept. thru Nov.	12th Grade Students	Classrooms, Seminars, BOCES
Classroom Presentation		Goal Re-Eval			December		
Classroom Presentation		Grad Req/Course Selections in Schooltool			Feb. - March	All Students	Individual Meetings
Classroom Presentation					September		
Classroom Presentation		All Students will create & edit <b>Naviance Resume and <a href="#">Raise.me</a></b> account			October		Classrooms/Seminars
Classroom Presentation		Social-Emotional			November	All Students	Individual meetings, Seminars, Health Classes
Classroom Presentation		Grad Req/Course Selections in Schooltool			February		
Classroom Presentation							
Senior Conferences		To discuss student's post-secondary plans and begin the college application process			September-October		School Counselor
Individual assessment of transfer students		To meet students and families transferring to the Middle/High School			ongoing		School Counselor
Individual assessment of at-risk students		To meet with previously identified at-risk			ongoing		School Counselor and Principal

A	B	C	D	E	F	G	H
		students and develop a plan for the school year					
Monthly Newsletter		Families will be provided with information regarding upcoming events; To provide families with academic, career, and personal/social resources			ongoing		School Counselor
Open House - College Application Process		To provide parents/guardians with the tools and resources to help their 12th grader apply to college			September		School Counselor
Individual assessment & intervention with students exhibiting 4 or more absences in a marking period		To improve student attendance, identify reasons for truancy, and/or provide referral for more intensive support			ongoing		School Counselor
Individual assessment and intervention with students exhibiting 3 or more discipline referrals in a marking period		To improve student behavior, identify reasons/goals for behavior, and/or provide referral for more intensive support			ongoing		School Counselor
Individual assessment and intervention with students exhibiting 2 or more failing classes in a marking period		To improve student academic performance, identify reasons for performance, and/or provide referral for more intensive support			ongoing		School Counselor

A	B	C	D	E	F	G	H
College Application Week		To provide 12th grade students the opportunity to complete their applications in school; To teach 9-11 grade students college planning skills			October, April		School Counselor; consultation with teachers
High School College Visits		To provide students with the opportunity to visit colleges in the state, learn about the programs offered at the college, and experience a college campus			October, April		School Counselor
National College Fair					March		
Alumni Day		To provides students in grades 11-12 with the opportunity to discuss college life and the college application process with former Union Springs graduates			December		School Counselor
FAFSA Night		To provide parents/guardians the opportunity to ask questions and complete the FAFSA with the help of a financial aid representative from a local college			October		School Counselor
Annual review of all students		To review student's educational plans,			February-June		School Counselor

A	B	C	D	E	F	G	H
		current progress, and future plans					
11th Grade Spring Parent Night		To provide parents of 11th graders with the tools and resources needed to begin the college application process			March		School Counselor, Principal
Large Group Testing-SAT School Day		Provide interested students the opportunity to take the SAT exam at USHS			April		
Fire Drills		Review fire drill procedures					All faculty and staff
Wellness Day					October-every other day		

## US Middle School Counseling Program Map

<b>ASCA Domain: <u>Academic Development</u>: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.</b>						
<b>Program/Activity</b>	<b>Grade Level</b>	<b>Time-line</b>	<b>Who's Involved</b>	<b>Objective</b>	<b>Account-ability &amp; Assessment</b>	<b>ASCA Mindset &amp; Behaviors for Student Success</b>
Individual assessment of transfer students	6-8	Ongoing	School Counselor	To meet students and families transferring to the Middle/High School	Individual student data	<b>M2, M3</b>
Individual assessment of at-risk students	6-8	August	Principal and School Counselor	To meet with previously identified at-risk students and develop a plan for the school year	Individual student data	<b>B-SMS 7, B-SMS 2 B-LS3 M1 M2</b>
At-Risk Student Counseling	6-8	Ongoing	Principal and School Counselor	Review grades, goals	Individual student data	<b>B-SMS7 B-SS3 B-SS9</b>
6th Grade Orientation	6	August	Principal, School Counselor, 6th grade team teachers	To provide 6th grade students and families the ability to tour the school, find their locker, meet teachers, and orient themselves to the middle school environment	Individual student data; Parent, student, and teacher feedback	<b>M3</b>
7 <sup>th</sup> & 8 <sup>th</sup> Grade Orientation	7-8	August	Principal, School Counselor	To provide 7 <sup>th</sup> & 8 <sup>th</sup> grade students the ability to tour the school, find their locker, meet teachers, and orient themselves to the middle	Individual student data; Parent, student, and teacher feedback	<b>M3</b>

				school environment		
Monthly Newsletter/ Counselor Website	6-8	Monthly Basis	School Counselor	To provide families with information regarding upcoming events; To provide families with academic, career, and personal/social resources	Parent and student feedback	<b>M1</b> <b>M6</b>
Open House - Middle School Success	6-8	Sept.	School Counselor	To provide parents/guardians with the tools and resources to help their middle school student be successful	Individual student data; Parent, student, and teacher feedback	<b>M2</b> <b>M3</b> <b>B-LS3</b>
Individual assessment with students exhibiting 4 or more absences in a marking period	6-	Oct.-Dec. and Feb-April	School Counselor	To improve student attendance, identify reasons for truancy, and/or provide referral for more intensive support	Individual student attendance data	<b>B-LS 7</b> <b>B-SMS 2</b> <b>B-SMS 6</b> <b>B-SS8</b>
Individual assessment and intervention with students exhibiting 3 or more discipline referrals in a marking period	6-8	Ongoing	School Counselor	To improve student behavior, identify reasons/goals for behavior, and/or provide referral for more intensive support	Individual student discipline data	<b>B-SMS1</b> <b>B-SS1</b>
Individual assessment and intervention or small groups with students exhibiting 2 or more failing	6-8	Ongoing	School Counselor	To improve student academic performance, identify reasons for performance,	Individual student academic data	<b>B-LS3</b> <b>B-LS4</b> <b>B-LS7</b>

classes in a marking period				and/or provide referral for more intensive support		
Annual review of all students	6-8	Ongoing	School Counselor	To review student's educational plans, current progress, strength, weaknesses and future plans	Individual student data; Parent feedback	<b>M1 M2 M3 M4 M5 M6</b>
Middle School Awards	6, 7, 8	Spring	School Counselor, Principal; in collaboration with teachers	To recognize student's hard work and effort throughout the school year; Assembly will occur twice, at the conclusion of each semester	Individual student data; Parent and student feedback	<b>M5</b>
5 <sup>th</sup> Grade Transition Days	5th Grade	Spring	School Counselor, Principal; in collaboration with teachers	To provide 5 <sup>th</sup> graders with the opportunity to tour the middle school, meet their teachers, principal, school counselor, and hear from other students what to expect from the middle school	Teacher and student feedback	<b>M3</b>
Middle School Small Group Counseling	6, 7, 8	Ongoing	School Counselor, Social Worker, Psychologists	To teach student's life skills; To improve student's behavior, academic performance, and attendance.	Individual student data; pre- and post-survey completed by student	<b>B-LS3 B-LS4 B-LS7 B-SS2 B-SS3</b>

**ASCA Domain: Career Development: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.**

<b>Program/Activity</b>	<b>Grade Level</b>	<b>Timeline</b>	<b>Who's Involved</b>	<b>Objective</b>	<b>Accountability and Assessment</b>	<b>ASCA Mindset/ Behavior NYS Learning Standards</b>
Naviance Curriculum/Activities	6,7,8	Ongoing	School Counselor, Teachers	To have students explore their individual strengths/interests and how that relates to future career options	Naviance Survey Results	<b>B-LS7</b>
Career Lessons	6,7,8	Spring	School Counselor	To have students complete and interest inventory/career survey and match results with possible career clusters	Career Survey Results	<b>M2 M4</b>
Community Field Trips	6,7,8	Ongoing	School Counselor, Teachers	To have students attend community field trips based on interest and strengths	Naviance Survey Results	<b>M4 M5</b>
Way of the Wolf	6,7,8	Ongoing	School Counselor, Principal, Staff	To help students develop positive behavioral skills to help navigate school, community and career	Class Dojo	<b>B-SMS1 B-SS1 B-SS2 B-SS3</b>

**ASCA Domain: Social/Emotional Development: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.**

<b>Program/Activity</b>	<b>Grade Level</b>	<b>Timeline</b>	<b>Who's Involved</b>	<b>Objective</b>	<b>Accountability and Assessment</b>	<b>ASCA Mindset/ Behavior NYS Learning Standards</b>
MindUp Curriculum Lessons Self Regulation Curriculum	6	Ongoing Guidance Class	Principal, Teachers, School Counselor	To increase students' mindfulness techniques so that they can self-regulate behavior & improve focus and academic performance	Student survey that shows how they perceive program to help them Improved grades and attendance	<b>M1</b> <b>B-SMS 10</b> <b>B-SMS 7</b>
Wellness Day	6-12	Fall	School Counselors, Social Worker, School Psychologist, Principals, Staff, Community Members	To educate students on healthy ways to take care of social emotional development.	Survey	<b>M 1</b> <b>M 2</b> <b>M3</b>
Crisis Intervention	6-8	Ongoing	School Counselor	Appropriately manage and/or de-escalate the student's crisis. Teach coping skills & refer student to appropriate resources in the community	Obtain a positive and preferable outcome for the student. Improve student's coping skills and increase their access to resources. Maintain safety of all.	<b>B-SMS 9</b>
Addressing staff member's concerns (re: students and/or other issues)	6-8	10 month	School Counselor, Principal, Team Meetings	Help contribute to safe, comfortable, and confidential environment for all students & staff	Anecdotal Data Improved relationships with students, thereby improving student achievement	<b>B-SS2</b> <b>B-SS3</b>

					Improved communication and relationships Team Meeting Minutes	
Referring Students/Families to Community Resources	6-8	Ongoing	School Counselor, Community Agencies, Social Worker, Psychologists	To increase students and family's awareness of available resources Consistent interaction with outside agencies Improved outcomes for academics, behavior, and life skills	Feedback from outside agencies; individual student data Increased positive student outcomes	<b>B- SMS 10</b>
Behavior Interventions, e.g. teacher conflicts, student conflicts, mediations	6-8	10 month	Counselors, social workers, teachers, psychologists, administrators, students, parents, support staff	To acquire coping skills and conflict resolution strategies	Individual Student Data	<b>B-SMS3 B-SMS4</b>
Group Counseling	6-8	10 month	Counselor	To provide information to students to address student needs identified in the student needs assessment	Individual Student Data; student and teacher feedback	<b>B-SMS7</b>
Individual Personal Counseling	6-8	10 month	Counselors, social workers, teachers, psychologists, administrators,	To help students with their coping skills, self-awareness, & decision making skills	Individual Student Data; student and teacher feedback	<b>M 1 M 2 M 6</b>

			students, parents, support staff			
Parent Newsletter/ Website	6-8	Monthly	School Counselor	To help inform parents of information that will help them support their student(s)	Parent feedback	<b>M 3</b> <b>M 5</b> <b>M 6</b>

## ANNUAL MIDDLE SCHOOL COUNSELING CALENDAR

	Counseling Core Curriculum			Individual Student Planning	Responsive Services	Indirect Services for Students
	<b>Academic</b> <b>SEL</b> <b>Career</b>					
	6th (Guidance Class)	7th	8th			
Sept	<b>SEL Core Competencies (Naviance)</b> <b>Self Confidence and the Ability to Succeed (School Tool)</b>	<b>SEL Core Competencies (Naviance)</b>	<b>SEL Core Competencies (Naviance)</b>	Individual assessment with students chronic absences	Selection and Referral to Process for Small Group Counseling (Team Meetings)	- Student & Parent Log In to Naviance
Oct.	<b>Understanding your Emotions</b> <b>Dealing with Anger (Strong Kids)</b>	<b>Learning Style Inventory (Naviance)</b>	<b>Complete MI Advantage (Naviance)</b>		Small Group  Individual Counseling  Crisis Counseling	
Nov	<b>Clear Thinking</b> <b>Solving Problems (Strong Kids)</b>				Referrals	
Dec.	<b>Letting Go of Stress</b> <b>Positive Living</b> <b>Creating SMART Goals</b>	<b>Career Key (Naviance)</b>	<b>Roadtrip Nation (Naviance)</b> <b>Add Careers to my list</b>	Individual assessment with students chronic absences		

	(Strong Kids)		(Naviance)		
Jan.	Career Key (Naviance)				
Feb.	CDOS Career Plan (Naviance)	CDOS Career Plan (Naviance)	CDOS Career Plan (Naviance)	Individual Learning Plans (8th Grade)  Individual assessment with students chronic absences	
Mar.				Individual Learning Plans (7th Grade)	
Apr.				Individual Learning Plans (6th Grade)	

May				Individual Learning Plans  Individual assessment with students chronic absences		Order Agendas
June						
July				Scheduling		
Aug				Meetings with new students  Meetings with at-risk students		

A.J. Smith Elementary School - 2019-2020 Annual School Counseling Calendar



	Counseling Core Curriculum	Individual Student Planning	Responsive Services	Indirect Services for Students	Program Planning/ School Support	PD/Other
September	Intro to School Counseling Program	<i>Ongoing:</i> Individual Counseling Multi-Tiered System of Support (MTSS) BIT Referral(s) Assessment and Data Analysis Student Safety Plans	Referral and Selection Process for Small Groups Session 1	<i>Ongoing:</i> Consultation Collaboration Referral	Welcome Back! PBIS Back-to-School Backpack Program Referral List	ALERT Training with Staff PBIS w/ Staff Counseling Mtg Advisory Council
October	PBIS Behavior Expectations & Second Step / Skills for Learning		Small Groups Session 1		Back to School Night(s) Bullying Prevention Month Parent Workshop(s) AM & PM Mix It Up at Lunch 22 <sup>nd</sup>	TCIS Counseling Mtg Board of Ed Presentation
November	Second Step: Skills for Learning		Small Groups Session 1		Adoption Awareness Month World Kindness Day Nov 13 <sup>th</sup> 1 <sup>st</sup> Quarter Awards(?)	TCIS NYSSCA Conference Nov. 21 <sup>st</sup> -23 <sup>rd</sup>
December	Second Step Pre-K through 3: Empathy 4-5: Emotion Management		Referral and Selection for Small Groups Session 2		National Handwashing Week 2 <sup>nd</sup> -8 <sup>th</sup> International Day of Persons with Disabilities 3 <sup>rd</sup>	Counseling Mtg
January	Second Step Pre-K through 3: Empathy 4-5: Emotion Management		Small Groups Session 2		National Thank You Month MLK Day of Service 20 <sup>th</sup>	PBIS Refresher Counseling Mtg



	Counseling Core Curriculum	Individual Student Planning	Responsive Services	Indirect Services for Students	Program Planning/School Support	PD/Other
February	Second Step Pre-K through 5: Emotion Management	<i>Ongoing:</i> Individual Counseling	Small Groups Session 2	<i>Ongoing:</i> Consultation Collaboration Referral	African American History Month  National Children's Dental Health Month  National School Counseling Week 3 <sup>rd</sup> -7 <sup>th</sup>  2 <sup>nd</sup> Quarter Awards	Counseling Mtg
March	Second Step Pre-K through 5: Emotion Management	Multi-Tiered System of Support (MTSS) BIT Referral(s)	Referral and Selection Process for Small Groups Session 3		National School Breakfast Week  Youth Art Month	Counseling Mtg
April	Second Step Pre-K through 5: Problem Solving	Assessment and Data Analysis Student Safety Plans	Small Groups Session 3		Child Abuse Prevention Month  3 <sup>rd</sup> Quarter Awards  Parent Workshop(s) AM / PM	Counseling Mtg
May	Second Step Pre-K through 5: Problem Solving		Small Groups Session 3		Mental Health Month / Children's Mental Health Awareness Week	Counseling Meeting Advisory Council Board of Ed Results Report
June	Transition Lessons by Request				Career Day 4 <sup>th</sup> and 5 <sup>th</sup> Graders  4 <sup>th</sup> Quarter Awards	