

Batavia City School District



Comprehensive P-12 School Counseling Program

July 2017

Batavia City School District

260 State St., Batavia, NY 14020

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Program Focus

The Batavia City School District

Student Support Services Program

Introduction

School counselors play a significant role in improving student achievement and serve as student and systems advocates. They apply their professional training in schools in order to support student academic success. Through a comprehensive school counseling program of developmental, preventive, remedial and responsive services, school counselors address academic development, career development and personal/social development of students.

Through leadership, advocacy, collaboration and data analysis, school counselors will focus on the goal of improving student achievement, provide the necessary behavioral support to students and create the changes necessary to impact the system. As leaders and advocates, school counselors will promote, assess and implement this Comprehensive P-12 School Counseling Plan.

School Counselors will use disaggregated data to drive program and activity development which will enable them to meet the needs of all students and close the achievement gap. The school counseling program will be data driven and will be evaluated annually and modified based on results to ensure that every student achieves success.

Through the use of a data-driven/results-based and standards-based model, school counselors will follow the recommended practice of providing:

- Counseling
- Coordination
- Consultation
- Advocacy
- Teaming and Collaboration

The Batavia School Counseling Department has examined their current counseling practices and services and has aligned them with the American School Counseling Association (ASCA), the ASCA National Model and the expectations of the New York State Education Department.

We are proud to present the Batavia Comprehensive P-12 School Counseling Plan.

The Batavia City School District

Student Support Services Program

What is a School Counseling Program?

A School Counseling Program is “comprehensive in scope, preventative in design and developmental in nature.” It is designed so that the majority of the school counselor’s time is spent in direct service to all students so as to ensure that every student receives the maximum benefit from the program.

A comprehensive school counseling program focuses on what all students from seventh grade through grade twelve should know and understand in three domain areas: academic, career, and personal/social with an emphasis on academic success for every student.

The program is preventive in design with a purpose of conveying specific skills and learning opportunities in a proactive and preventive manner. School counselors design programs and services to meet the needs of students at the appropriate developmental stages. Therefore, their responsibilities should be directed toward program delivery and direct counseling services.

The standard for academic development is to implement strategies and activities that support and maximize student learning. This would include “acquiring knowledge and skills that contribute to effective learning in school and across the life span, employing strategies to achieve success in school and understand the relationship of academics to the world of work, life at home and in the community.”

The standard for career development is to provide a foundation for “acquiring skills, attitudes and knowledge that enables students to make a successful transition from school to the world of work and from job to job across the life career span.”

The standard for personal/social development is to provide a foundation for personal and social growth as the students’ progress through school and into their adult life. “Personal/social development includes the acquisition of skills, attitudes and knowledge that help students understand and respect self and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of our society.”

A school counseling program:

- Reaches every student
- Is comprehensive in scope
- Is preventative in design
- Is developmental in nature
- Is an integral part of the educational program for student success
- Is implemented by a credentialed school counselor
- Is conducted in collaboration with all stakeholders
- Uses data to drive program decisions
- Monitors student progress

Adapted from The ASCA National Model: A Framework for School Counseling Programs

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Student Support Services Program

Benefits of a Comprehensive School Counseling Program

Comprehensive developmental school counseling programs have a positive impact on students, parents or guardians, teachers, administrators, boards of education, school counselors and other student services personnel, post-secondary institutions and the community. The benefits to each of these groups include the following:

Benefits for Students

- Ensures every student receives the benefits of the school counseling program.
- Assists students in acquiring knowledge and skills in academic, career, and personal/social development.
- Ensures equitable access to educational opportunities.
- Provides strategies for closing the student achievement gap.
- Supports development of skills to increase student success.
- Facilitates career exploration and development.
- Monitors data to facilitate student improvement.
- Fosters advocacy for students.
- Develops decision-making and problem solving skills.
- Assists in acquiring knowledge of self and others.
- Assists in developing effective interpersonal relationship skills.
- Provides school counseling services for every student.
- Increases the opportunity for adult - youth relationships.
- Encourages positive peer relationships.
- Fosters a connectedness to school.
- Fosters resiliency factors for students.

Benefits for Parents

- Provides support in advocating for their children's academic, career and personal/ social development.
- Supports partnerships in their children's learning and career planning.
- Ensures academic planning for every student.
- Develops a systematic approach for their child's long-range planning and learning.
- Increases opportunities for parent/school interaction.
- Enables parents to access school and community resources.
- Provides informational workshops.
- Connects to community and school-based services.
- Provides data on student progress.
- Ensures every child receives access to school counseling services.
- Promotes a philosophy that some students need more and seeks to ensure they receive it.

Benefits for Teachers

- Provides an interdisciplinary team approach to address student needs and educational goals.
- Increases collaboration between school counselors and teachers.
- Provides opportunities for co-facilitation of classroom guidance lessons.
- Supports the learning environment.
- Provides consultation to assist teachers in their guidance and advisement role.
- Promotes a team effort to address developmental skills and core competencies.
- Supports classroom instruction.
- Promotes supportive working relationships.
- Increases teacher accessibility to the counselor as a classroom presenter and resource person.
- Positively impacts school climate and the learning environment.

Benefits for Administrators

- Aligns the school counseling program with the school's academic mission.
- Provides a school counseling program promoting student success.
- Provides a proactive school counseling curriculum addressing student needs and enhancing school climate.
- Provides a program structure with specific content.
- Assists administration to use school counselors effectively to enhance learning and development for all students.
- Uses data to develop school counseling goals and school counselor responsibilities.
- Provides a system for managing and evaluating the effectiveness of the school counseling program.
- Monitors data for school improvement.
- Provides data for grant applications and funding sources.
- Enhances community image of the school counseling program.

Benefits for the Board of Education

- Provides a rationale for implementing a school counseling program.
- Ensures that a quality school counseling program is available for every student.
- Demonstrates the need for appropriate levels of funding.
- Articulates appropriate credentials and staffing ratios.
- Informs the community about school counseling program success.
- Supports standards-based programs.
- Provides data about improved student achievement.
- Provides a basis for determining funding allocations for the school counseling program.
- Furnishes program information to the community.
- Provides ongoing information about student acquisition of competencies and standards through school counseling program efforts.

Benefits for School Counselors

- Defines responsibilities within the context of a school counseling program.
- Provides a clearly defined role and function in the educational system.
- Supports access to every student.
- Provides direct service to every student.
- Provides a tool for program management, implementation and accountability.
- Seeks to eliminate non-school counseling activities.
- Recognizes school counselors as leaders, advocates and change agents.
- Ensures the school counseling program's contribution to the school's

mission.

Benefits for Student Services Personnel

- Defines the school counseling program.
- Provides school psychologists, social workers, and other professional student services personnel with a clear understanding of the role of the school counselor.
- Fosters a positive team approach, which enhances cooperative working relationships and improves on individual student success.
- Uses school counseling data to maximize benefit to individual student growth.
- Increases collaboration for utilizing school and community resources.

Benefits for Post-secondary Education

- Enhances articulation and transition of students to post-secondary institutions.
- Prepares every student for advanced educational opportunities.
- Motivates every student to seek a wide range of substantial, post-secondary options, including college.
- Encourages and supports rigorous academic preparation.
- Promotes equity and access to post-secondary education for every student.

Benefits for the Community

- Provides an increased opportunity for collaboration and participation of community members with the school program.
- Builds collaboration, which enhances a student's post-secondary success.
- Creates community awareness and visibility of the school counseling program.
- Enhances economic development through quality preparation of students for the world of work.
- Increases opportunities for business and industry to participate actively in the total school program.
- Provides increased opportunity for collaboration among counselors, business, industry, and communities.
- Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity.
- Supports the academic preparation necessary for students' success in the workforce.

Adapted from the American School Counseling Association National Model

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Student Support Services Program

Role of a School Counselor

The school counselor's leadership is important to the successful implementation of the programs at the schools. In their leadership role, school counselors serve as change agents, collaborators and advocates. Through the use of data analysis, school counselors will work to improve student success and ensure educational equity for all students. They will collaborate with other professionals to influence systemic change and advocate for students by using strong communication, consultation and leadership skills.

School counselors advocate for students' educational needs and work to ensure that these needs are addressed at every level of the school experience. They believe, support and promote every student's goals to achieve success in school. Through their leadership, advocacy, collaboration and counseling, school counselors reduce barriers so that students increase their opportunities for success.

School counselors team with all stakeholders to develop and implement responsible educational programs that support the achievement for every student. They create effective working relationships among students, professionals and support staff, parent/guardians and community members. They are essential collaborative partners who enhance the educational opportunities of students and families. School counselors assess the school for systemic barriers to academic success. They use data to ensure equity and access to a rigorous curriculum, which will maximize post-secondary options.

The school counselor:

- Serves as a leader who is engaged in systems-wide change to provide academic and behavioral supports for the success of all students.
- Plays a leadership role within the school counseling program and develops activities to implement and evaluate the program. The school counselor works collaboratively with other stakeholders in making decisions about the school counseling program.
- Provides individual and group counseling services to meet the developmental, preventive and remedial needs of students.
- Consults with students, parents, teachers and other school and community personnel to assist in meeting the needs of students.
- Coordinates all counseling services for students and assists with the coordination and implementation of student services in the school.
- Interprets test results and other student data. The counselor also works with teachers with the educational placement of students by using appropriate educational assessment strategies.
- School counselors, using their leadership, advocacy, teaming and collaboration, and data driven decision-making skills work toward ensuring that every student will have access to a quality and equitable education.
- Adheres to the ethical standards of the counseling profession, and abides by the laws, policies and procedures that govern the schools. Then counselor participates in professional associations and professional development opportunities when available.

The Practice of the Traditional School Counselor (Service Driven Model)	The Practice of the Transformed School Counselor (Data-driven and standards-based model)
Counseling	Counseling
Consultation	Consultation
Coordination of Services	Coordination of Services
	Leadership
	Advocacy
	Collaboration and Teaming
	Managing Resources
	Use of Data
	Use of Technology

Adapted from the American School Counseling Association National Model

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Student Support Services Program

New York State Certification Requirements for School Counselors

The strategic goal of the Board of Regents is to provide New York State educational systems with certified, qualified and well trained professionals to serve all students. School counselors in New York State must meet the following requirements:

Provisional certification:

- 1) A Baccalaureate Degree from a regionally accredited institution of higher education.
- 2) Graduate Study in School Counseling: 30 credits: School counseling courses are specifically for individuals preparing for a career as a school counselor.
- 3) College Internship/Supervised Practice: The college-supervised internship must be a part of an approved school counselor program. The internship/practice is generally the culminating experience of a program leading to a state certificate in school counseling.
- 4) Child Abuse Identification Workshop.
- 5) School Violence Prevention Workshop.
- 6) Fingerprinting Clearance.

Permanent certification:

- 1) Satisfaction of the above requirements.
- 2) Master's Degree.
- 3) Additional Graduate Work-30 additional semester hours in school counseling.
- 4) Experience: Two years in a pupil personnel service position in a public or approved independent elementary and or secondary school.
- 5) United States Citizenship.

Adapted from the NYS Comprehensive Model for Comprehensive 7-12 School Counseling Program

The Batavia City School District

Student Support Services Program

Mission and Vision Statement

District Goals

District Mission Statement

The Batavia City School District is committed to empowering students to achieve their maximum potential, while becoming socially responsible citizens.

Student Support Services Mission Statement

The Batavia City School District's Student Support Services Program is dedicated to guiding each student toward becoming confident in their academic, social-emotional, and career development through counseling services that are accessible by all students. We are committed to collaborating with other stakeholders, promoting equity for all students, and empowering each student to achieve their maximum potential while becoming socially responsible citizens.

District Vision Statement

The Batavia City School District, in partnership with the Batavia community, will provide a safe and nurturing environment to develop students with high moral character who are able to successfully meet life's challenges.

Student Support Services Vision Statement

The Batavia City School District's Student Support Services Program, in partnership with administrators, teachers, other school staff, parents and the community; envisions all students becoming equipped with the knowledge and coping strategies necessary to successfully meet life's challenges as they depart from our district as productive and responsible citizens.

Philosophy and Beliefs

The Student Support Services Team at Batavia City School District is a collaboration of our school counselors, school psychologists and support staff. Together, we provide an atmosphere to ensure the well-being of all students. Our program addresses the academic, career and social/emotional needs of the students. Our ultimate goal is to enable all students to achieve success in school and to be responsible and productive members of society

We Believe:

The development of the total student is the forefront of our program

Our roles is to support children, faculty, families and administrators

In establishing a collaborative balance with all stakeholders involved in ensuring student success

In providing an optimal education experience for all students throughout their academic journey

In providing students the skills and support they need to meet the New York State Learning Standards

In encouraging creative exploration for future opportunities

In a program that is comprehensive in design and delivered systematically

In delivering a set of competencies to all students and developing accountability

Program components must be data driven and based on student need



Student Standards

NYS Education Department Commissioner's Regulations

Part 100.2 (j) Guidance Programs

1. Public schools. Each school district shall have a guidance program for all students.
 - i. In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.
 - ii. In grades 7-12, the guidance program shall include the following activities or services:
 - a. an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;
 - 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 school counselors;
 - c. other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors, or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and
 - d. the services of personnel certified or licensed as school counselors.
 - iii. Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

ASCA Standards

All members of the Student Support Services Team follow a set of standards specific to their area of expertise that allows them to effectively meet student needs. The ASCA Mindsets and Behaviors are organized by domains, and standards arranged within categories and subcategories. Each is described below.

Domains:

The ASCA Mindsets and Behaviors are organized in three broad domains: academic, career and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. The definitions of each domain are as follows:

- **Academic Development-** Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.
- **Career Development-** Standards guiding school counseling programs to help students
 - Understand the connection between school and the world of work
 - Plan for and make a successful transition from school to post-secondary education and/or the world of work and from job to job across the life span.
- **Social/Emotional Development-** Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

Standards:

All standards can be applied to the three domains that are listed above, and the school counselor will select a domain and standard based on the needs of the school, classroom, small group or individual. The standards are arranged within categories and subcategories and are based on general categories of non-cognitive factors related to academic performance.

- **Category 1: Mindset Standards-** includes standards related to the psycho-social attitudes or beliefs students have about themselves in relation to academic work. These make up the students' belief system as exhibited behaviors.
- **Category 2: Behavior standards-** includes behaviors commonly associated with being a successful student. These behaviors are visible, outward signs that a student is engaged and putting forth effort to learn. The behaviors are grouped into three subcategories.
 - **Learning Strategies-** processes and tactics students employ to aid in cognitive work or thinking, remembering and learning.
 - **Self-Management Strategies-** continued focus on a goal despite obstacles and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control).
 - **Social Skills-** acceptable behaviors that improve social interactions, such as those between peers or between peers and adults.

The ASCA Mindsets & Behaviors for Student Success:

P-12 College- and Career-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

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

Category 2: Behavior Standards

Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

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

Adapted from the American School Counselor Website: www.schoolcounselor.org

ASCA MINDSETS & BEHAVIORS: PROGRAM PLANNING TOOL

This form is a tool you can use in planning your overall school counseling curriculum. Indicate the grade level in which you plan to address any standard in the cells below. It isn't necessary to address each standard each year.

	Grade Level/Delivery		
	Academic	Career	Social/ Emotional
Mindsets	<i>Indicate grade level presented under category</i>		
M 1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being			
M 2: Self-confidence in ability to succeed			
M 3: Sense of belonging in the school environment			
M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success			
M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes			
M 6: Positive attitude toward work and learning			
Behavior: Learning Strategies			
B-LS 1: Demonstrate critical-thinking skills to make informed decisions			
B-LS 2: Demonstrate creativity			
B-LS 3: Use time-management, organizational and study skills			
B-LS 4: Apply self-motivation and self-direction to learning			
B-LS 5: Apply media and technology skills			
B-LS 6: Set high standards of quality			
B-LS 7: Identify long- and short-term academic, career and social/emotional goals			
B-LS 8: Actively engage in challenging coursework			
B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions			
B-LS 10: Participate in enrichment and extracurricular activities			
Behavior: Self-Management Skills			
B-SMS 1: Demonstrate ability to assume responsibility			
B-SMS 2: Demonstrate self-discipline and self-control			
B-SMS 3: Demonstrate ability to work independently			
B-SMS 4: Demonstrate ability to delay immediate gratification for long-term rewards			
B-SMS 5: Demonstrate perseverance to achieve long- and short-term goals			
B-SMS 6: Demonstrate ability to overcome barriers to learning			
B-SMS 7: Demonstrate effective coping skills when faced with a problem			
B-SMS 8: Demonstrate the ability to balance school, home and community activities			
B-SMS 9: Demonstrate personal safety skills			
B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities			
Behavior: Social Skills			
B-SS 1: Use effective oral and written communication skills and listening skills			
B-SS 2: Create positive and supportive relationships with other students			
B-SS 3: Create relationships with adults that support success			
B-SS 4: Demonstrate empathy			
B-SS 5: Demonstrate ethical decision-making and social responsibility			
B-SS 6: Use effective collaboration and cooperation skills			
B-SS 7: Use leadership and teamwork skills to work effectively in diverse teams			
B-SS 8: Demonstrate advocacy skills and ability to assert self, when necessary			
B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment			

NYSED Career Development and Occupational Studies (CDOS) Standards

Standard 1: Career Development- Students will be knowledgeable about the world of work, explore career options and related personal skills, aptitudes and abilities to future career decisions.

- 1.1** Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

Standard 2: Integrated Learning- Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

- 2.1** Integrated learning encourages students to use essential academic concepts, facts and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.

Standard 3a: Universal Foundation Skills- Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

- 3a.1 Basic Skills** include the ability to read, write, listen and speak as well as perform arithmetical and mathematical functions.
- 3a.2 Thinking Skills** lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.
- 3a.3 Personal Qualities** generally include competence in self-management and the ability to plan, organize and take independent action.
- 3a.4 Positive Interpersonal Qualities** lead to teamwork and cooperation in large and small groups in family, social and work situations.
- 3a.5 Technology** is the process and product of human skill and ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants.
- 3a.6 Information Management** focuses on the ability to access and use information obtained from other people, community resources and computer networks.
- 3a.7 Using Resources** includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.
- 3a.8 Systems Skills** include the understanding of and ability to work within natural and constructed systems.

Standard 3b: Career Majors- 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.

- **B/IS Business/Information Systems:** Core, Specialized and Experiential
- **HS Health Services:** Core, Specialized and Experiential
- **E/T Engineering/Technologies:** Core, Specialized and Experiential
- **HPS Human and Public Services:** Core, Specialized and Experiential
- **NAS Natural and Agricultural Sciences:** Core, Specialized and Experiential
- **A/H Arts/Humanities:** Core, Specialized and Experiential

ASCA School Counselor Competencies and Ethical Standards

ASCA School Counselor Competencies- can be found at:

- <https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

ASCA School Counselor Ethical Standards- can be found at:

- <http://www.schoolcounselor.org/asca/media/asca/Resource%20Center/Legal%20and%20Ethical%20Issues/Sample%20Documents/EthicalStandards2010.pdf>



Delivery & Accountability

School Counselor/Administrator Agreement

Annually, each School Counselor will collaborate with his/her administrator(s) to develop and sign a written agreement.

This agreement is meant to address how the school counseling program is organized and what goals will be accomplished that year. Counselors will estimate how much time will be dedicated to direct and indirect services, as well as to planning and school support.

Copies of signed agreements will be maintained by the counselor and administrator annually.

The following pages provide a template for this agreement.



Annual Agreement Template

School Counselor: _____ Year: _____

School Counseling Program Mission Statement

The Batavia City School District's Student Support Services Program is dedicated to guiding each student toward becoming confident in their academic, social-emotional, and career development through counseling services that are accessible by all students. We are committed to collaborating with other stakeholders, promoting equity for all students, and empowering each student to achieve their maximum potential while becoming socially responsible citizens.

School Counseling Program Goals

Our school counseling program will focus on the following achievement, attendance, and/or behavior goals this year:

1.	<hr/> <hr/> <hr/> <hr/> <hr/>
2.	<hr/> <hr/> <hr/> <hr/> <hr/>
3.	<hr/> <hr/> <hr/> <hr/> <hr/>



Use of Time

I project I will spend the following percentage of my time delivering the components of the school counseling program. All components are required for a comprehensive school counseling program.

	Planned Use			Recommended
Direct services to students	____%	School Counseling core curriculum	Provide developmental curriculum content in a systematic way to all students	80% or more
	____%	Individual student planning	Assist students in the development of educational, career, and personal plans	
	____%	Responsive services	Address the immediate concerns of students (crisis management)	
Indirect Services for Students	____%	Referrals, consultation ,and collaboration	Interact with others (teachers, parents, etc.) to provide support for student achievement	
Program Planning and School Support	____%	Foundation, management, and accountability, school support	Include planning and evaluating the school counseling program and school support activities	20% or less



Advisory Council

The school counseling advisory council will meet in the spring and fall of each year.

I plan to attend these meetings (optional) ☐ Yes ☐ No

Planning and Results Documents

The following documents have been developed for the school counseling program in my building (check all applicable)

- | | |
|--------------------------------------------------|--------------------------------------------------------------------------|
| <input type="checkbox"/> Annual Calendar | <input type="checkbox"/> Closing-the-gap action plans |
| <input type="checkbox"/> Curriculum action plan | <input type="checkbox"/> Results reports (from last year's action plans) |
| <input type="checkbox"/> Small-group action plan | |

Professional Development

I plan to participate in the following professional development based on school counseling program goals (this includes external committees and trainings):

<hr/> <hr/> <hr/> <hr/> <hr/>

Professional Collaboration and Responsibilities

Fill in all applicable areas that you participate within the Batavia City School District:

Group	Weekly/Monthly	Coordinator
School Counseling Team Meetings		
Administration/School Counseling Meetings		
Student Support Team Meetings		
Department Chair Meetings		
School Improvement Team Meetings		
District School Counseling Meetings		
Other		



School Counselor Availability/Office Organization

The school counseling office will be open for students/parents/teachers from ____ to ____.

My hours will be from ____ to ____.

If available, the College & Career Center will be open from ____ to ____.

Role and Responsibilities of Other Staff and Volunteers:

School Counseling Department Assistant: _____

Attendance Assistant Clerk: _____

Data Manager/Registrar: _____

Career and College Center Assistant: _____

Other Staff: _____

Volunteers: _____

School Counselor Signature: _____ **Date:** _____

School Principal Signature: _____ **Date:** _____



Last Name _____

School Year _____

STUDENT PROGRESS REVIEW/PLAN

- Progress plans should be updated each year between the months of December and March.
- Reviews for students in grades K-6 may be completed in small group or classroom settings.
- Students in grades 7-12 must have individual meetings annually.
- This form should be maintained in the student's permanent file.

Student Name: _____

Grade: _____

Counselor: _____

Meeting Date: _____

Academic Progress: ☐ On Track ☐ Behind Grade Level ☐ Beyond Grade Level

Notes/Interventions: _____

Postsecondary/Career Plans: ☐ College ☐ Workforce ☐ Military

Notes/Career Choice: _____

Other concerns, recommendations, etc.: _____

Student Signature _____ **Date** _____

(Grades 7-12)

School Counseling Program Maps, Lesson Plans, Calendars

The following pages consist of the counseling program maps for the elementary, middle and high schools that demonstrate how the Student Support Services Team intends to address the needs of the school and its students. Each map contains a description of the activity, the data demonstrating a need for it, the time frame for which it will be completed, the person responsible for its delivery the means of evaluating, expected results and the ASCA standard it corresponds to.

A sample lesson plan follows each program map, providing an example of a lesson that will be provided at that grade level as it aligns to ASCA standards.

Additionally, a school counseling calendar for each grade-level is included to aid in the accountability and planning of School Counselors within the Batavia City School District.

Batavia City School District

ASCA Mindsets and Behaviors

Jackson Primary and John Kennedy Intermediate

Mindsets	Pre-K – Fourth Grade		
	Academic	Career	Social/ Emotional
1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well being	X	X	X
2. Self-confidence in ability to succeed	X	X	X
3. Sense of belonging in the school environment	X		X
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	X	X	
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes	X	X	X
6. Positive attitude toward work and learning	X	X	X
Behavior: Learning Strategies			
1. Demonstrate critical-thinking skills to make informed decisions	X		X
2. Demonstrate creativity	X		X
3. Use time-management, organizational and study skills	X	X	X
4. Apply self-motivation and self-direction to learning	X		X
5. Apply media and technology skills			X
6. Set high standards of quality	X		X
7. Identify long and short-term academic, career, and social/emotional goals	X		X
8. Actively engage in challenging coursework	X		X
9. Gather evidence and consider multiple perspectives to make informed decisions	X		X
10. Participate in enrichment and extracurricular activities	X		X
Behavior: Self-Management Skills			
1. Demonstrate ability to assume responsibility	X		X
2. Demonstrate self-discipline and self-control	X		X
3. Demonstrate ability to work independently	X		X
4. Demonstrate ability to delay immediate gratification for long-term rewards	X		X
5. Demonstrate perseverance to achieve long-and short-term goals	X		X
6. Demonstrate ability to overcome barriers to learning	X		X
7. Demonstrate effective coping skills when faced with a problem	X		X
8. Demonstrate the ability to balance school, home and community activities	X		X
9. Demonstrate personal safety skills			X
10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	X		X
Behavior: Social Skills			
1. Use effective oral and written communication skills and listening skills	X		X
2. Create positive and supportive relationships with other students	X		X
3. Create relationships with adults that support success	X		X
4. Demonstrate empathy	X		X
5. Demonstrate ethical decision-making and social responsibility	X		X
6. Use effective collaboration and cooperation skills	X		X
7. Use leadership and teamwork skills to work effectively in diverse teams	X		X
8. Demonstrate advocacy skills and ability to assert self, when necessary	X		X
9. Demonstrate social maturity and behaviors appropriate to the situation and environment	X		X

Batavia City School District

Comprehensive School Counseling Program Map

Jackson and John Kennedy Schools

KEY: MS= Mindsets BLS=Behavior: Learning Strategies BSMS= Behavior: Self-Management Skills BSS=Behavior: Social Skills

Small Group Counseling	
Program Activity or Service	Assist students with academic/social emotional/personal concerns
Program Objective	Students will identify and express their goals for school counseling, while gaining knowledge and practicing skills to be more successful in their school day.
NYSED Regulation	i.1 - i.6, i.8
ASCA Standard	MS: 1-6; BLS: 1-10; BSMS: 1-10; BSS:1-9
NYSED CDOS	3a.2, 3a.3, 3a.4, 3a.7
Timeline	At least 6-8 weeks
Staff and Resources	School Counselor
Assessment	Teacher and parent input, pre and post counseling evaluations, progress notes, behavior charts
Data Showing Need	Individual behavior charts, input from teachers, input from students, input from parents, discipline referrals, SBIT referrals, school-wide behavior system as it relates to individual students, counselor observation, IEP's, 504's, attendance records, student grades

Individual Counseling	
Program Activity or Service	Assist students with academic/social emotional/personal concerns
Program Objective	Students will identify and express their individual goals for school counseling, while gaining knowledge and practicing skills to be more successful in their personal, social and academic functioning.
NYSED Regulation	i.1 - i.6, i.8
ASCA Standard	MS: 1-6; BLS: 1-10; BSMS: 1-10; BSS: 1-9
NYSED CDOS	1.1, 2.1, 3a.2, 3a.3, 3a.4 , 3a.8
Timeline	Varies
Staff and Resources	School Counselor
Assessment	Teacher and parent input, pre and post counseling evaluations, progress notes, behavior charts
Data Showing Need	Individual behavior charts, input from teachers, input from students, input from parents, discipline referrals, SBIT referrals, school-wide behavior system as it

	relates to individual students, counselor observation, IEP's, 504's, attendance records, student grades
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Classroom Counseling Lessons

Program Activity or Service	Psychoeducational activities designed to address specific classroom concerns in the areas of academic and social/emotional functioning
Program Objective	Students will engage in meaningful participation of classroom guidance lesson by demonstrating the targeted skill.
NYSED Regulation	i.1, i.2, i.4, i.5, 1.8
ASCA Standard	MS: 1-3,5,6; BLS:1-9; BSMS: 1-3,6,7,9,10; BSS: 1-9
NYSED CDOS	1.1, 2.1, 3a.2, 3a.4, 3a.5, 3a.6
Timeline	4 lessons
Staff and Resources	School Counselor
Assessment	Teacher reports, discipline referrals, counselor observation, role-play outcomes, accuracy of classwork/homework given, increased academic achievement, post assessments.
Data Showing Need	Teacher input, discipline referrals, student input, school-wide anti-bullying policy

PBIS/Olweus

Program Activity or Service	Positive Behavioral Intervention Strategies designed to reach and motivate the entire student population
Program Objective	Students will demonstrate positive behavioral expectations across all school settings as evidenced by decreased discipline referrals, increased number of star students, increased academic achievement
NYSED Regulation	i.1 – i.5, i.8
ASCA Standard	MS: 1-3,5,6; BLS: 1,4,6-8,10; BSMS: 1,2,4-7,9; BSS: 2-7,9
NYSED CDOS	3a.3, 3a.4, 3a.8
Timeline	Daily throughout the school year
Staff and Resources	All Staff
Assessment	Monthly data gathered on star students, ticket redemption numbers, decreased discipline referrals, use of skills presented at monthly meetings
Data Showing Need	Discipline referrals, school-wide behavior system, number of star students, staff observation of student behaviors, reflection upon data at monthly committee meetings, referrals and observations from student bus behaviors

Consultation with outside agencies	
Program Activity or Service	Communication occurring with professionals within the community regarding students and families.
Program Objective	Students will display decreased discipline referrals, improved school attendance, increase in academic and social/emotional functioning, meeting academic and behavioral goals due to collaboration with school counselors and outside agencies.
NYSED Regulation	i.1, i.3 – i.6, i.8
ASCA Standard	MS: 1,5,6; BLS: 4,6,7,9,10; BSM: 1-10; BSS: 3,5-7, 9
NYSED CDOS	3a.3, 3a.7, 3a.8
Timeline	Daily
Staff and Resources	School Counselors and School Psychologists
Assessment	Discipline referrals, attendance report, individual student behavior plans, report cards, student/parent/and teacher feedback
Data Showing Need	Discipline referrals; attendance; teacher, student, & parent reports; current grades; SBIT minutes; provider recommendations and diagnoses.

Counselor Meetings	
Program Activity or Service	Discussion and planning regarding behaviorally and academically at-risk students and partaking in professional development
Program Objective	Students will display improved grades, behaviors and/or attendance as a result of the collaboration and planning between building level counselors.
NYSED Regulation	i.2 – i.6
ASCA Standard	MS: 3, 6; BLS: 4,6; BSS: 2, 3
NYSED CDOS	3a.1, 3a.6, 3a.7
Timeline	On going
Staff and Resources	School Counselors and School Psychologists
Assessment	Report cards, referrals, teacher reports, grade results.
Data Showing Need	Teacher reports, state assessments, report cards, progress monitoring, discipline referrals, parent concerns, attendance records

School and grade level transition planning	
Program Activity or Service	Interactions and planning occurs with school staff and families to promote student transitions from grade level to grade level, and from school to school.
Program Objective	Students will display decreased anxiety/stress, and discipline referrals, along with increased grades and student familiarity with district and peer group due to continuation of academic and related services across the buildings and positive academic and emotional transitions for the student.
NYSED Regulation	i.1, i.2
ASCA Standard	MS: 2,3,5,6; BLS: 3,4,10; BSM: 1,2,6-8, 10; BSS: 2,3
NYSED CDOS	3a.4, 3a.7, 3a.8
Timeline	As needed throughout the school year
Staff and Resources	School Counselor, teachers, administration, other staff
Assessment	Placement forms, teacher input, student and parent input, discipline referrals, attendance, grades earned, counselor check-in with students
Data Showing Need	Enrollment data, students who are moving in/out of the district, student numbers transitioning from grade to grade and building to building, prior student services in need of continuing. Parent/student reports and research that correlates relationship building to positive transition practices.

SBIT	
Program Activity or Service	Student Based Intervention Team designed to meet various needs of at-risk students through the RtI process
Program Objective	Students will achieve goals set for academic and/or behavioral growth using interventions formally monitored and new strategies for academic and/or behavioral success
NYSED Regulation	i.1 – i.6, i.8
ASCA Standard	MS: 1-3,5,6; BLS: 3,4,6-9; BSMS: 1-4,6-8,10; BSS:1-3,9
NYSED CDOS	2.1, 3a.1, 3a.2, 3a.3, 3a.7, 3a.8
Timeline	Weekly throughout the school year
Staff and Resources	SBIT team
Assessment	Review of intervention data as it relates to identified goals and teacher and parent data
Data Showing Need	Academic decline, lack of academic growth, DRA, progress notes, disruptive behavior concerns (discipline referrals, school-wide card system tracking), student-specific RtI data

Communicating with Families

Program Activity or Service	Providing information to families on a variety of academic, social/emotional, and safety topics through: distribution of counselor newsletters, counselor websites, open house participant, on-going communication through phone calls, emails and letters regarding student functioning.
Program Objective	Students and their families will participate in school and community programs due to increased awareness gained through school-home communication
NYSED Regulation	i.1 – i.6, i.8
ASCA Standard	MS: 1-6; BLS: 1, 3-10; BSM: 1-10; BSS: 1-10
NYSED CDOS	3a.1, 3a.4, 3a.7, 3a.8
Timeline	Throughout the year
Staff and Resources	School Counselors
Assessment	Student attendance, behavior data, observations of families' connection to school, family involvement in school events
Data Showing Need	Positive correlation between families being connected to school and student success

CSE Member/504 Coordinator

Program Activity or Service	Participant in CSE and 504 annual and referral meetings, disseminate 504 plans to staff, facilitate referral process and determine 504 and CSE eligibility at SBIT
Program Objective	Students will improve overall academic/behavioral functioning in classroom and testing settings through parent and staff collaboration about students' medical and/or learning impairments
NYSED Regulation	i.1, i.2, 1.4 – i.6, i.8
ASCA Standard	MS: 1,5,6; BLS: 3,4,8; BSM: 1,3,6; BSS: 8
NYSED CDOS	3a.1, 3a.5, 3a.6, 3a.7
Timeline	Weekly, annually, as needed
Staff and Resource	School Counselors
Assessment	Report cards, state test scores, classroom assessments classroom functioning, IEP counseling update forms
Data Showing Need	Outside diagnoses, NYS education law section 504, overall school functioning in classroom and testing settings

Prevention of Sexual Abuse

Program Activity or Service	Classroom lesson on the topic of preventing child sexual abuse
Program Objective	Students will explore terms such as good touch vs bad touch, ways to get help, and identifying individual options of trusted adults
NYSED Regulation	i.1, i.7, i.8
ASCA Standard	MS 1,2,5 BLS 1 BSMS 1,7,9,10 BSS 3,5,8,9
NYSED CDOS	3a.2, 3a.8
Timeline	Once per year
Staff and Resources	School Nurse
Assessment	Students will report choices for keeping themselves safe
Data Showing Need	National and State data showing the need of a prevention program

Backpack Program

Program Activity or Service	Food given to students in need prior to each weekend
Program Objective	Students and their families will have food to eat on the weekends when school meals are not available
NYSED Regulation	i.1, i.2, i.8
ASCA Standard	MS 1-3, 6 BSS 3
NYSED CDOS	N/A
Timeline	Weekly during the months of October - June
Staff and Resources	School counselor and teachers
Assessment	Students will demonstrate increased focus in school and decreased worry about having food to eat at home
Data Showing Need	Student, teacher, and parent reports. Staff observations.

Behavior Planning

Program Activity or Service	Facilitate conferences with parents, teachers, and students to identify behavior functions, goals, and incentives.
Program Objective	Students will increase their frequency of green and yellow days (school-wide behavior system) and increase their academic achievement as evidenced by report cards and decreased discipline referrals.

NYSED Regulation	i.1-i.6, i.8
ASCA Standard	MS 1-3, 5, 6 BLS 1-4, 6-8, 10 BSMS: 1-10 BSS 1-3, 5, 6, 8, 9
NYSED CDOS	3a.1, 3a.3, 3a.4, 3a.7, 3a.8
Timeline	As needed throughout the school year
Staff and Resources	School counselor, teachers, administrators, TOSA, school psychologist
Assessment	Discipline referrals, data from school-wide behavior system, teacher and student reports, behavior charts
Data Showing Need	Discipline referrals, school-wide behavior system, staff observations

Lesson Plan

School Counselor: Julie Wasilewski

Date: 2017-2018

Activity: It's Rude to Exclude

Grade: 1st grade

ASCA Mindsets and Behaviors:

- Mindsets 1, 2, 3
- Behavior: Learning Strategies 1,4
- Behavior: Self-Management Skills 1,2,6, 7, 9,10
- Behavior: Social Skills 1, 2, 4, 5, 6, 7, 8, 9

Learning Objectives:

- Students will discuss how they can help others feel accepted and how to join in if they are feeling left out.

Materials:

- ***Its Rude to Exclude*** Discover Board
- Froggy

Procedure:

- Students will be asked if they know what the word, exclude, and, include, mean. Students will be told that today they are going to learn about helping other people feel included and how they can be included.
- The students will view the discovery board and volunteer what they think is happening sharing thoughts and feelings. Students will be told a new picture exists, but can only be revealed after answering some questions. When they answer a question they get to pull a strip down from the board. Students will listen to various short stories and will formulate ways to help characters feel included. How is froggie feeling? How could they help Froggie?
- Possible questions, not an exhaustive list use real class examples if possible.
 - When have you been left out?
 - Have you ever been picked last? How did you feel?
 - What look should you have on your face be when you approach someone?
 - Should you just expect others to include you?
 - How should your voice sound?
 - When is a good time to approach others? If they are doing something you like to? What would you say? When there is a lull in the conversation?
 - What if someone doesn't include you?
 - How can you handle it?
 - Is being alone okay? Do you ever like being alone?

Think pair, share as much as possible. Think, pair share may provide opportunities for conversation. Role play. When a student gives an answer other students will do thumbs up and thumbs down. Process continues until picture reveal.

Plan for Evaluation:

Process Data: This lesson will be conducted with the entire 1st grade of approximately 170 students lasting 30 minutes.

Perception Data: Students demonstrate how to engage those who are left out and how to ask to be included. Assignment is that they go out of their way to make at least one person feel included.

Outcome Data: Alternate picture on the discovery board is reviled.

Follow Up: During the following school year lessons will be expanded up to increase further understanding of including everyone, showing empathy, caring and compassion. .

Lesson Plan

School Counselor: Mr. Ciszak, Mrs. Roba

Date: 2017-2018

Activity: Olweus Anti-Bullying

Grade: Second Grade

ASCA Mindsets and Behaviors:

MS: 2,3; BLS: 1,2,4-7; BSMS: 1,2,7,9,10; BSS: 1-9

Learning Objectives:

- Students will discuss the impact that their behaviors have on others.

Materials:

- Olweus vignettes on DVD
- Olweus anti-bullying rules poster
- Discussion questions from Olweus

Procedure:

- The students will be asked what bullying means
- The Counselor will introduce the definition of bullying to the class.
- The counselor will then display the poster with the four anti-bullying rules for the class.
Utilize pgs 51-56 of Olweus school wide guide to further discuss each rule with the students.
- The counselor will then show the class grade level appropriate vignettes.
- Discussion about the vignette with the whole group.
- The counselor will then reiterate the anti-bullying rules discussed at the start of the lesson.
- Role play of bullying situations will occur with the students.

Plan for Evaluation:

Process Data: This lesson will be conducted the entire 2nd grade of approximately 180 students lasting 30 minutes.

Perception Data: Students complete an end of the lesson assessment such as an exit ticket or post-evaluation.

Outcome Data: 100% of students will accurately report the definition of bullying

Follow Up: During the following school year, Olweus anti-bullying lessons will be expanded up to increase further understanding of bullying.

ELEMENTARY COUNSELOR CALENDAR

Ongoing responsibilities

Task	Responsible
Social histories	Counselors
Collaborate with parents offering ideas, resources, and when necessary linkage to agencies	Counselors
Consult with teachers and staff to include but not limited to SBIT, IEP students, 504 plans, behavior support, etc.	Counselors
Identification of student's educational barriers, develop plans for their removal, and implementation	Counselors
Attend CSE & 504 meetings	Counselors
FBA/BIP co-facilitator with staff and families	Counselors
PBIS participation	Counselors
SBIT participation	Counselors
Attendance monitoring	Counselors
Transition planning for new students including but not limited to: records review, acclimation to school policies, community resources, etc	Counselors
Counseling progress notes	Counselors
Liaison with community agencies and supports for students	Counselors
Representative of the school at County meetings, eg. SPOA	Counselors
On-the-spot student interventions	Counselors
Classroom lessons based on research and evidence based practices at teacher staff request to meet individual classroom needs	Counselors
Conducting pre and post evaluations of student learning and growth	Counselors

Communication with families regarding positive school experiences for their children and themselves as parents	Counselors
Counseling assessments	Counselors
Individual counseling	Counselors
Group counseling	Counselors
Crisis counseling	Counselors
Continuous professional development/ research/ program improvements/ review execution and practice areas of improvement	Counselors
Collaborate with other elementary school counselors aligning programs and removing educational barriers	Counselors
Resource to principal	Counselors

September

Task	Responsible
Meet with each teacher to discuss at-risk students	Counselors
SBIT Organization meeting	Counselors
Review SBIT recommendations for this school year	Counselors
Connect with teachers of students with a 504 plan	Counselors
Schedule mandated counseling students	Counselors
Begin scheduling class lessons/ send home introduction information/start lessons	Counselors
Create counselor's building schedule	Counselors
Begin seeing mandated students	Counselors
Prepare newsletter article for building level -as applicable	Counselors
Forms sent to teachers with checklists for referred students	Counselors
Paperwork for coat drive distributed	JAX Counselor
Begin seeing referred non-mandated students	Counselors

October

Task	Responsible
Peaceful bus meetings	Counselors
Newsletter article for building level letter to home- as applicable	Counselors
Coat drive for at risk students	JAX Counselor
Begin class lessons	Counselors
Collaborate with Student Council - Red Ribbon Week	JK Counselors
1st quarter IEP progress notes entered in ClearTrack	JK Counselors

November

Task	Responsible
Attend parent-teacher conferences	Counselors
1st trimester progress notes in clear track	JAX Counselor
Review the effectiveness of 504 plan accommodations with teachers	Counselors

December

Task	Responsible
Check-in on students who anticipate difficulties with the holidays/break	Counselors
Develop Counseling Newsletter	Counselors

January

Follow-up with any students who expressed concerns going into the holiday break	Counselors
Contact upk and community pre-kindergarten's to evaluate attendance in the fall	JAX Counselor

2nd quarter IEP progress notes entered into ClearTrack	JK Counselors
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February

Follow-up with any students who expressed concerns going into the February break	Counselors
Review the effectiveness of 504 plan accommodations with teachers	Counselors
Start 4th grade profile for students transitioning to 5th grade	JK Counselor
Schedule BMS transitions with BMS counselors and 4th grade department chair	JK Counselor

March

Task	Responsible
Develop Counseling Newsletter	Counselors
Schedule tours for community pre-kindergarten programs	JAX Counselor
Schedule kindergarten registration	JAX Counselor
3rd quarter IEP progress notes entered in ClearTrack	JK Counselors

April

Task	Responsible
Attend pre-annual review meetings	Counselors
Peaceful bus meeting	Counselors
Meet with special education teachers to formulate social PLEPS, goals, and objectives for IEP students	Counselors
Tours for community prekindergarten programs	JAX Counselor
Assist with student attendance at extended year as needed	Counselors
Create IEP counseling update forms and send them to the SPED office	Counselors

May

Task	Responsible
Annuals reviews	Counselors
Review the effectiveness of 504 plan accommodations with teachers	Counselors
Complete 4th grade profile for students transitioning to 5th grade	JK Counselor
Review and record information from parent input forms and SBIT recommendations in preparation for class placement meetings	Counselors

June

Task	Responsible
4th quarter IEP Progress Notes entered in ClearTrack	JK Counselors
Summer counseling newsletter/ special feature summer community activities for children	Counselors
Attend and participate in class placement meetings	Counselors
Support given to promote a positive transition process for all children	Counselors
Assist with student attendance at extended year and work with extended year principal as needed	Counselors
Planning with counselors as to transitional plans for 1st and 4th graders	Counselors

Summer

Task	Responsible
Review Prevention lessons/ research/ align	Counselors
Class lists for kindergarten	JAX Counselor
Meet with counselor from JK who is working with 2nd graders, transfer all information electronically	Counselors
Collaboration with community resources as needed	Counselors
Attend collaborative conferences and functions with community agencies if offered	Counselors
Meet/call parents to review student concerns prior to start of school year	Counselors
Review new-entrant folders regarding student needs and accommodations	Counselors
Complete and review kindergarten screening excel document	JAX Counselor
Collaborate with treatment providers, community preschool staff and parents	Counselors

Prepare for August kindergarten screening	JAX Counselor
Follow up with August screening candidates and help assure for appropriate transition to kindergarten	JAX Counselor
Request preschool information as needed based in acquired releases	JAX Counselor
Contact parents and providers as needed regarding follow through of SBIT recommendations	Counselors
Meet with families, give tours, provide appropriate transitional services to families as needed	Counselors
Consult with principal and TOSA regarding student needs	Counselors
Consult with principal and TOSA regarding class lists for the upcoming school year	Counselors
Spreadsheet of all kindergarten children shared with appropriate staff	JAX Counselor
Spreadsheet of all classrooms re: student placement and needs	Counselors
Resource to the ey principal/staff as needed	Counselors
Article preparation for newsletters	Counselors
Collaborate with TOSA and principal regarding SBIT recommendations for next school year	Counselors
Prepare for transition meetings with outgoing and receiving teachers of SBIT students	Counselors
Consult with principal and TOSA regarding transfer students	Counselors
Red Ribbon preparation	Counselors
Newsletter preparation	Counselors

Batavia City School District
ASCA Mindsets and Behaviors
Batavia Middle School

Mindsets	Fifth –Eighth Grade		
	Academic	Career	Social/ Emotional
1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well being	x	x	x
2. Self-confidence in ability to succeed	x	x	x
3. Sense of belonging in the school environment	x	x	x
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	x	x	
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes	x	x	x
6. Positive attitude toward work and learning	x	x	x
Behavior: Learning Strategies			
1. Demonstrate critical-thinking skills to make informed decisions	x	x	x
2. Demonstrate creativity	x		x
3. Use time-management, organizational and study skills	x	x	x
4. Apply self-motivation and self-direction to learning	x		x
5. Apply media and technology skills	x		x
6. Set high standards of quality	x		
7. Identify long and short-term academic, career, and social/emotional goals	x	x	x
8. Actively engage in challenging coursework	x		
9. Gather evidence and consider multiple perspectives to make informed decisions	x		x
10. Participate in enrichment and extracurricular activities	x		x
Behavior: Self-Management Skills			
1. Demonstrate ability to assume responsibility	x		x
2. Demonstrate self-discipline and self-control	x		x
3. Demonstrate ability to work independently	x		
4. Demonstrate ability to delay immediate gratification for long-term rewards	x		x
5. Demonstrate perseverance to achieve long-and short-term goals	x	x	x
6. Demonstrate ability to overcome barriers to learning	x		x
7. Demonstrate effective coping skills when faced with a problem	x		x
8. Demonstrate the ability to balance school, home and community activities	x		x
9. Demonstrate personal safety skills	x		x
10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	x		x
Behavior: Social Skills			
1. Use effective oral and written communication skills and listening skills	x		x
2. Create positive and supportive relationships with other students	x		x
3. Create relationships with adults that support success	x		x
4. Demonstrate empathy			x
5. Demonstrate ethical decision-making and social responsibility	x		x
6. Use effective collaboration and cooperation skills	x	x	x
7. Use leadership and teamwork skills to work effectively in diverse teams	x	x	x
8. Demonstrate advocacy skills and ability to assert self, when necessary	x	x	x

9. Demonstrate social maturity and behaviors appropriate to the situation and environment	x		x
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Batavia City School District Comprehensive School Counseling Program Map for Batavia Middle School

KEY: MS= Mindsets BLS=Behavior: Learning Strategies BSMS= Behavior: Self-Management Skills BSS=Behavior: Social Skills

Guidance Classroom Lessons/ Character Education	
Program Activity or Service	Classroom lessons created for grades 5-8 that are focused on age appropriate topics, based on needs of the school (i.e. character education, career development, social skills, and anti-bullying).
Program Objective	Students will demonstrate knowledge of lesson taught through verbal reports, written reports or direct staff observation. Students will show improved student behavior and academics, respect for others, knowledge of MS mindset and PBIS character traits.
NYSED Regulation	K-6 (i. 1, i.2, i.6); 7-12 (ii.1, ii.3, ii.4, ii.4.6)
ASCA Standard	MS: 1-6; BSMS :1, 2, 5, 6, 7, 8, 10; BSS: 1, 2, 4-9; BLS: -1-9
NYSED CDOS	1.1, 2.1, 3a.2, 3a.4, 3a.5, 3a.6
Timeline	Continuous throughout school year
Staff and Resources	School Counselors
Assessment	Discipline reports, teacher/ staff reports, parent reports, student reports, Dignity Act Referrals
Data Showing Need	Dignity Act data, discipline data, student, teacher, parent reports, academic data

Individual Counseling	
Program Activity or Service	Individual counseling sessions to assist students with academic, career, or social/ emotional concerns.
Program Objective	Student will show an amelioration of specific concerns addressed in individual counseling. Student will show increase in appropriate behavior, attendance and grades.
NYSED Regulation	K-6 (i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8); 7-12 (ii.1, ii.2, ii.4, ii.4.1-ii.4.7)
ASCA Standard	MS: 1-6; BLS: 1-7, 9, 10; BSMS: 1-10; BSS: 1-10
NYSED CDOS	1.1, 2.1, 3a.2-3a.4, 3a.8
Timeline	Ongoing, as needed
Staff and Resources	School Counselor

Assessment	Student, parent, faculty, administrative reports/ observations, counseling progress notes, counseling contact log, discipline, academic , and attendance data
Data Showing Need	Students, parents, faculty or administrative referral, academic data, discipline data, attendance data, IEP, 504
Small Group Counseling	
Program Activity or Service	Small group counseling sessions to assist students with academic, social, emotional and personal concerns.
Program Objective	Students will show an amelioration of specific concerns addressed in small group counseling. Student will show increase in appropriate behavior, social skills, attendance and grades.
NYSED Regulation	K-6 (i.1-6); 7-12 (ii.1, ii.4, ii.4.1-ii.4.7)
ASCA Standard	MS:1-3, 5-6; BLS: 1-10; BSMS 1, 2, 4-10; BSS: 1-9
NYSED CDOS	3a.2-3a.4, 3a.7
Timeline	Varies dependent on student need (i.e.: 6-8 weeks, bi-weekly, continuous based on need)
Staff and Resources	School Counselor
Assessment	Student, parent, faculty, administrative reports/ observations, counseling progress notes, counseling contact log, discipline, academic , and attendance data
Data Showing Need	Students, parents, faculty or administrative referral, academic data, discipline data, attendance data, IEP, 504
Academic At-Risk Interventions	
Program Activity or Service	Interventions used to support low achieving students through the creation of academic intervention plans.
Program Objective	Students will show an increase in academic data (i.e. report card grades, test grades, homework completion rates, and classwork completion rates), attendance and a decrease in inappropriate classroom behaviors related to academic tasks.
NYSED Regulation	K-6 (i.1, i.2, i.3, i.4, i.5, i.8); 7-12 (ii.1, ii.4, ii.4.1-ii.4.4, ii.4.7)
ASCA Standard	MS: 1-6; BLS: 1-10; BSMS: 1-8, 10; BSS: 1, 3, 6, 8
NYSED CDOS	3a.1-3a.3, 3a.7, 3a.8
Timeline	Ongoing, as needed
Staff and Resources	School Counselors, parents, students, teachers, administrators
Assessment	Report cards, teacher, parent, student reports, routing sheets (i.e. daily, weekly), attendance data
Data Showing Need	Report cards, interim reports, teacher/parent/ student reports, attendance data

Team and Department Meetings	
Program Activity or Service	School Counselors meet with teachers to discuss needs of students regarding academically and/or behaviorally at risk students
Program Objective	Student will improve in grades, state assessments scores and decrease in disciplinary referrals.
NYSED Regulation	K-6 (i.1, i.3, i.4, i.5, i.6); 7-12 (ii.1, ii.4, ii.4.1-ii.4.5)
ASCA Standard	MS: 3,5,6; BLS: 6,8,9,10; BSM 1-10, BSS 1-3, 6-9
NYSED CDOS	3a.1, 3a.6, 3a.7
Timeline	Weekly meetings throughout the school year
Staff and Resources	School Counselors, teachers, administrators, nurse, other faculty and staff
Assessment	Report cards, referrals, teacher reports, state assessment results
Data Showing Need	Teacher reports, state assessments , report cards, referrals, progress monitoring

Instructional Support Team/School Based Intervention Team (IST/SBIT)	
Program Activity or Service	A school based intervention process that is designed to meet various needs of at risk students
Program Objective	Students will meet goals set for academic and/or behavioral growth, SRI data, progress notes, disruptive behavior concerns in regards to discipline referrals
NYSED Regulation	K-6 (i.1, i.3-i.6); 7-12 (ii.1, ii.4, ii.4.1-ii.4.5, ii.4.7)
ASCA Standard	MS: 2,3,5,6,; BLS: 1, 3-10; BSMS: 1-10, BSS: 1-3, 6, 7-9
NYSED CDOS	2.1, 3a.1-3a.3, 3a.7, 3a.8
Timeline	As needed
Staff and Resources	SBIT/IST team consisting of school counselor, psychologist, teachers, administration and parents
Assessment	Student grades, lexiles, discipline referrals, review of intervention data as it relates to student goals, teacher/parent/student self-reports
Data Showing Need	Academic decline, lack of academic growth, SRI data, progress notes, disruptive behavior concerns
New Student Orientation and BMS Connect Day	
Program Activity or Service	Programs designed to provide new students and families with information and support to successfully transition to a new school

Program Objective	Students will portray less anxiety and stress, increase in grades, decrease in discipline referrals, increase in student familiarity with in the building and peer groups.
NYSED Regulation	K-6 (i.1, i.2, i.6, i.8); 7-12 ii.1, ii.3, ii.4.5, ii.4.6, ii.4.7)
ASCA Standard	MS 1-3, 5-6, BLS: 1-6, 9, 10; BSMS: 1-3, 5, 7-10, BSS: 2-8
NYSED CDOS	3a.2, 3a.3, 3a.4, 3a.7, 3a.8
Timeline	4 th into 5 th grade, 8 th into 9 th grade, when new students enroll in district
Staff and Resources	School Counselor, teachers, administration, other school staff
Assessment	Minute meetings with 5 th graders, counselor check ins with new students, student/teacher/parent reports
Data Showing Need	Parent and student reports, research

Career Planning

Program Activity or Service	The School Counselor will facilitate various career planning activities to assist students in exploring career options like delivering classroom lessons, field trips, and groups.
Program Objective	Students will be exposed to various career opportunities and they will begin to identify careers of interest
NYSED Regulation	K-6 (i.1, i.2); 7-12 (ii.1, ii.2, ii.3, ii.4.6, ii.4.7)
ASCA Standard	MS: 1-2, 4-6; BLS: 1-10; BSMS: 1-3, 5, 8, 10; BSS: 1-3, 5-9
NYSED CDOS	1.1, 2.1, 3a.1-3a.8
Timeline	Ongoing throughout the school year
Staff and Resources	School Counselor, Family and Consumer Science teachers, administration, students and other staff
Assessment	Surveys, student self – report, creation and review of career portfolio
Data Showing Need	Student interest, administration/ parent/ teacher reports

FBA/BIP

Program Activity or Service	Team meetings consisting of counselors, psychologist, teachers, parents, students and key stakeholders to discuss and identify specific target behaviors impacting learning and strategies to improve target behavior.
Program Objective	Student will demonstrate a decrease in target behavior, decrease in referrals, increase in grades, increase in attendance
NYSED Regulation	K-6 (i.1, i.2, i.3-i.6, i.8); 7-12 (ii.1, ii.4.1-ii.4.7)
ASCA Standard	MS: 1-3, 5-6; BLS: 1, 3-4, 6-7, 9; BSMS: 1-7, 8, 9; BSS: 1-9
NYSED CDOS	3a.1, 3a.3, 3a.4, 3a.7, 3a.8
Timeline	As needed

Staff and Resources	School Counselor, teachers, administration, school psychologist, parents and other support staff
Assessment	Discipline referrals, teacher feedback, grades, attendance, tracking sheet data, student report, parent report
Data Showing Need	Discipline referrals, grades, attendance, teacher reports, observations, parent reports
PBIS/Olweus	
Program Activity or Service	District wide program implemented to provide positive behavioral intervention strategies designed to reach and motivate the entire student/staff/community population.
Program Objective	Demonstrated improvements in positive student behaviors, decrease in discipline referrals, increase in school wide ticket redemption, increase in student involvement in PBIS activities, increase in number of connected students, improved attendance, improved grades, decrease in bullying referrals, increase in building morale
NYSED Regulation	K-6 (i.1, i.2, i.4, i.5, i.6, i.8); 7-12 (ii.1, ii.4.1, ii.4.3, ii.4.4, ii.4.5, ii.4.7)
ASCA Standard	MS: 1-3, 5-6; BLS: 1, 4, 6-8, 10; BSMS: 1, 2, 4-7, 9; BSS: 2-7, 9
NYSED CDOS	3a.3, 3a.4, 3a.8
Timeline	Entire school year, ongoing, bi-weekly, HERO meetings, monthly booster meetings
Staff and Resources	All school staff, students, community, parents
Assessment	Student input, discipline referrals, attendance, family involvement in activities, data meetings, observations, teacher feedback, student involvement
Data Showing Need	Discipline referrals, surveys, number of students in STAR, staff observations, discipline data meetings, students in counseling, attendance records
Consultation with Outside Agencies	
Program Activity or Service	School collaboration with community agencies such as; STAR, Mental Health, Probation, CCSI/SPOA, DSS, CPS, Police, GCASA, BEA, CAC, educational advocates, juvenile justice, physicians, BOCES, Youth Bureau, GCC
Program Objective	At risk students will demonstrate increase in attendance, and grades, decrease in referrals, improves social/emotional state, successful completion of program/grade
NYSED Regulation	K-6 (i.1, i.2-i.8); 7-12 (ii.1, ii.3, ii.4.1-ii.4.7)
ASCA Standard	MS: 1-3, 5-6; BLS: 1, 3, 4, 6-10; BSMS: 1-10, BSS: 1-9
NYSED CDOS	3a.3, 3a.7, 3a.8
Timeline	Ongoing
Staff and Resources	School Counselors, administrators, support staff, parents, nurse, students community agencies
Assessment	Student, parent and teacher reports, observations, completion of forms (BASC and Vanderbilt Scales), completion of program
Data Showing Need	Discipline referrals, counseling center visits, data meetings, health concerns, attendance, mental health concerns, grades, parent/student reports.

Communicating with Families

Program Activity or Service	School Counseling department works to provide families with information on a variety of academic, social/emotional, and safety topics through: distribution of counselor newsletters, letters regarding grades and academics, counselor websites, welcome letters, open house participation
Program Objective	Parents/families will demonstrate an increased awareness of school program and relevant information to improve student achievement
NYSED Regulation	K-6 (i.1, i.8); 7-12 (ii.1, ii.3, ii.4.1-ii.4.7)
ASCA Standard	MS: 1-6; BLS: 1, 3-10; BSM: 1-10; BSS: 1-10
NYSED CDOS	3a.1, 3a.4, 3a.7, 3a.8
Timeline	Throughout the school year
Staff and Resources	School Counselors
Assessment	Student attendance, behavior data, observations of families' connections to school, family involvement in school events
Data Showing Need	Positive correlation between families being connected to school and student success

504 Coordinator

Program Activity or Service	Participant in annual and referral meetings, disseminate 504 plans to staff, facilitate referral process and determine 504 eligibility at SBIT/IST
Program Objective	Students will improve overall functioning in classroom and testing settings, mitigation of physical impairment, increase staff awareness of student need
NYSED Regulation	K-6 (i.1, i.2, i.3-i.6, i.8); 7-12 (ii.1, ii.2, ii.4, ii.4.1-ii.4.7)
ASCA Standard	MS: 1,5,6; BLS: 3,4,8; BSM: 1,3,6; BSS: 8
NYSED CDOS	3a.1, 3a.5, 3a.6, 3a.7
Timeline	Weekly, quarterly, annually, as needed
Staff and Resources	School counselors
Assessment	Report cards, state test scores, classroom assessments classroom functioning
Data Showing Need	Outside diagnoses, NYS education law section 504, overall school functioning in classroom and testing settings

Facilitator of school and grade transitions

Program Activity or Service	Interactions and planning occurs with school staff and families to promote student transitions from grade level to grade level, and from school to school. Large group activities (presentations, classroom lessons, tours, meetings) with
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	students to prepare them to transition to the next level of education. Different activities are done at each grade level.
Program Objective	Student will experience a continuation of academic and related serves across the buildings resulting in positive academic and emotional transitions for the student. Students will demonstrate less anxiety and stress, increase in grades, decrease in discipline referrals, increase in student familiarity with district and peer group.
NYSED Regulation	K-6 (i.1, i.2, i.6); 7-12 (ii.1, ii.3, ii.4.5, ii.4.6, ii.4.7)
ASCA Standard	MS: 2,3,5,6; BLS: 3,4,10; BSM: 1,2,6-8, 10; BSS: 2,3
NYSED CDOS	3a.4, 3a.7, 3a.8
Timeline	As needed throughout the school year
Staff and Resources	School Counselor, teachers, administration, other staff
Assessment	Placement forms, teacher input, student and parent input, discipline referrals, attendance, grades earned, counselor check-in with students
Data Showing Need	Enrollment data, students who are moving in/out of the district, student numbers transitioning from grade to grade and building to building, prior student services in need of continuing. Parent/student reports and research that correlates relationship building to positive transition practices.

Backpack Program	
Program Activity or Service	Food given to students in need prior to each weekend
Program Objective	Students and their families will have food to eat on the weekends when school meals are not available
NYSED Regulation	i.1, i.2, i.8
ASCA Standard	MS 1-3, 6 BSS 3
NYSED CDOS	N/A
Timeline	Weekly during the months of October - June
Staff and Resources	School counselor and teachers
Assessment	Students will demonstrate increased focus in school and decreased worry about having food to eat at home
Data Showing Need	Student, teacher, and parent reports. Staff observations.



"We're Going to a Party" Lesson Plan

School Counselor: Ashley Hill **Date:** 10/13/2016

Activity: We're Going to a Party

Grade: 6th

ASCA Mindsets and Behaviors:

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 3. Sense of belonging in the school environment
- B-SS 2. Create positive and supportive relationships with other students
- B-SS 4. Demonstrate empathy
- B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

Learning Objectives:

1. Student will gain empathy for who are both popular and unpopular in our school.
2. Students will identify the difference between direct and indirect bullying and give examples of each.
3. Students will recognize and understand the New York State Dignity for All Students Act in relation to the Middle School Mindset.

Materials:

- Pre-Test Bullying Survey
- Writing utensils
- Squares of paper with numbers "1,2,3" written individually on them
- Tape

Procedure:

- Students will take a pre-test Bullying Survey to assess their knowledge on bullying
- Students will be shown a scenario: "I want you to pretend that we are at a party with other 6th grade students from the middle school. At this part are students who are very popular students who we know but might only say hi or wave to, and students who often get picked on or bullied and we seldom talk to or acknowledge them."
- Students will get numbers 1, 2, or 3 placed on their forehead
 - 1=popular students that you want to follow or be around

- 2=students we see everyday but we do not view as part of the popular crowd but they are not bullied either
- 3=students who are ignored and sometimes bullied, they are seldom acknowledged by others
- Students should be given numbers opposite of their appeared social status
- Students will not be able to ask others what number they have
- When the counselor says “go” students will give non-verbal clues as to what students around them are wearing
 - Examples:
 - 1=follow around or talk to a lot
 - 2=act normal or indifferent to
 - 3=ignore these students
- Students will then group up by what number they believe they are and discuss with these students how they felt being in this group.
- Counselor will go over definitions of bullying, both direct and indirect bullying, what the Dignity Act is, and relate all to the middle school mindset.
- An open discussion will occur between all student with any questions.

Plan for Evaluation:

Process Data:

- 150 6th grade students during ela class, over a 40-minute class period

Perception Data:

- Students will complete a pre-test Bullying Survey
- Students will discuss the their feelings towards bullying empathy, and relation of direct and indirect bullying to the Dignity Act and to the Middle School Mindset within individual groups and as a whole classroom

Outcome Data:

- 100% of students will understand the difference between direct and indirect bullying in relation to the Dignity Act and to the Middle School Mindset.
- 75% of students will gain empathy for one another.
- Incidences of bullying will decrease by 50%.

Follow Up:

- Counselor will do check-ins with teachers and students for any occurrences of bullying.
- Individual meetings with students will take place if necessary to address any bullying and to further reinforce the learning objectives of this lesson plan.

MIDDLE SCHOOL COUNSELOR CALENDAR

Ongoing responsibilities

TASK	Responsible
Schedule parent-teacher meetings to discuss academic, social, and emotional issues and interventions	Counselors
Adjust schedules	Counselors
Meet with all students mandated for counseling by IEP	Student Assistance Counselor
Track student progress, update IEP goals and progress	Student Assistance Counselor
Attend CSE meetings for all students with IEPs or 504s	Counselors
Attend Superintendent Hearings for students facing suspension	Counselors
Collect IST referrals, run IST meetings	Counselors
Meet with MH to discuss open cases	Counselors
Meet with team to discuss student concerns/issues	Counselors
Input notes into infinite campus	Counselors
Meet with probation to discuss open cases	Counselors
Meet with CPS for students interviews	Counselors
Crisis Counseling	Counselors
Push in 4x a year for classroom lessons	Counselors
Input Bullying referrals and meet with offenders	Counselors
Arrange tours and set up schedules for new students to district	Counselors
Complete Social History and/or Social History Updates prior to CSE meetings	Counselors
SBIT participation- take notes and send out minutes	Counselors
504 Coordinator-ensure all staff working with students have documents, make new referrals as needed, request meetings to discuss concerns.	Counselors
Attend SPOA/CCSI meetings- and/or make referrals when appropriate	Counselors
Data Meetings with administration to discuss issues/concerns	Counselors
Meet with new students- give tours, complete paperwork, make schedule etc.	Counselors
Update counseling website	Counselors
Schedule groups	Counselors
Attend field trips as needed	Counselors
Quarterly counseling newsletters	Counselors
Participate in school wide activities including PBIS, HERO Mtgs	Counselors
Failure and at-risk letters	Counselors
Meet with students to discuss academic, social/emotional concerns	Counselors
Middle Men meetings	Interventions Couns

GROWTH Group meetings	Counselors
Home visits	Counselors
Manage behavior plans	Counselors
Monitor DASA referrals	Counselors
Backpack program	Designated Counselor
Bulletin Boards/College and Career	Counselors
Coordinate with Liberty Partnership Program	Counselors

AUGUST

TASK	Responsible
Look at a schedules and make sure there are not any issues with separations or with IEP/504 compliance	Counselors
Attend Mentor Training Day	Counselors
Meet with new students and show them around the building	Counselors
Review grades from Summer School and Team Literacy- input grades from summer school into system	Counselors
New Student Orientation for incoming students in grades 6-8	Counselors
New Student Orientation for incoming 5 th graders	Counselors
Request school records for any new incoming students	Counselors
Collaborate with treatment providers and parents as needed	Counselors
Review any students who went through SBIT and determine if they need to have a meeting in upcoming weeks	Counselors
Identify any students in need of extra AIS supports	Counselors
Review class lists	Counselors
6 th grade field trip information sent home	Interventions Counselor
Create 504 folders for teachers	Counselors

SEPTEMBER

TASK	Responsible
Attend Connect Day for 5 th grade students	Counselors
Distribute 504 plans to all teachers. Set up schedule for any 504 mandated counseling. Have teachers sign off on 504 sheets	Counselors
Schedule classroom lessons to review rules/expectations	Counselors
Schedule any mandated groups	Counselors
Meet with teachers regarding student behaviors, grades, etc.	Counselors
Coordinate 6 th grade field trip	Interventions Counselor
Handle scheduling issues	Counselors

OCTOBER

TASK	Responsible
Attend Open House	Counselors
Review Interim Reports or send home at-risk letters	Counselors
Schedule 8 th grade field trip to BOCES	8 th grade counselor
Start gathering information for PTC day	Counselors
Bullying Awareness Day preparation	Counselors
Red Ribbon Week	Student Assistance Counselor

NOVEMBER

TASK	Responsible
Schedule parent/teacher conferences	Counselors
Review report cards	Counselors
504 check-in with teachers	Counselors
Send home failure reports	Counselors
Food Drive	Interventions Counselor

DECEMBER

TASK	Responsible
Review interim reports or send home at-risk letters	Counselors
Toy Drive	Interventions Counselor
Holiday collection for BMS students	Counselors

JANUARY

TASK	Responsible
Review report cards	Counselors
Send home failure reports	Counselors
Make arrangements for 8 th grade trip to BOCES	8 th grade counselor
Schedule time for HS counselors to give presentation to 8 th grade on HS requirements	8 th Grade Counselor
504 Check-ins	Counselors
9 th Grade Scheduling	8 th grade counselor
Start grade level annual reviews with students	Counselors

FEBRUARY

TASK	Responsible
Review interim reports or send home at-risk letters	Counselors
WNY Tech Academy presentation with students	8 th grade counselor
Upward Bound recruiting	8 th grade Counselor

MARCH

TASK	Responsible
Review report cards	Counselors
Send home Failure reports	Counselors
504 Check-ins	Counselors

APRIL

TASK	Responsible
Start making arrangements for BOCES for 8 th grade dance	8 th grade counselor
Team Literacy	Counselors

MAY

TASK	Responsible
Attend Annual Reviews	Counselors
Attend 504 meetings	Counselors
Review interim reports or send home failure reports	Counselors
Send home information for TEAM Literacy	Counselors
Gather shirt sizes for 4 th and 8 th grade students for connect day and link crew day	8 th grade counselor and Knapp
Work on awards/recommendations for awards for grades 5-7	5-7 th grade counselors
Start working on Moving Up Day	8 th grade counselor
Make arrangements for girls to visit BOCES for 8 th grade dance	8 th grade counselor
Attend 8 th grade dance	8 th grade counselor
Review 504 plans and make recommendations for next year	Counselors
5 th grade parent orientation night	Counselors
Meet with 5 th grade students to start working on transition to 6 th grade	Counselors
Field Day	Interventions Counselor

JUNE

TASK	Responsible
Prepare for Moving Up Day	8 th grade counselor
Prepare for Awards assemblies	5-7 grade Counselors
Make final arrangements for Team Literacy	5-8 Counselors
Review failure list and enroll students in Summer school	7-8 grade counselors
Meet with 4 th grade team about upcoming students	Counselors
Contact parents about students who will be receiving an award	Counselors
Review report cards	Counselors
Attend Moving Up Day	8 th grade counselor
Attend 504 meetings	Counselors
Counselor who will be responsible for incoming 6 th grade should meet with all 5 th grade students to introduce self and show kids around the building and the 6 th grade wing	8 th grade counselor
Check schedules to ensure those enrolled in ACE/STEM are in proper placements in 8 th and 9 th grade	7 th and 8 th grade counselors
Attend and run 5-7 th grade awards ceremony	Counselors

JULY

TASK	Responsible
Curriculum work/planning	Counselors
Meet with HS counselors about 8 th grade students moving up	8 th grade counselor
Document all Bullying Reports into IC	Counselors
Work on scheduling and any issues with kids that need to be separated	Counselors
Meet with elementary counselor to discuss any high risk students moving up to 5 th grade	Counselors
Plan for PBIS meetings	Counselors/PBIS Team
Meet/Call parents to review student concerns prior to start of school year	Counselors
Work on schedule for Mentor training day	Interventions Counselor
Work on Schedule for connect day	Interventions Counselor
5 th Grade class placements	Counselors
PBIS planning for upcoming school year	Counselors
Order supplies for upcoming school year	Counselors

Batavia City School District

ASCA Mindsets and Behaviors

Batavia High School

Mindsets	Ninth – Twelfth		
	Academic	Career	Social/ Emotional
1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well being	x	x	x
2. Self-confidence in ability to succeed	x	x	x
3. Sense of belonging in the school environment	x	x	x
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success	x	x	x
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes	x	x	x
6. Positive attitude toward work and learning	x	x	x
Behavior: Learning Strategies			
1. Demonstrate critical-thinking skills to make informed decisions	x	x	x
2. Demonstrate creativity			x
3. Use time-management, organizational and study skills	x	x	x
4. Apply self-motivation and self-direction to learning	x	x	x
5. Apply media and technology skills	x	x	x
6. Set high standards of quality	x	x	
7. Identify long and short-term academic, career, and social/emotional goals	x	x	x
8. Actively engage in challenging coursework	x	x	
9. Gather evidence and consider multiple perspectives to make informed decisions	x	x	x
10. Participate in enrichment and extracurricular activities	x	x	x
Behavior: Self-Management Skills			
1. Demonstrate ability to assume responsibility	x	x	x
2. Demonstrate self-discipline and self-control	x	x	x
3. Demonstrate ability to work independently	x	x	x
4. Demonstrate ability to delay immediate gratification for long-term rewards	x	x	x
5. Demonstrate perseverance to achieve long-and short-term goals	x	x	x
6. Demonstrate ability to overcome barriers to learning	x	x	
7. Demonstrate effective coping skills when faced with a problem	x	x	x
8. Demonstrate the ability to balance school, home and community activities	x	x	x
9. Demonstrate personal safety skills			x
10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	x	x	x
Behavior: Social Skills			
1. Use effective oral and written communication skills and listening skills	x	x	x
2. Create positive and supportive relationships with other students	x		x
3. Create relationships with adults that support success	x	x	x
4. Demonstrate empathy			x
5. Demonstrate ethical decision-making and social responsibility	x	x	x
6. Use effective collaboration and cooperation skills	x	x	x
7. Use leadership and teamwork skills to work effectively in diverse teams	x	x	x
8. Demonstrate advocacy skills and ability to assert self, when necessary	x	x	x

9. Demonstrate social maturity and behaviors appropriate to the situation and environment	x	x	x
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Batavia City School District Comprehensive School Counseling Program Map for Batavia High School

KEY: MS= Mindsets BLS=Behavior: Learning Strategies BSMS= Behavior: Self-Management Skills BSS=Behavior: Social Skills

Individual and Small Group Counseling	
Program Activity or Service	Individual and/or Small group counseling sessions to assist students with academic, social, emotional and personal concerns.
Program Objective	Students will show an amelioration of specific concerns addressed in small group counseling. Student will show increase in appropriate behavior, social skills, attendance and grades.
NYSED Regulation	K-6 (i.1-6); 7-12 (ii.1, ii.4, ii.4.1-ii.4.7)
ASCA Standard	MS:1-3, 5-6; BLS: 1-10; BSMS 1, 2, 4-10; BSS: 1-9
NYSED CDOS	1.1, 2.1, 3a.2-3a.4, 3a.7, 3a.8
Timeline	Varies dependent on student need (i.e.: 6-8 weeks, bi-weekly, continuous based on need)
Staff and Resources	School Counselor
Assessment	Student, parent, faculty, administrative reports/ observations, counseling progress notes, counseling contact log, discipline, academic , and attendance data
Data Showing Need	Students, parents, faculty or administrative referral, academic data, discipline data, attendance data, IEP, 504

PBIS	
Program Activity or Service	District wide program implemented to provide positive behavioral intervention strategies designed to reach and motivate the entire student/staff/community population.
Program Objective	Demonstrated improvements in positive student behaviors, decrease in discipline referrals, increase in student involvement in PBIS activities, increase in number of connected students, improved attendance, improved grades, decrease in bullying referrals, increase in building morale
NYSED Regulation	K-6 (i.1, i.2, i.4, i.5, i.6, i.8); 7-12 (ii.1, ii.4.1, ii.4.3, ii.4.4, ii.4.5, ii.4.7)
ASCA Standard	MS: 1-3, 5-6; BLS: 1, 4, 6-8, 10; BSMS: 1, 2, 4-7, 9; BSS: 2-7, 9
NYSED CDOS	3a.3, 3a.4, 3a.8
Timeline	Entire school year, ongoing, bi-weekly, HERO meetings, monthly booster meetings
Staff and Resources	All school staff, students, community, parents

Assessment	Student input, discipline referrals, attendance, family involvement in activities, data meetings, observations, teacher feedback, student involvement
Data Showing Need	Discipline referrals, surveys, number of students in STAR, staff observations, discipline data meetings, students in counseling, attendance records

Communicating with Families

Program Activity or Service	School Counseling department works to provide families with information on a variety of academic, social/emotional, and safety topics through: distribution of counselor newsletters, letters regarding grades and academics, counselor websites, welcome letters, open house participation
Program Objective	Parents/families will demonstrate an increased awareness of school program and relevant information to improve student achievement
NYSED Regulation	K-6 (i.1, i.8); 7-12 (ii.1, ii.3, ii.4.1-ii.4.7)
ASCA Standard	MS: 1-6; BLS: 1, 3-10; BSM: 1-10; BSS: 1-10
NYSED CDOS	3a.1, 3a.4, 3a.7, 3a.8
Timeline	Throughout the school year
Staff and Resources	School Counselors
Assessment	Student attendance, behavior data, observations of families' connections to school, family involvement in school events
Data Showing Need	Positive correlation between families being connected to school and student success

504 Coordinator

Program Activity or Service	Participant in annual and referral meetings, disseminate 504 plans to staff, facilitate referral process and determine 504 eligibility at SBIT/IST
Program Objective	Students will improve overall functioning in classroom and testing settings, mitigation of physical impairment, increase staff awareness of student need
NYSED Regulation	K-6 (i.1, i.2, i.3-i.6, i.8); 7-12 (ii.1, ii.2, ii.4, ii.4.1-ii.4.7)
ASCA Standard	MS: 1,5,6; BLS: 3,4,8; BSM: 1,3,6; BSS: 8
NYSED CDOS	3a.1, 3a.5, 3a.5, 3a.7
Timeline	Weekly, quarterly, annually, as needed
Staff and Resources	School counselors
Assessment	Report cards, state test scores, classroom assessments classroom functioning
Data Showing Need	Outside diagnoses, NYS education law section 504, overall school functioning in classroom and testing settings

Academic Counseling

Program Activity or Service	Interventions used to support low achieving students through the creation of academic intervention plans.
Program Objective	Students will show an increase in academic data (i.e. report card grades, test grades, homework completion rates, and classwork completion rates), attendance and a decrease in inappropriate classroom behaviors related to academic tasks.
NYSED Regulation	K-6 (i.1, i.2, i.3, i.4, i.5, i.8); 7-12 (ii.1, ii.4, ii.4.1-ii.4.4, ii.4.7)
ASCA Standard	MS: 1-6; BLS: 1-10; BSMS: 1-8, 10; BSS: 1, 3, 6, 8
NYSED CDOS	3a.1-3a.3, 3a.7, 3a.8
Timeline	Ongoing, as needed
Staff and Resources	School Counselors, parents, students, teachers, administrators
Assessment	Report cards, teacher, parent, student reports, routing sheets (i.e. daily, weekly), attendance data
Data Showing Need	Report cards, interim reports, teacher/parent/ student reports, attendance data

Credit Reviews/4 Year Plans/ Senior At-Risk Meetings

Program Activity or Service	Students and counselors meet to review student progress. Graduation requirements are discussed and reviewed. School based interventions are put in place to aid student in their academic development.
Program Objective	Students will be able to verbally demonstrate graduation requirements as well as necessary steps needed to ensure a timely graduation.
NYSED Regulation	7 - 12 ii 1, 2, 3, 4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6
ASCA Standard	MS: 2 - 5; BLS: 1. 3. 4. 6-10; BSMS: 1 -8, 10; BSS 2, 3, 6, 8, 9
NYSED CDOS	1 - 1.1; 3b
Timeline	Continuous through school year, ongoing and as needed; Senior Year
Staff and Resources	School counselors; consultation w/school psychologist, agencies, colleges, etc.
Assessment	Students meeting graduation requirements, teacher/staff reports, student reports, counseling progress notes, discipline, academic and attendance data
Data Showing Need	State graduation rate

Transition Planning

Program Activity or Service	Students participate in activities that ensure seamless progression throughout their academic program
Program Objective	Students will demonstrate a smooth transition to a new building or grade level

NYSED Regulation	7-12 ii 1, 2, 3, 4, 4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6
ASCA Standard	MS: 2-6; BLS: 1, 3-10; BSMS: 1-3, 5-8, 10; BSS 1, 3, 5, 6, 8, 8, 9
NYSED CDOS	1, 2, 3a, 3b
Timeline	During transition from middle school to high school (8 th to 9 th grade); during transition from high school to post-secondary option
Staff and Resources	School counselors, administration, teachers, parents and community agencies
Assessment	4 year plans end with a post-secondary transitional event (college, military, and work); student makes a seamless transition.
Data Showing Need	State Graduation Rate, grades, counselor check-ins, student/teacher/parent reports

College Application Process

Program Activity or Service	Students and families are provided with individual and group assistance; providing information regarding the college application process.
Program Objective	Students will be able to verbally identify their admittance to college or other post-secondary option by end of academic year
NYSED Regulation	7-12 ii 1, 2, 3, 4, 4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6
ASCA Standard	MS: 2, 4, 5, 6; BLS: 1, 3-10; BSMS: 1-3, 5, 8, 10; BSS: 1, 3, 5, 6, 8, 9
NYSED CDOS	1 - 1.1; 2 - 2.1; 3a - 3a.1, 3a.2, 3a.3, 3a.4, 3a.5, 3a.6, 3a.7; 3b
Timeline	Continuous/Senior Year
Staff and Resources	School counselors; consultation w/Career Resource Specialist
Assessment	Complete application and required documents by the assigned due dates, leading to increased college acceptance rates.
Data Showing Need	State Graduation Rate, college admittance data, student/parent reports, college reports

Guidance Lessons

Program Activity or Service	Classroom lessons created for grades 9-12 that are focused on provided information to students based on the needs of the school. (character education, college and career placements, academic achievements, standardized tests {SAT/ACT} and transition planning)
Program Objective	Students will demonstrate knowledge of lesson taught/information provided by way of follow through on the information given; improved culture with the school
NYSED Regulation	7-12 ii 1, 2, 3, 4, 4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6
ASCA Standard	MS: 1 - 6; BLS 1, 3 - 10, BSMS: 1 - 10; BSS 1 - 9
NYSED CDOS	1 - 1.1; 2 - 2.1; 3a - 3a.1, 3a.2, 3a.3, 3a.4, 3a.5, 3a.6, 3a.7; 3b
Timeline	Continuous throughout the school year
Staff and Resources	School Counselors

Assessment	Discipline reports, teacher/staff reports, parent/student reports, grades, college admittance
Data Showing Need	Discipline data, student/teacher/parent reports, academic data, graduation rate, college reports
Parent Workshops	
Program Activity or Service	Parents and counselors engage during various seminars and workshops aimed to educate parents on the transition to high school, the college application process and the financial aid process. A variety of colleges, the armed forces and the school's Career Resource Specialist also collaborate in providing information to parents.
Program Objective	Parents will be able to demonstrate their understanding of various transition requirements
NYSED Regulation	7-12 ii 1, 2, 3
ASCA Standard	MS: 2-6; BLS: 1, 3-10; BSMS: 1, 3, 5, 6, 8, 10; BSS: 1, 3, 5 -9
NYSED CDOS	1 - 1.1
Timeline	Continuous, as needed
Staff and Resources	Counselors, military, representatives from colleges, parents, Career/Resource Specialist, administration
Assessment	Pre/post evaluations and surveys, attendance at workshops, parent reports
Data Showing Need	Parent feedback, student reports
New Student Orientation and Link Crew	
Program Activity or Service	Provides new students/families with information and support to successfully transition to a new school
Program Objective	Students will portray less anxiety and stress, increase grades, decrease discipline referrals, increase in student familiarity with the building and peer group.
NYSED Regulation	7-12 ii 1, 4.5
ASCA Standard	MS: 1-3, 5-6; BLS 1-6, 9. 10; BSMS: 1-3; 7-10: BSS 2-8
NYSED CDOS	3a.2; 3a.4
Timeline	8th to 9th grade; 12th to post-secondary; new student enrollment
Staff and Resources	school counselors, administration, teachers, other school staff
Assessment	Counselor check-in with new students, student/parent/teacher reports
Data Showing Need	Parent and student reports, research

Career Planning

Program Activity or Service	The school counselor will facilitate various individual, group and educational programming to assist with career planning
Program Objective	Students will be exposed to various career and post-secondary options available to them; students will be able to identify a pathway for after high school
NYSED Regulation	7-12 ii 1, 2, 3, 4, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6
ASCA Standard	MS: 1-6; BLS: 1 - 10; BSMS: 1 -10; BSS 1 -9
NYSED CDOS	1.1, 3a.2, 3a.3, 3b
Timeline	Ongoing throughout the school year
Staff and Resources	School counselor, Career Resource Specialist, teachers, administration, students and other staff, parents
Assessment	Student self-report
Data Showing Need	Administration/parent/teacher reports

Pupil Services Team (PST)

Program Activity or Service	A school based intervention process in which counselors and administrators meet bi-weekly to respond to teacher referrals concerning student's academic and/or social emotional needs.
Program Objective	Students will demonstrate improved academics
NYSED Regulation	7-12 ii 1, 4.2, 4.3, 4.4, 4.5
ASCA Standard	MS: 1-10; BLS 1, 3-10; BSMS: 1-10; BSS 1 10
NYSED CDOS	3a.1, 3a.2
Timeline	Ongoing throughout the year
Staff and Resources	School counselors and administration
Assessment	Grades, discipline referrals, student report card and staff reports
Data Showing Need	Academic decline, lack of academic growth, teacher reports

Consultation with Outside Agencies

Program Activity or Service	Counselors collaborate with community agencies to address specific student needs.
Program Objective	At risk students will demonstrate increase in attendance, grades, decrease in referrals, improves social/emotional state, successful completion of program/grade
NYSED Regulation	7-12 ii 1, 4, 4.1 - 4.6

ASCA Standard	MS: 1-3, 5-6; BLS: 1-6, 9, 10; BSMS: 1-3, 5,7-10; BSS: 2-8
NYSED CDOS	1.1, 2.1, 3a.2, 32.3, 3a.4
Timeline	As needed throughout the school year
Staff and Resources	School counselors, administration, parents, SPOA/CCSI team, Probation, Mental Health, Liberty Partnership, GCASA, Scholarships, agencies, college advisory boards, STAR, CPS and law guardians
Assessment	Referrals, grades, attendance, scholarships, referrals to outside agencies
Data Showing Need	Discipline referrals, counseling center visits, data meetings, health concerns, attendance, mental health concerns, grades, parents/student reports.
School Interventions	
Program Activity or Service	Counselors participate in a variety of school based meetings (PST, CAPS, PBIS, scholarships) aimed at meeting the individualized needs of students.
Program Objective	Counselors will be able to aid students in their academic, social/emotional and career needs
NYSED Regulation	7-12 ii 1 4.1 - 4.6
ASCA Standard	MS: 1 - 10; BLS: 1 -1 0; BSMS: 1 -1 - 10; BSS: 1 - 9
NYSED CDOS	2.1, 3a.2, 3a.3, 3a.7, 3a.8
Timeline	Continuously throughout the school year
Staff and Resources	Counselors, administration and other school staff
Assessment	Referrals, grades, attendance, scholarship
Data Showing Need	Discipline referrals, counseling center visits, grades, attendance, mental health concerns, scholarships obtained

Lesson Plan Template

School Counselor: Kelly Garner

Date: September 2017

Activity: PSAT/College Timeline Activities for Juniors

Grade(s): 11th grade

ASCA Mindsets & Behaviors (Domain/Standard):

- **M 2** (Self-confidence in ability to succeed)
- **M 4** (Understanding that postsecondary education and lifelong learning are necessary for long term career success)
- **B-LS 3** (Use time-management, organizational and study skills)
- **B-LS 4** (Apply self-motivation and self-direction to learning)
- **B-LS 8** (Actively engage in challenging coursework)
- **B-SMS 1** (Demonstrate ability to assume responsibility)
- **B-SMS 5** (Demonstrate perseverance to achieve long- and short-term goals)

Learning Objective(s) (aligns with competency):

1. Students will identify and list accomplishments and activities for future college and career applications.
2. Student will recognize and understand what the PSAT program entails and identify the benefits of taking the exam.
3. Students will gain a clear understanding of the junior timeline, and steps they should complete in order to effectively manage the college application process next year.

Materials: PSAT Powerpoint presentation, Activity Sheets, Junior timeline handout

Procedure:

- Students will be surveyed: How many interested in college? Career? Military?
- Students will have opportunity to share out their future plans aloud to the class.
- Students will be taken through a Powerpoint presentation from the College Board explaining the structure, benefits, and procedure to sign up for the PSAT exam.
- Students will then be given a junior timeline with checkboxes. The Counselor will go through each item, asking students to check off those they have completed.
- An open discussion will occur with the counselor and students about student plans, including questions from students.
- Students will receive an activity sheet to complete in class with counselor guidance.

Plan for Evaluation:

Process Data:

- 175 Junior students will receive this lesson during one half of their ELA class (approximately 40 minutes).

Perception Data

- Each student will complete an activity sheet detailing activities, awards, sports, and jobs held.
- Students will begin their junior timeline checklist, and will understand where they stand in the college/career/military application process.
- Students will engage in open discussion with classmates and counselor about their understanding of the PSAT and future plans for college and career readiness.

Outcome Data:

- 100% of students will understand the PSAT and why they should or should not register.
- 65% of students will register to take the PSAT.
- 100% of students will complete their activity sheet.
- 75% of students will complete their junior checklist.

Follow-Up:

- Students will register for the PSAT and be given a practice booklet to work through.
- Counselors will meet with each junior student in January to present PSAT results (if applicable) and discuss future plans, including review of the junior checklist.

HIGH SCHOOL COUNSELOR CALENDAR

Ongoing responsibilities

Task	Responsible
Schedule parent-teacher meetings to discuss academic, social, and emotional issues and interventions	Counselors
Adjust schedules	Counselors
Meet with all students mandated for counseling by IEP	Meides-Judge
Meet with all students mandated for counseling by 504	Counselors
Administer and regulate 504 Plans	Counselors
Track student progress, update IEP goals and progress	Meides-Judge
Attend meetings for all students with IEPs or 504s	Counselors
Attend Superintendent Hearings for students facing suspension	Counselors
Collect PST referrals, run PST meetings	Hussar
Letters of Recommendation – college and scholarships	Counselors
Track all college applications	DiGregorio
Regular meetings to determine scholarship and award recipients	Counselors & Strollo
Meet with probation to discuss open cases	Korzelius, Burnham, Counselors
Meet with CPS for students interviews	Counselors
Crisis Counseling	Counselors
Monthly newsletter articles by grade level (Hussar – Freshmen; Garner – Sophomores and Juniors; Walkowski – Seniors)	Counselors
Input Bullying referrals and meet with offenders	Counselors
Monitor halls and exits during lockdown situations	Counselors

August

Task	Responsible
Balance classes	Counselors
Final schedules mailed to all students	Pangrazio
Parent/Student meetings for schedule changes	Counselors
Update college application forms for seniors	Counselors
New student registration (tours, schedules, verifying previous school's transcripts)	Counselors
Copy schedule change forms, college application forms, etc.	DiGregorio
NCAA verification	Garner
Meet with families of students that failed grade	Counselors
Modify and update four year plans of summer school students	Counselors
Create update list of Regents exam requests for January Regents	Counselors
Review BOCES results	Counselors
Reschedule students that did not pass summer school	Counselors
Petition principal for credit recovery options	Counselors
Schedule initial senior credit checks	Counselors
Verify grade status for each student based on number of credits earned	Counselors
Confirm four year plan accuracy with transcript	Counselors
Senior parent meetings re: credits, college, etc	Counselors
Update changes and registrations for BOCES, GED, and Academy enrollments	DiGregorio

September

Task	Responsible
First six school days – schedule changes	Counselors
Distribute 504 plans to all teachers. Set up schedule for any 504 mandated counseling.	Counselors
Begin meeting with seniors for credit review	Counselors
Present in Senior class rooms about college application process	Walkowski
Present in Junior class rooms (and Honors Sophomore classrooms) about PSAT.	Garner
Present in Sophomore class rooms about HOBY, Foreign Exchange.	Garner
Begin HOBY process with Pat Burk. Ask principal how many students BHS will send to HOBY.	Garner
Attend Operation Inform	Counselors

October

Task	Responsible
Continue to advertise PSAT – collect application fees and registrations	Strollo, DiGregorio, Garner
Order additional PSAT materials from Collegeboard.org	Garner
Set up administration of PSAT	DiGregorio, Garner
Create list of students who need to take January Regents and submit to Nate Korzelius	Counselors
Letters to students who are failing one or more classes on interim report	DiGregorio & Counselors
Continue meeting with seniors for credit reviews	Counselors
Publicize and hold meeting with sophomores interested in Foreign exchange program	Garner

Present in Junior class rooms about college application process	Walkowski
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November

Task	Responsible
Remind seniors that applications are due by Thanksgiving break	Counselors
Complete college recommendation letters and applications – check SUNY App, Common App, Sendedu, etc.	Counselors
PSAT Administration	TBD
Secure speakers from college or university for Academic Planning Night in January	Counselors
Notify electives teachers about Academic Planning Night elective fair	Counselors
Letters to students who are failing one or more classes on report card	DiGregorio & Counselors
Present in Freshmen class rooms about credits, graduation requirements.	Hussar

December

Task	Responsible
Begin meeting with 9 th , 10 th , and 11 th graders for schedule requests for next year	Counselors
Meet with all 504 students to finalize testing modifications for Mid-Term exams and January Regents	Counselors
Finalize media requests and needs, signage, and refreshments for Academic Planning Night	Counselors
Letters to students who are failing one or more classes on interim report	DiGregorio & Counselors

January

Task	Responsible
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ACADEMIC PLANNING NIGHT	Counselors
Visit Middle School to present information about transcripts, schedules, and high school.	Counselors
Complete schedule requests for all high school students	Counselors
Data entry all schedule requests into Infinite Campus	Counselors
Distribute PSAT results to Juniors	Counselors
Letters to students who are failing one or more classes on report card	DiGregorio & Counselors
Present COPS Career inventory in freshmen classrooms	Hussar

February

TASK	Responsible
Meet to discuss Senior scholarships	Counselors & Strollo
Hold meetings with students in danger of failing one or more classes	Counselors
Schedule Senior at Risk meetings with all seniors failing a graduation requirement. Include assistant principal.	Counselors
Send Mid-year reports for college applications	Counselors & DiGregorio
Create June Regents and RCT “exam only” schedule and send to administration	Counselors
Adjust schedules for completed semester-long courses	Counselors
Promote and schedule BOCES visits for students interested in attending the program next year	Strollo, Counselors
Chaperone BOCES visits with students	Strollo, Counselors

March

Task	Responsible
Senior at Risk Credit Review meetings with parents and administration	Counselors
Meet to choose junior scholarship recipients	Strollo, Counselors
Letters to students who are failing one or more classes on interim report	DiGregorio & Counselors
College application presentations in junior classrooms	Walkowski
Update next year's schedules based on department and requests	Counselors
Collaborate with Special Education department to schedule Students with Disabilities	Counselors
Schedule Senior Meeting for May	DiGregorio
Present in Senior class rooms about college application process	Walkowski

April

Task	Responsible
Senior at Risk Credit Review meetings with parents and administration	Counselors
Letters to students who are failing one or more classes on report card	DiGregorio & Counselors
Order PSAT materials for next year's administration	DiGregorio & Garner
Select Senior Scholarships	Strollo & Counselors
Attend CSE meetings	Counselors
Attend GCC luncheon	DiGregorio & Counselors
Present in Junior class rooms about college application process	Walkowski

May

Task	Responsible
Present in Senior class rooms about What to Expect in College	Walkowski
Letters to students who are failing one or more classes on interim report	DiGregorio & Counselors
Meet with all 504 students to finalize testing modifications for Mid-Term exams and January Regents	Counselors
Hold senior meeting to finalize students' college and major choices	DiGregorio
Select Senior Scholarships	Strollo & Counselors
Attend CSE & 504 meetings	Counselors
Meet with students in danger of being retained	Counselors
Attend graduation meetings and plan event	Entire Counseling Center Staff
Balance classes for next year	Counselors

June

Task	Responsible
Attend graduation meetings and plan event	Entire Counseling Center Staff
Attend and participate in graduation rehearsal	Entire Counseling Center Staff
Attend and participate in graduation	Entire Counseling Center Staff
Create preliminary summer school lists	Counselors
Place calls to students and parents regarding failed classes and exams	Counselors

Meet with seniors who cannot graduate (and their families) to discuss options for credit recovery	Counselors
Complete balancing classes for next year	Counselors
Send schedules for next year to all students	Pangrazio

July

Task	Responsible
Review report cards for errors	Counselors
Review BOCES results	Counselors
Finalize summer school list and enroll students in summer school	Counselors
Confirm four year plan accuracy with transcript	Counselors
Prepare and certify senior transcripts to send to colleges for final decisions	Counselors
Meet with parents and students about schedule for next year	Counselors
Verify grade status for each student based on number of credits earned	Counselors
Petition principal for credit recovery options	Counselors
Meet with families of students being retained	Counselors
New student registration (tours, schedules, verifying previous school's transcripts, etc.)	DiGregorio & Counselors
Continue to balance classes for next year	Counselors
Meet with families re: potential alternative placement (GED, Academy, etc)	Counselors
Purge senior folders	DiGregorio
Meet with Middle School Counselors to discuss upcoming ninth graders	Counselors
Create a list of students that are in need of retaking exams in August or January (if not offered in August)	Counselors

Identify 504 and DSS students that are interested in taking any CollegeBoard exams (AP, PSAT, SAT) and mail consent forms to apply for testing accommodations	Hussar
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