

Harrisville Central School Comprehensive School Counseling and Guidance Plan 2023-2024

Overview/Mission Statement:

The comprehensive guidance plan is a framework for the development, implementation and evaluation of the Harrisville Central School guidance and counseling program. This document identifies strategies, activities, and procedures used to accomplish the goals of the comprehensive guidance program.

NYSED Regulations/CDOS Standards/ASCA Mindsets and Behaviors for Student Success are referenced in the “objective” sections throughout this plan. The NYSED Regulations 100.2(j)(2), the CDOS standards and the ASCA Mindsets and Behaviors are listed in their entirety on the last pages of this document.

Counseling

Goal: To provide a supportive, nurturing, and safe environment to promote personal growth that will create a positive learning community.

Objective NYSED Regulation(s) CDOS Standard(s) ASCA Mindsets & Behaviors	Activities	Responsible Personnel	Timeframe and Delivery I – Individual SG – Small Group LG – Large Group C – Classroom Instruction	Measureable Outcome
To provide social-emotional learning at all grade levels. NYSED REG: 100.2(j)(2) CDOS: 3a.3 ASCA: MS: 1, 2, 3, 4, 5, 6 BLS: 1-10 BSMS: 1-10 BSS: 1-10	Implement core curriculum instruction to promote social emotional learning. <ul style="list-style-type: none"> • To encompass academic, SEL, career and post-secondary content. 	School Counselor Teacher	Ongoing <ul style="list-style-type: none"> • SG, LG, C 	Improve student competence in self-management and the ability to take independent action.
To provide academic counseling and support. NYSED REG: 100.2(j)(2) CDOS: 3a.1, 3a.2, 3a.3	Meet with students who are struggling with coursework. <ul style="list-style-type: none"> • Schedule parent-teacher conference to discuss issues and 	School Counselor Teachers	Throughout school year <ul style="list-style-type: none"> • I, SG 	Students’ academic performance improves.

<p>ASCA: MS: 2, 3, 4, 5 BLS: 3, 4, 7 BSMS: 6, 8</p>	<p>develop strategies to help student improve academic performance.</p> <ul style="list-style-type: none"> • Follow-up and re-evaluate when necessary. 			
<p>To provide crisis counseling.</p> <p>NYSED REG: 100.2(j)(2)</p> <p>CDOS: 3a.4, 3a.7, 3a.8</p> <p>ASCA: M: 1, 2, 4 BSMS: 7, 9</p>	<ul style="list-style-type: none"> • Meet with students to de-escalate situation. • Contact parents when necessary. • Refer student to outside agency when appropriate. 	<p>School Counselor School Resource Officer School Psychologist</p>	<p>As needed</p> <ul style="list-style-type: none"> • I 	<p>Students are able to return to class and function in school.</p>
<p>To provide social/emotional counseling and support.</p> <p>NYSED REG: 100.2(j)(2)</p> <p>CDOS: 3a.4, 3a.7, 3a.8</p> <p>ASCA: M: 1, 2, 3, 4, 5 BLS: 4, 7 BSMS: 1, 2, 6, 7, 10 BSS: 2, 3, 4, 5, 6, 8, 9</p>	<ul style="list-style-type: none"> • Meet with students individual or in groups on a regular basis to implement appropriate counseling strategies. 	<p>School Counselor School Psychologist Student Assistance Program Counselor</p>	<p>As needed</p> <ul style="list-style-type: none"> • I, SG 	<p>Students will have the ability to perform successfully in school on a daily basis.</p>
<p>To serve as a liaison between the school district and outside service agencies.</p> <p>NYSED REG: 100.2(j)(2)</p> <p>ASCA: M: 1, BLS: 9, BSMS: 10 BSS: 3, 9</p>	<ul style="list-style-type: none"> • Make phone calls. • Meet with agency personnel. • Implement strategies as part of a coordinated service plan. 	<p>School Counselor School Psychologist Student Assistance Program Counselor</p>	<p>As needed</p> <ul style="list-style-type: none"> • I 	<p>As determined by student needs.</p>

<p>To provide counseling to CSE identified students who have counseling in their IEP.</p> <p>NYSED REG: 100.2(j)(2)</p> <p>CDOS: 3a</p> <p>ASCA: M: 1, 2, 3, 4, 5 BLS: 1, 3, 4, 7, 9 BSMS: 1, 2, 3, 5, 6, 7, 9, 10 BSS: 1, 2, 3, 4, 5, 6, 8, 9</p>	<ul style="list-style-type: none"> Meet with students as indicated on their IEPs. 	<p>School Counselor</p>	<p>As indicated on student IEPs</p> <ul style="list-style-type: none"> I 	<p>As determined by student needs/IEP goals.</p>
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Academic Guidance

Goal: To help students and parents understand NYS graduation requirements and to assist students in making sound academic choices and to encourage students to adopt habits to help make them successful.

Objective NYSED Regulation(s) CDOS Standard(s) ASCA Mindsets & Behaviors	Activities	Responsible Personnel	Timeframe and Delivery I – Individual SG – Small Group LG – Large Group C – Classroom Instruction	Measureable Outcome
<p>To organize middle school student orientation programs.</p> <p>NYSED REG: 100.2(j)(2)</p> <p>CDOS 1, 2, 3a.3</p> <p>ASCA: M: 2, 4, 5 BLS: 3 BSMS: 10 BSS: 3</p>	<ul style="list-style-type: none"> 4th grade student orientation evening program. 	<p>School Counselor Teachers Principal</p>	<p>Spring</p> <ul style="list-style-type: none"> LG, C 	<p>Students operate their lockers successfully, interpret a student schedule, and come to class prepared and on time.</p>

<p>To provide middle to high school transition planning.</p> <p>NYSED REG: 100.2(j)(2)</p> <p>CDOS: 1, 2, 3a.3</p> <p>ASCA: M: 2, 5, 6 BLS: 3, 7, 8, 9, 10 BSMS: 8, 10 BSS: 3, 9</p>	<ul style="list-style-type: none"> Meet with 8th grade students and their parents at a group meeting to discuss NYS graduation requirements, NYS Regents testing requirements, and course options. 	<p>School Counselor Teachers Principal SWT School Counselor</p>	<p>Spring semester</p> <ul style="list-style-type: none"> LG, C 	<p>Students and parents understand NYS graduation requirements, Regents testing requirements and course options.</p>
<p>To provide senior academic review and transition planning.</p> <p>NYSED REG: 100.2(j)(2)</p> <p>CDOS: 1, 2, 3b</p> <p>ASCA: M: 3, 4, 5, 6 BLS: 1, 4, 7, 8, 9, 10 BSMS: 5, 10 BSS: 8, 9</p>	<ul style="list-style-type: none"> Conduct senior interviews, which involves meeting with seniors to review transcripts, discuss postsecondary plans and the graduation rubric. 	<p>School Counselor</p>	<p>Fall semester</p> <ul style="list-style-type: none"> I <p>Mid-Year – check up</p> <ul style="list-style-type: none"> LG, C <p>Spring – Follow-up</p> <ul style="list-style-type: none"> LG, C 	<p>Seniors will understand their transcripts and graduation requirements, as well as the steps necessary to accomplish their postsecondary goals.</p>
<p>To provide academic review and transition planning meetings.</p> <p>NYSED REG: 100.2(j)(2)</p> <p>CDOS: 1, 2, 3b</p> <p>ASCA: M: 3, 4, 5, 6 BLS: 1, 4, 7, 8, 9, 10 BSMS: 5, 10 BSS: 8, 9</p>	<ul style="list-style-type: none"> Meet with students individually to review transcripts and discuss future educational and career goals. 	<p>School Counselor</p>	<p>Spring semester</p> <ul style="list-style-type: none"> I 	<p>Students will understand their transcripts and graduation requirements, as well as the steps necessary to accomplish their postsecondary goals.</p>
<p>To coordinate and attend parent-teacher conferences.</p> <p>NYSED REG: 100.2(j)(2)</p>	<ul style="list-style-type: none"> Meet with parents, teachers, and students (when necessary) to discuss academic 	<p>School Counselor Teachers Principal</p>	<p>As needed</p> <ul style="list-style-type: none"> I 	<p>Parent-teacher conference is attended by necessary people.</p>

<p>CDOS: 3a.7, 3a.8</p> <p>ASCA: M: 2, 3, 4, 5 BLS: 3, 4, 7, 9 BSMS: 1, 2, 4, 5, 6 BSS: 3, 6, 8, 9</p>	<p>issues and develop strategies</p>			
<p>To present, or schedule guest speakers to present, pertinent academic information in the classroom setting.</p> <p>NYSED REG: 100.2(j)(2)</p> <p>CDOS: 1, 3a.6, 3b</p> <p>ASCA: M: 3, 5, 6 BLS: 5, 7, 9 BSMS: 1, 10 BSS: 1, 6, 8</p>	<ul style="list-style-type: none"> Visit classrooms to present information on topics including, but not limited to, college applications, financial aid, career planning and exploration, PSAT, SAT/ACT, ASVAB, SWT Programs, etc. 	<p>School Counselor Guest Speakers SWT Counselor Teachers</p>	<p>Throughout the school year</p> <ul style="list-style-type: none"> LG, C 	<p>Students will sign up for/attend appropriate programs based on the information provided. Students will have an increased understanding of the material presented.</p>
<p>To re-introduce grade 10 students to the academic opportunities available at Southwest Tech. Center.</p> <p>NYSED REG: 100.2(j)(2)</p> <p>CDOS: 2</p> <p>ASCA: M: 3, 6 BLS: 7, 9</p>	<ul style="list-style-type: none"> Present CTE program information to all grade 10 students. Follow up the group presentation with an opportunity for interested grade 10 students to visit two programs of their choice. Students choose which program to attend as juniors. 	<p>School Counselor Southwest Tech. Counselor Southwest Tech. Teachers</p>	<p>Fall semester</p> <ul style="list-style-type: none"> LG, C 	<p>Students will make informed decisions about their academic options related to career and technical education.</p>
<p>Schedule and provide students with AIS services.</p> <p>NYSED REG: 100.2(j)(2)</p> <p>CDOS: 3a.1, 3a.2</p>	<ul style="list-style-type: none"> Schedule students into AIS according to NYS test scores and teacher recommendations. 	<p>School Counselor Guidance Secretary Principal Teacher</p>	<p>Summer</p> <ul style="list-style-type: none"> I, SG 	<p>Students who are required to be in AIS are scheduled and attend. Students' performance in class improves.</p>

<p>ASCA: M: 3, 4, 5 BLS: 3, 4, 6, 8 BSMS: 3, 5, 6 BSS: 1, 2, 3, 6</p>				
<p>Communicate appropriate academic information to parents.</p> <p>NYSED REG: 100.2(j)(2)</p> <p>CDOS: NA</p> <p>ASCA: BLS9 BSS3</p>	<ul style="list-style-type: none"> • Send AIS letters with testing information. • Submit pertinent newsletter articles per deadlines. • Inform parents of lack of academic progress as needed, including parents of seniors who are in danger of not graduating. • Send transcript review letters, student course requests, college visit information, financial aid and scholarship information to parents and students via email, postal service and personally. 	<p>School Counselor Guidance Secretary Principal</p>	<p>Ongoing</p> <ul style="list-style-type: none"> • I, LG, C 	<p>Documents provided to parents which will give them ongoing accurate information about the academic progress of their children.</p>

Career Exploration

Goal: To promote self-awareness regarding career interests, skills, and abilities, and to increase student awareness of values and attitudes necessary to becoming a successful member of the workforce; to gain the skills necessary to retrieve current career information.

Objective NYSED Regulation(s) CDOS Standard(s) ASCA Mindsets & Behaviors	Activities	Responsible Personnel	Timeframe and Delivery I – Individual SG – Small Group LG – Large Group C – Classroom Instruction	Measureable Outcome
<p>To introduce the programs available at Southwest Tech. Center and their associated career options to grade 8 students.</p> <p>NYSED REG: 100.2(j)(2)</p> <p>CDOS: 1, 3b</p> <p>ASCA: M: 3, 6 BLS: 7, 9</p>	<ul style="list-style-type: none"> Visit Southwest Technical Center to receive an introductory career presentation from each of the program’s instructors. 	<p>School Counselor Southwest Tech. Counselor Southwest Tech. Teachers</p>	<p>Spring semester</p> <ul style="list-style-type: none"> LG, C 	<p>Students will understand CTE options available to them later in high school. Students are able to make informed scheduling choices based on their visit to Southwest Technical Center.</p>
<p>To provide an opportunity for students to use the ASVAB as a career exploration tool.</p> <p>NYSED REG: 100.2(j)(2)</p> <p>CDOS: 1</p> <p>ASCA: M: 5, 6 BLS: 5, 7, 9</p>	<ul style="list-style-type: none"> Schedule the ASVAB. ASVAB administration. Post-test interpretation. 	<p>School Counselor MEPS Staff</p>	<p>Spring semester</p> <ul style="list-style-type: none"> C 	<p>Students will complete the ASVAB Career Exploration Guide.</p>
<p>To present, or schedule guest speakers to present, pertinent career information in the classroom setting.</p>	<ul style="list-style-type: none"> Organize classroom career presentations. 	<p>School Counselor Teachers Guest Speakers</p>	<p>Throughout the school year</p> <ul style="list-style-type: none"> LG, C 	<p>Students develop a deeper understanding of career options and training requirements.</p>

<p>NYSED REG: 100.2(j)(2)</p> <p>CDOS: 1, 2</p> <p>ASCA: M: 4, 5, 6 BLS: 6, 7, 8, 9 BSS: 1</p>				
<p>To provide an opportunity for seniors to practice job seeking skills.</p> <p>NYSED REG: 100.2(j)(2)</p> <p>CDOS: 1, 2, 3a.2, 3b</p> <p>ASCA: M: 3, 4, 5, 6 BLS: 5, 7, 9 BSMS: 2, 3 BSS: 1, 6, 8, 9</p>	<ul style="list-style-type: none"> Students create resumes, complete job applications, and discuss appropriate interview skills in English class as preparation for Gateways to Careers. Actively participate in Gateways to Careers interviews. 	<p>School Counselor English Teacher(s)</p>	<p>Spring semester</p> <ul style="list-style-type: none"> C 	<p>Students participate in three mock interviews and receive resume' and interview critique at Gateways to Careers program.</p>
<p>To provide an introduction to career exploration software.</p> <p>NYSED: 100.2(j)(2)</p> <p>CDOS: 1, 3a.6, 3b</p> <p>ASCA: M: 3, 4, 6 BLS: 1, 4, 5, 7, 9 BSMS: 3</p>	<ul style="list-style-type: none"> Introduce students to career exploration computer programs, such as Career Connections (Guidance Direct). Engage in discussions with students about what they learn. Maintain copies of student career plans. 	<p>School Counselor Teachers</p>	<p>Throughout the school year</p> <ul style="list-style-type: none"> I, SG, C 	<p>Students produce evidence of the completion of career exploration activities and gain an understanding of the educational ramifications of a chosen field.</p>

College Exploration & Planning

Goal: To assist college-bound students with the college search, the application process, and the enrollment process, and to educate parents and students about the financial aid process.

Objective NYSED Regulation(s) CDOS Standard(s) ASCA Mindsets & Behaviors	Activities	Responsible Personnel	Timeframe and Delivery I – Individual SG – Small Group LG – Large Group C – Classroom Instruction	Measurable Outcome
To assist students in the college exploration process. NYSED REG: 100.2(j)(2) CDOS: 1, 3b ASCA: M: 6 BLS: 5, 6, 7, 9 BSMS: 3, 10 BSS: 1, 8, 9	<ul style="list-style-type: none"> • Field trips to college campuses, the college fair at OFA, and the SUNY Roadshow. • Classroom presentations. • Conduct research with students and assist them in exploring different college opportunities. 	School Counselor	Throughout the school year. <ul style="list-style-type: none"> • I, SG, C 	Students will make informed decisions related to their college options.
To assist seniors in the college application process. NYSED REG: 100.2(j)(2) CDOS: 3a.5, 3a.6 ASCA: M: 3,6 BLS: 2, 5, 6, 7, 9 BSMS: 1 BSS: 1, 3, 6, 8	<ul style="list-style-type: none"> • Classroom presentations about the application process. • Meet individually with students and parents to discuss the application process. • Provide assistance when necessary. 	School Counselor	September to January. <ul style="list-style-type: none"> • I, SG, C 	Students complete and submit their college applications.
To educate students and parents about financial aid and scholarships. NYSED REG: 100.2(j)(2)	<ul style="list-style-type: none"> • Plan and organize Financial Aid Night. • Provide financial aid and scholarship information during senior interviews 	School Counselor Guidance Office Secretary Financial Aid Administrators	Throughout the school year. <ul style="list-style-type: none"> • I, SG, LG, C 	Students and parents successfully submit their FAFSA forms. Students will be informed about scholarship availability.

<p>CDOS: 3a.3, 3a.5-8 ASCA: M: 4, 5 BLS: 4, 5, 6 BSMS: 1, 3, 5, 10 BSS: 5</p>	<p>with students and parents.</p> <ul style="list-style-type: none"> • Make scholarship and financial aid information available on our website, in our office and send it out via a senior email group list. • Maintain scholarship list and applications and provide information in a timely manner to students. 			
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Testing Coordinator

Goal: To coordinate the registration and/or administration of required or optional exams, and to educate parents and students about the choices and benefits of optional testing.

Objective NYSED Regulation(s) CDOS Standard(s) ASCA Mindsets & Behaviors	Activities	Responsible Personnel	Timeframe and Delivery I – Individual SG – Small Group LG – Large Group C – Classroom Instruction	Measureable Outcome
<p>Educate students about college entrance exams (PSAT, SAT, ACT) and the registration process.</p> <p>NYSED REG: 100.2(j)(2)</p> <p>CDOS: 1, 3a.1</p> <p>ASCA: BLS: 5, 7, 9</p>	<ul style="list-style-type: none"> • Classroom presentations. • Provide SAT/ACT information at junior and senior interviews. • Maintain registration and preparation materials in the guidance office. 	<p>School Counselor</p>	<p>Throughout the school year.</p> <ul style="list-style-type: none"> • I, SG, LG, C 	<p>Students will understand the necessity of taking college entrance exams and will understand the registration process.</p>

<p>Coordinate College Board testing for students with special needs who receive testing accommodations (SSD Coordinator).</p> <p>NYSED REG: 100.2(j)(2)</p> <p>CDOS: 1, 3a.1</p> <p>ASCA: NA</p>	<ul style="list-style-type: none"> • Assist in the application process for testing accommodations. • Assist with student registration. • Coordinate in-house testing. • Proctor testing when applicable. • Return testing materials as directed. 	<p>School Counselor (SSD Coordinator)</p> <p>School Psychologist</p> <p>CSE Chairperson</p> <p>Principal</p> <p>SE Teachers</p>	<p>Throughout the school year.</p> <ul style="list-style-type: none"> • I 	<p>Students who wish to take the college board exams have approved accommodations. In-house SAT/ACT testing administration is successful.</p>
<p>Coordinate Regents exam testing.</p> <p>NYSED REG: NA</p> <p>CDOS: NA</p> <p>ASCA: NA</p>	<ul style="list-style-type: none"> • Develop a schedule which includes testing rooms, proctors, and substitutes taking into account all students with testing accommodations. 	<p>School Counselor</p> <p>Principal</p> <p>CIO</p>	<p>Every Regents periods.</p> <p>January and June</p>	<p>All students who are entitled to testing accommodations receive them; Regents exams are administered according to the NYS schedule.</p>

Grade Reporting & Maintenance

Goal: To accurately document and communicate student academic progress.

Objective NYSED Regulation(s) CDOS Standard(s) ASCA Mindsets & Behaviors	Activities	Responsible Personnel	Timeframe	Measureable Outcome
<p>Process Progress Reports/Report Cards</p> <p>NYSED REG: 100.2(j)(2)</p> <p>CDOS: NA</p>	<ul style="list-style-type: none"> • Distribute memo with instructions every five weeks to faculty. • Verify accuracy of comments and grades with teachers. 	<p>Guidance Secretary</p> <p>School Counselor</p> <p>SWT School Counselor</p> <p>CIO</p>	<p>Eight times per year at 5-week intervals. (grades 5-12)</p> <p>Four times per year at 10-week intervals. (grades PK-4)</p>	<p>Accurate reports processed in a timely manner as per district calendar.</p>

ASCA: NA	<ul style="list-style-type: none"> • Send reports home with students. • Include AIS reports from teachers with report cards (every ten weeks). 			
Process transcript requests NYSED REG: NA CDOS: NA ASCA: NA	<ul style="list-style-type: none"> • Print, copy, sign, seal and mail transcripts as requested. • Record information on mailing record in the Guidance Office. 	Guidance Secretary School Counselor	Ongoing	Accurate, official transcripts are sent according to specific deadlines and requests.
Provide parent/student online access to student grades in schooltool™ . NYSED REG: 100.2(j)(2) CDOS: NA ASCA: NA	<ul style="list-style-type: none"> • Collect usernames and passwords from interested parents and students. • Activate student/parent accounts in schooltool™. 	Guidance Secretary School Counselor	Ongoing	Parent and student accounts are activated and available as requested.
Maintain Permanent Record Cards NYSED REG: NA CDOS: NA ASCA: NA	<ul style="list-style-type: none"> • Update Permanent Record Cards as new information—coursework, credits, test scores, etc.—becomes available. 	Guidance Secretary	Ongoing	Permanent Record Cards are accurate and current.
Maintain cumulative folders NYSED REG: NA CDOS: NA ASCA: NA	<ul style="list-style-type: none"> • Update cumulative folders as new information becomes available. • Adhere to Records Retention requirements. 	Guidance Secretary	Ongoing	Cumulative folders contain accurate and current information.

Oversee the maintenance of online teacher gradebooks. NYSED REG: NA CDOS: NA ASCA: NA	<ul style="list-style-type: none"> • Troubleshoot and correct teacher gradebook issues/errors. 	School Counselor Principal	Ongoing	Academic reports generated from teacher gradebooks are accurate.
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Data Management

Goal: To provide accurate data to meet district and state mandates.

Objective NYSED Regulation(s) CDOS Standard(s) ASCA Mindsets & Behaviors	Activities	Responsible Personnel	Timeframe	Measureable Outcome
Facilitate NYS SIRS/Data Warehouse process for the entire district. NYSED REG: NA CDOS: NA ASCA: NA	<ul style="list-style-type: none"> • Maintain required data in student management system. • Export data from student management system and verify accuracy. • Upload data to NYS SIRS/Data Warehouse as per deadlines. • Correct all errors created during data movement. • Prepare reports for review in preparation for data certification. 	CIO Guidance Secretary CSE Chairperson Administrators School Counselor Cafeteria Manager	Ongoing	Data loaded into SIRS/Data Warehouse is accurate. School Report Card is accurate.
Oversee AIS reporting. NYSED REG: NA CDOS: NA	<ul style="list-style-type: none"> • Maintain AIS data/folders in Guidance Office. • Send AIS reports from teachers to parents with report cards. 	School Counselor Guidance Secretary CIO	Ongoing	AIS reports are maintained according to NYSED requirements.

ASCA: NA				
Maintain accurate student information in student management system. NYSED REG: NA CDOS: NA ASCA: NA	<ul style="list-style-type: none"> • Input and update all demographic and census data. • Create and maintain student schedules. • Manage academic records and course information. 	Guidance Secretary School Counselor	Ongoing	All data in student management system is accurate.
Report McKinney-Vento data. NYSED REG: NA CDOS: NA ASCA: NA	<ul style="list-style-type: none"> • Maintain Temporarily-Housed status in student management system. • Provide CIO with accurate numbers of temporarily-housed students for the given school year. 	McKinney-Vento Liaison CIO	Ongoing	Information reported to NYSED regarding students in temporary housing is accurate.

Master Schedule

Goal: To create a master schedule based on the needs of the student population within the confines of a PK-12 district.

Objective NYSED Regulation(s) CDOS Standard(s) ASCA Mindsets & Behaviors	Activities	Responsible Personnel	Timeframe and Delivery I – Individual SG – Small Group LG – Large Group C – Classroom Instruction	Measureable Outcome
Meet with individual departments regarding scheduling. NYSED REG: NA	<ul style="list-style-type: none"> • Schedule and attend department meetings to discuss scheduling concerns, needs, and wishes for the following school year. 	School Counselor Principal Teachers	Spring Semester <ul style="list-style-type: none"> • I, SG 	Meetings are held with each department and suggestions regarding scheduling are noted and considered.

<p>CDOS: NA</p> <p>ASCA: NA</p>	<ul style="list-style-type: none"> • Take notes at department meetings to be referred to during scheduling process. 			
<p>Meet with students regarding course requests for the following school year.</p> <p>NYSED REG: 100.2(j)(2)</p> <p>CDOS: 1, 2, 3a, 3b</p> <p>ASCA: M: 5, 6 BLS: 1, 7, 8, 9, 10 BSMS: 5, 8 BSS: 8, 9</p>	<ul style="list-style-type: none"> • Meet with students, and parents when necessary/requested, to discuss course requests for the following school year. • Discuss relationship between course requests and postsecondary plans. • Review graduation requirements, including testing requirements with students/parents. • Update written record of status toward meeting graduation requirements and future plans. • Update Career Plans. 	<p>School Counselor</p>	<p>Ongoing</p> <ul style="list-style-type: none"> • I, SG 	<p>Course requests are completed for master schedule building.</p>
<p>Create and maintain student schedules.</p> <p>NYSED REG: NA</p> <p>CDOS: NA</p> <p>ASCA: NA</p>	<ul style="list-style-type: none"> • Use course requests, conflicts, restrictions, etc. to create a Pre-K-12 master schedule. • Create course rosters and teacher schedules. • Adjust student schedules for course failures and summer school completion. • Send student schedules home over the summer. • Process schedule changes over the summer and during the first week of school. 	<p>School Counselor Guidance Secretary</p>	<p>Ongoing</p>	<p>Master schedule meets the needs of students and requests are honored when possible.</p>

	<ul style="list-style-type: none"> Process schedule changes throughout the year as necessary 			
<p>Create schedules that meet the needs of special education students.</p> <p>NYSED REG: NA</p> <p>CDOS: NA</p> <p>ASCA: NA</p>	<ul style="list-style-type: none"> Attend annual CSE and 504 meetings for all students in grades 6-12. Consult with CSE Chairperson and special education teachers review student needs. Discuss special education teacher assignments. Create special education student schedules based on 504 plans and IEPs. 	<p>School Counselor</p> <p>Special Education Teachers</p> <p>CSE Chair</p>	<p>Ongoing</p>	<p>Schedules for special education students reflect needs listed on 504 plans and IEPs.</p>
<p>Communicate with students/parents throughout the scheduling process.</p> <p>NYSED REG: 100.2(j)(2)</p> <p>CDOS: NA</p> <p>ASCA: BLS: 1, 9 BSS: 8</p>	<ul style="list-style-type: none"> Send course requests and student schedules to parents. Communicate concerns to parents regarding controversial course requests, especially those that will change diploma type or have an effect on college applications. 	<p>School Counselor</p> <p>Special Education Teacher</p>	<p>Ongoing</p> <ul style="list-style-type: none"> I 	<p>All students have an updated transition plan.</p>
<p>Maintain district course catalog.</p> <p>NYSED REG: 100.2(j)(2)</p> <p>CDOS: NA</p> <p>ASCA: NA</p>	<ul style="list-style-type: none"> Communicate with teachers to insure that course descriptions are current. 	<p>School Counselor</p> <p>Guidance Secretary</p> <p>Teachers</p>	<p>Ongoing</p>	<p>Students and parents have access to a printed or published course catalog for use in the scheduling process.</p>

Leadership Roles/Committee Membership

Goal: To be a supportive contributor to the overall mission of the school district.

Objective NYSSED Regulation(s) CDOS Standard(s) ASCA Mindsets & Behaviors	Activities	Responsible Personnel	Timeframe	Measureable Outcome
Serve as a member of the School Counseling/Guidance Program Advisory Council NYSED REG: 100.2(j)(2) CDOS: NA ASCA: NA	<ul style="list-style-type: none"> Advise on the implementation of the School Counseling/Guidance Program Report annually to the Board of Education on program outcomes 	School Counselor School Administration Committee Members	Twice Yearly	Meetings are held with committee members, information is shared and suggestions to the Guidance Plan are noted and considered during the review process, including gap analysis and program assessment.
Serve as McKinney-Vento Liaison. NYSED REG: NA CDOS: NA ASCA: NA	<ul style="list-style-type: none"> Communicate with the registrar and School Support Team members regarding McKinney-Vento Law. Format enrollment forms to insure correct data collection. Meet with families and/or youth who are identified as temporarily housed or unaccompanied youth to make sure enrollment process moves quickly and efficiently, and access to all necessary services is provided. Coordinate with other school personnel, such as 	School appointed personnel	Ongoing	All temporarily housed students/families are served according to McKinney-Vento Law.

	<p>transportation department and cafeteria, to insure those services are adequately provided for identified students/families.</p> <ul style="list-style-type: none"> • Work closely with Title I Mentor. • Attend three to four regional meetings for updates and information sharing. • Participate in webinars sponsored by NYSTEACHS for information on identification of temporarily housed students, providing transportation for temporarily housed students, and working with unaccompanied youth. • Maintain accurate student records in student management system. 			
<p>Facilitate Scholarship Committee meetings.</p> <p>NYSED REG: NA</p> <p>CDOS: NA</p> <p>ASCA: NA</p>	<ul style="list-style-type: none"> • Facilitate meetings of the Harrisville CS Scholarship Committee by providing pertinent information about students' college and career plans. 	<p>School Counselor Principal Scholarship Committee Members (Teachers)</p>	<p>Ongoing</p>	<p>Scholarships are awarded at the June graduation ceremony.</p>
<p>Serve as a member of the district Safety Team.</p>	<ul style="list-style-type: none"> • Attend scheduled Safety Team meetings, usually 	<p>School Counselor School Administrators School Resource Officer</p>	<p>Ongoing</p>	<p>Students and staff members feel safe at school and are informed about safety plans</p>

<p>NYSED REG: NA</p> <p>CDOS: NA</p> <p>ASCA: NA</p>	<p>monthly, and additional meetings as necessary.</p> <ul style="list-style-type: none"> • Contribute to development and revision of procedures related to maintaining a safe school environment. • Report staff safety concerns to Safety Team members. • Assist when drills related to various school safety issues are conducted (fire drills, lockdown drills, evacuation drills, etc.) 	<p>School Appointed Staff</p>		<p>related to various emergency situations.</p>
<p>Serve as a member of the district Shared Decision Making Team</p> <p>NYSED REG: NA</p> <p>CDOS: NA</p> <p>ASCA: NA</p>	<ul style="list-style-type: none"> • Attend regularly scheduled Shared Decision Making Team (SDMT) meetings. • Participate in the formulation of plans related to helping the district accomplish its mission and vision (Professional Development Plan, Long-Range Plan, etc.) 	<p>School Counselor School Administrator Committee Members</p>	<p>Ongoing</p>	<p>The Shared Decision Making Team accomplishes its annual goals.</p>
<p>Serve as a member of the Instructional Planning Committee (distance learning)</p> <p>NYSED REG: 100.2(j)(2)</p> <p>CDOS: NA</p> <p>ASCA: NA</p>	<ul style="list-style-type: none"> • Attend regular meetings to develop the course schedule for the following school year and schedule DL presentations, such as Financial Aid Night. 	<p>School Counselor BOCES IT Employee</p>	<p>Ongoing</p>	<p>Students are afforded the opportunity to access college courses and high school electives not otherwise available to them.</p>

Professional Development

Goal: To participate in relevant professional development opportunities.

Objective NYSED Regulation(s) CDOS Standard(s) ASCA Mindsets & Behaviors	Activities	Responsible Personnel	Timeframe	Measureable Outcome
<p>To stay updated and current on CTE programs and related services</p> <p>NYSED REG: NA</p> <p>CDOS: NA</p> <p>ASCA; NA</p>	<ul style="list-style-type: none"> Attend bi-monthly meetings at Southwest Technical Center. 	<p>School Counselor</p>	<p>Ongoing</p>	<p>Counselor is able to provide students with current information on available vocational programs and other career exploration activities.</p>
<p>To develop a distance learning schedule to increase educational opportunities for students</p> <p>NYSED REG: NA</p> <p>CDOS: NA</p> <p>ASCA: NA</p>	<ul style="list-style-type: none"> Attend meetings of the Instructional Planning Committee. 	<p>School Counselor Principal BOCES IT Personnel</p>	<p>Ongoing</p>	<p>District is able to provide students with increased educational opportunities.</p>
<p>To collaborate with colleagues in professional development activities</p> <p>NYSED REG: NA</p> <p>CDOS: NA</p> <p>ASCA: NA</p>	<ul style="list-style-type: none"> Attend Northern Zone Counseling Association workshops and trainings. Attend BOCES-sponsored workshops and trainings. 	<p>School Counselor</p>	<p>Ongoing</p>	<p>Counselor will acquire new skills and learn new information relevant to the school counseling profession and other district responsibilities.</p> <p>Counselor will obtain information about updates to services offered in our area.</p>

<p>To collaborate with guidance professionals from neighboring districts with similar demographics and issues</p> <p>NYSED REG: NA</p> <p>CDOS: NA</p> <p>ASCA: NA</p>	<ul style="list-style-type: none"> Meet as needed to share best practices and collaborate on new projects and required procedures. 	<p>School Counselor</p>	<p>Ongoing</p>	<p>Counselors use a team approach to develop programs, meet mandated requirements, and continue to improve the services offered to students, staff, and the district.</p>
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PART 100.2 (j) Guidance programs and comprehensive developmental school counseling/guidance programs.

(1) Guidance programs for public schools for school years prior to the 2019-2020 school year and for nonpublic schools.

(i) Public Schools

(a) 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.

(b) In grades 7-12, the guidance program shall include the following activities or services:

- (1) 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;
- (2) 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;
- (3) 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
- (4) the services of personnel certified or licensed as school counselors.

(c) 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.

(ii) Nonpublic schools. Each nonpublic secondary school shall provide a guidance and counseling program for students in grades 7-12.

(2) Comprehensive developmental school counseling/guidance programs:

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

counselor(s), which for the city school district of the City of New York and the city school district of the City of Buffalo shall include a licensed guidance counselor(s) pursuant to Part 80 of the Commissioner's regulations.

(i) For all grades kindergarten through twelve, district and building level comprehensive developmental school counseling/guidance programs shall prepare students to participate effectively in their current and future educational programs as age appropriate, and be designed to address multiple student competencies including career/college readiness standards, and academic and social/emotional development standards. The comprehensive developmental school counseling/guidance program ("program") shall include the following activities or services: 5/2017 www.NYSSCA.org

- (a) In grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with the teaching staff, and any appropriate pupil personnel service providers, for the purpose of preparing students to participate effectively in their current and future educational programs, to provide information related to college and careers, and to assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns, and where appropriate make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports.
- (b) For students in grades six through twelve, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans. For a student with disability, the plan shall be consistent with the student's individualized education program;
- (c) school counseling/guidance core curriculum instruction for the purpose of addressing student competencies related to career/college readiness, academic skills and social/emotional development by a certified school counselor(s);
- (d) other direct student services which may include, but need not be limited to, responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement, for the purpose of enabling students to benefit from the curriculum, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement. Provided that nothing herein shall prohibit certified or licensed school psychologists or certified or licensed school social workers pursuant to Part 80 of the Commissioner's regulations from providing other direct student services within their applicable scope of practice;
- (e) indirect student services which may include but need not be limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy, and teaming.

(ii) Each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner in which the district shall comply with the requirements of this subdivision. In the case of the City School District of the City of New York, the Department of Education shall submit separate plans for each community school district, for the High School Division and for the Special Education Division. Such district and building level plans shall be developed by or under the direction of certified school counselor(s) and be updated annually, available for review at the district offices and each school building, and made available on the district's website.

- (a) Each plan shall be developed annually and shall include program objectives, activities, program development and maintenance planning, school counseling curriculum, professional development planning, evaluation methods based on data analysis of program results and closing the gap analysis reports to inform program improvement, and assessment of the resources necessary to support positive student outcomes.
- (b) Each plan shall also include the preparation of a program outcomes report that includes an analysis of all systematic components of a comprehensive developmental school counseling/guidance program as defined by this subdivision. Such report shall be annually presented to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

(iii) Each school district shall establish a comprehensive developmental school counseling/ guidance program advisory council to be comprised of representative stakeholders (such as parents, members of the board of education, school building and/or district leaders, community-based service providers, teachers, certified school counselors and other pupil personnel service providers in the district including school social workers and/or school psychologists). In the case of the City School District of the City of New York, the Department of Education shall establish a comprehensive developmental school counseling/guidance program advisory council for each community school district. The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program. The advisory council shall create and submit an annual report to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

(3) Nothing in this section shall be construed to authorize any individual to provide professional services where certification is required under Part 80 of the Commissioner's regulations or where licensure is required under Title VIII of the Education Law.

NYSED Career Development & Occupational Studies (CDOS) Student Standards

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

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 -Student 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

Adapted from: <http://www.nysed.gov/common/nysed/files/programs/career-technical-education/cdoslea.pdf>

Revised 6/9/2023

ASCA Student Standards: Mindsets & Behaviors for Student Success

K-12 College-, Career- and Life-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.

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

Category 2: Behavior Standards

School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Critical-thinking skills to make informed decisions	B-SMS 1. Responsibility for self and actions	B-SS 1. Effective oral and written communication skills and listening skills
B-LS 2. Creative approach to learning, tasks and problem solving	B-SMS 2. Self-discipline and self-control	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3. Time-management, organizational and study skills	B-SMS 3. Independent work	B-SS 3. Positive relationships with adults to support success
B-LS 4. Self-motivation and self-direction for learning	B-SMS 4. Delayed gratification for long-term rewards	B-SS 4. Empathy
B-LS 5. Media and technology skills to enhance learning	B-SMS 5. Perseverance to achieve long- and short-term goals	B-SS 5. Ethical decision-making and social responsibility

B-LS 6. High-quality standards for tasks and activities	B-SMS 6. Ability to identify and overcome barriers	B-SS 6. Effective collaboration and cooperation skills
B-LS 7. Long- and short-term academic, career and social/emotional goals	B-SMS 7. Effective coping skills	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups
B-LS 8. Engagement in challenging coursework	B-SMS 8. Balance of school, home and community activities	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	B-SMS 9. Personal safety skills	B-SS 9. Social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participation in enrichment and extracurricular activities	B-SMS 10. Ability to manage transitions and adapt to change	B-SS 10. Cultural awareness, sensitivity and responsiveness

Adapted from

<https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/Mindsets-Behaviors.pdf>