

Harrisville Central School Comprehensive School Counseling and Guidance Plan 2026-2027

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/ NYS Social Emotional Learning Benchmarks

These documents are referenced in the “objective” sections throughout this plan. The NYSED Regulations 100.2(j)(2), the CDOS standards, the ASCA Mindsets and Behaviors and the NYS Social Emotional Learning (SEL) Benchmark, including the equity revisions, 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	Measurable Outcome
<p>To provide social-emotional learning at all grade levels.</p> <p>NYSED REG: i.3, ii.2.c CDOS: 3a.3 ASCA: MS: 1, 2, 3, 4, 5, 6 BLS: 1-10 BSMS: 1-10 BSS: 1-10 S-CS: section 2.c.</p> <p>NYSED SEL Benchmarks</p>	<p>Implement core curriculum instruction to promote social emotional learning.</p> <ul style="list-style-type: none"> ● To encompass academic, SEL, career and post-secondary content. <p>Develop self-awareness that: nurtures and affirms a strong sense of identity, unifies decisions about personal actions and builds a sense of agency.</p> <p>Develop social awareness and interpersonal skills to establish, navigate, and maintain mutually supportive</p>	<p>School Counselor Teacher</p>	<p>Ongoing</p> <ul style="list-style-type: none"> ● SG, LG, C 	<p>Improve student competence in self-management and the ability to take independent action.</p> <p>To identify and understand their emotions and how their emotions relate to their actions.</p> <p>Discover and reflect on aspects of personal and group identity Demonstrate skills related to setting and working toward personal and academic goals.</p>

	<p>relationships with individuals and groups that nurture a strong sense of belonging.</p> <p>Develop intentional decision-making skills and behaviors that consider social, emotional, and physical safety and well-being in personal, school, and community contexts.</p>			<p>Recognize and build empathy for the feelings and perspectives of others.</p> <p>Recognize and affirm individual identities.</p> <p>Apply a variety of communication and social skills.</p> <p>Demonstrate the ability to prevent, manage, or resolve conflicts.</p> <p>Consider individual and collective social, emotional and physical safety and well-being.</p> <p>Apply decision making skills to influence outcomes and strengthen agency in social and academic life.</p> <p>Take action to support the well-being of their school and community.</p>
<p>To provide academic counseling and support.</p> <p>NYSED REG: i.2, i.4, ii.2.b CDOS: 3a.1, 3a.2, 3a.3 ASCA: MS: 2, 3, 4, 5 BLS: 3, 4, 7 BSMS: 6, 8</p>	<p>Meet with students who are struggling with coursework.</p> <ul style="list-style-type: none"> • Schedule parent-teacher conferences to discuss issues and develop strategies to help students improve academic performance. • Follow-up and re-evaluate when necessary. • Make a report to SCR when appropriate. 	School Counselor Teachers	<p>Throughout school year</p> <ul style="list-style-type: none"> • I, SG 	Students' academic performance improves.
<p>To provide crisis counseling.</p> <p>NYSED REG: ii.3 CDOS: 3a.4, 3a.7, 3a.8 ASCA: M: 1, 2, 4 BSMS: 7, 9</p>	<ul style="list-style-type: none"> • Meet with students to de-escalate the situation. • Contact parents when necessary. • Refer students to outside agencies when appropriate. 	School Counselor School Resource Officer	<p>As needed</p> <ul style="list-style-type: none"> • I 	Students are able to return to class and function in school.

	<ul style="list-style-type: none"> • Make a report to SCR when appropriate. 			
<p>To provide social/emotional counseling and support.</p> <p>NYSED REG: ii.3 CDOS: 3a.4, 3a.7, 3a.8 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 individually or in groups on a regular basis to implement appropriate counseling strategies. 	School Counselor	<p>As needed</p> <ul style="list-style-type: none"> • I, SG 	Students will have the ability to perform successfully in school on a daily basis.
<p>To serve as a liaison between the school district and outside service agencies.</p> <p>NYSED REG: i.4.a, ii.3.c ASCA: M: 1, BLS: 9, BSMS: 10 BSS: 3, 9 S-CS: section 1.c.</p>	<ul style="list-style-type: none"> • Make phone calls. • Meet with agency personnel. • Implement strategies as part of a coordinated service plan. • Make a report to SCR when appropriate. 	School Counselor School Psychologist	<p>As needed</p> <ul style="list-style-type: none"> • I 	As determined by student needs.
<p>To provide counseling to CSE identified students who have counseling in their IEP.</p> <p>NYSED REG: ii.1.a, ii.3 CDOS: 3a 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. 	School Counselor	<p>As indicated on student IEPs</p> <ul style="list-style-type: none"> • I 	As determined by student needs/IEP goals.

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 NYS ED 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 organize middle school student orientation programs. NYSED REG: i.2, ii.2 CDOS 1, 2, 3a.3 ASCA: M: 2, 4, 5 BLS: 3 BSMS: 10 BSS: 3	<ul style="list-style-type: none"> 4th grade student orientation evening program. 	School Counselor Teachers Principal	Spring <ul style="list-style-type: none"> LG, C 	Students operate their lockers successfully, interpret a student schedule, and come to class prepared and on time.
To provide middle to high school transition planning. NYSED REG: i.2, ii.1 CDOS: 1, 2, 3a.3 ASCA: M: 2, 5, 6 BLS: 3, 7, 8, 9, 10 BSMS: 8, 10 BSS: 3, 9	<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. 	School Counselor Teachers Principal SWT School Counselor	Spring semester <ul style="list-style-type: none"> LG, C 	Students and parents understand NYS graduation requirements, Regents testing requirements and course options.
To provide senior academic review and transition planning. NYSED REG: ii.1, ii.2.a, ii.3.b CDOS: 1, 2, 3b ASCA: M: 3, 4, 5, 6 BLS: 1, 4, 7, 8, 9, 10 BSMS: 5, 10 BSS: 8, 9	<ul style="list-style-type: none"> Conduct senior interviews, which involves meeting with seniors to review transcripts, discuss postsecondary plans and the graduation rubric. 	School Counselor	Fall semester <ul style="list-style-type: none"> I Mid-Year – check up <ul style="list-style-type: none"> LG, C Spring – Follow-up <ul style="list-style-type: none"> I, LG, C 	Seniors will understand their transcripts and graduation requirements, as well as the steps necessary to accomplish their postsecondary goals.
To provide academic review and transition planning meetings.	<ul style="list-style-type: none"> Meet with students individually to review 	School Counselor	Fall semester <ul style="list-style-type: none"> I 	Students will understand their transcripts and graduation

<p>NYSED REG: i.2, ii.1, ii.2.a, ii.3.b CDOS: 1, 2, 3b ASCA: M: 3, 4, 5, 6 BLS: 1, 4, 7, 8, 9, 10 BSMS: 5, 10 BSS: 8, 9</p>	<p>transcripts and discuss future educational and career goals.</p>			<p>requirements, as well as the steps necessary to accomplish their postsecondary goals.</p>
<p>To create and send academic advisement letters for students who have a failing average at the end of the second marking period.</p> <p>NYSED REG: CDOS: ASCA:</p>				
<p>To coordinate and attend parent-teacher conferences.</p> <p>NYSED REG: i.5, ii.4 CDOS: 3a.7, 3a.8 ASCA: M: 2, 3, 4, 5 BLS: 3, 4, 7, 9 BSMS: 1, 2, 4, 5, 6 BSS: 3, 6, 8, 9</p>	<ul style="list-style-type: none"> Meet with parents, teachers, and students (when necessary) to discuss academic issues and develop strategies 	<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>To present, or schedule guest speakers to present, pertinent academic information in the classroom setting.</p> <p>NYSED REG: ii.2, iii.3 CDOS: 1, 3a.6, 3b 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: ii.2.a, ii.3.b CDOS: 2 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: i.4, ii.3.c CDOS: 3a.1, 3a.2 ASCA: M: 3, 4, 5 BLS: 3, 4, 6, 8 BSMS: 3, 5, 6 BSS: 1, 2, 3, 6</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>Spring/ 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>Communicate appropriate academic information to parents.</p> <p>NYSED REG: i.5, ii.4 CDOS: NA 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 	<p>School Counselor Guidance Secretary Principal Curriculum Coordinator</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>

	aid and scholarship information to parents and students via email, postal service and personally.			
Discuss Alternative Education options with students and parents. NYSSED REG: CDOS: ASCA: S-CS: section 1.a.	•			
Coordinate and communicate summer school options with students and parents. NYSSED REG: CDOS: ASCA:				

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 NYSSED 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 introduce the programs available at Southwest Tech. Center and their associated career options to grade 8 students. NYSSED REG: ii.2.a, ii.3.b CDOS: 1, 3b ASCA: M: 3, 6	• Visit Southwest Technical Center to receive an introductory career presentation from each of the program's instructors.	School Counselor Southwest Tech. Counselor Southwest Tech. Teachers	Spring semester • LG, C	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.

BLS: 7, 9				
<p>To provide an opportunity for students to use the ASVAB as a career exploration tool.</p> <p>NYSED REG: ii.2.a,ii.3.b CDOS: 1 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> <p>NYSED REG: ii.3.b CDOS: 1, 2 ASCA: M: 4, 5, 6 BLS: 6, 7, 8, 9 BSS: 1</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>To provide an opportunity for seniors to practice job seeking skills.</p> <p>NYSED REG: ii.2.a, ii.3.b CDOS: 1, 2, 3a.2, 3b 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>

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: ii.2.a, ii.3.b 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. ● College Visits. ● 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, LG 	Students will make informed decisions related to their college options.
To assist seniors in the college application process. NYSED REG: ii.2.a, ii.3.b 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: ii.3.b, ii.4 CDOS: 3a.3, 3a.5-8 ASCA: M: 4, 5 BLS: 4, 5, 6 BSMS: 1, 3, 5, 10 BSS: 5	<ul style="list-style-type: none"> ● Plan and organize Financial Aid Night. ● Provide financial aid and scholarship information during senior interviews with students and parents. ● Make scholarship and financial aid information available on our website, 	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>in our office and send it out via a senior email group list.</p> <ul style="list-style-type: none"> • 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	Measurable Outcome
<p>Educate students about college entrance exams (PSAT, SAT, ACT) and the registration process.</p> <p>NYSED REG: ii.3.a, ii.3.b CDOS: 1; 3a.1 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. • Proctor PSAT Exam during the Fall Semester. 	School Counselor	<p>Throughout the school year.</p> <ul style="list-style-type: none"> • I, SG, LG; C 	Students will understand the necessity of taking college entrance exams and will understand the registration process.
<p>Coordinate College Board testing for students with special needs who receive testing accommodations (SSD Coordinator).</p> <p>NYSED REG: ii.1.a, ii.3.b CDOS: 1, 3a.1 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. 	School Counselor (SSD Coordinator) School Psychologist CSE Chairperson Principal SE Teachers	<p>Throughout the school year.</p> <ul style="list-style-type: none"> • I 	Students who wish to take the college board exams have approved accommodations. In-house SAT/ACT testing administration is successful.

	<ul style="list-style-type: none"> Return testing materials as directed. 			
Coordinate Regents exam testing. NYSED REG: NA CDOS: NA ASCA: NA	<ul style="list-style-type: none"> Develop a schedule which includes testing rooms, proctors, and substitutes taking into account all students with testing accommodations. 	School Counselor Principal CIO	Every Regents periods. January and June	All students who are entitled to testing accommodations receive them; Regents exams are administered according to the NYS schedule.

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
Process Progress Reports/Report Cards NYSED REG: i.2,i.4, ii.2.b, ii.3.a CDOS: NA ASCA: NA	<ul style="list-style-type: none"> Distribute memo with instructions every five weeks to faculty. Verify accuracy of comments and grades with teachers. Send reports home with students. Include AIS reports from teachers with report cards (every ten weeks). 	Guidance Secretary School Counselor SWT School Counselor	Eight times per year at 5-week intervals. (grades 5-12) Four times per year at 10-week intervals. (grades PK-4)	Accurate reports processed in a timely manner as per district calendar.
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 records 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: i.5, ii.4 CDOS: NA	<ul style="list-style-type: none"> Collect usernames and passwords from interested parents and students. 	Guidance Secretary School Counselor	Ongoing	Parent and student accounts are activated and available as requested.

ASCA: NA	<ul style="list-style-type: none"> • Activate student/parent accounts in schooltool™. 			
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.

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 S-CS: section 1.b.	<ul style="list-style-type: none"> • Maintain required data in the student management system. • Export data from the student management system and verify accuracy. 	CIO Guidance Secretary CSE Chairperson Administrators School Counselor Cafeteria Manager	Ongoing	Data loaded into SIRS/Data Warehouse is accurate. The School Report Card is accurate.

	<ul style="list-style-type: none"> ● 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. ● Maintain students' attendance records. 			
<p>Oversee AIS reporting. NYSED REG: NA CDOS: NA ASCA: NA</p>	<ul style="list-style-type: none"> ● Maintain AIS data/folders in the Guidance Office. ● Send AIS reports from teachers to parents with report cards. 	<p>School Counselor Guidance Secretary CIO Curriculum Coordinator</p>	Ongoing	AIS reports are maintained according to NYSED requirements.
<p>Maintain accurate student information in the student management system.</p> <p>NYSED REG: NA CDOS: NA ASCA: NA</p>	<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. 	<p>Guidance Secretary School Counselor</p>	Ongoing	All data in student management system is accurate.
<p>Report McKinney-Vento data.</p> <p>NYSED REG: NA CDOS: NA ASCA: NA S-CS: section 1.h.</p>	<ul style="list-style-type: none"> ● Maintain Temporarily-Housed status in the student management system. ● Provide CIO with accurate numbers of temporarily-housed students for the given school year. 	<p>McKinney-Vento Liaison CIO</p>	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 CDOS: NA ASCA: NA	<ul style="list-style-type: none"> Schedule and attend department meetings to discuss scheduling concerns, needs, and wishes for the following school year. Take notes at department meetings to be referred to during scheduling process. 	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.
Meet with students regarding course requests for the following school year. NYSED REG: ii.3 CDOS: 1, 2, 3a, 3b ASCA: M: 5, 6 BLS: 1, 7, 8, 9, 10 BSMS: 5, 8 BSS: 8, 9	<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. Ensure students are meeting NYSED K-12 curriculum requirements, 	School Counselor	Ongoing <ul style="list-style-type: none"> I, SG 	Course requests are completed for master schedule building.

	such as climate change education and personal finance.			
<p>Create and maintain student schedules.</p> <p>NYSED REG: NA CDOS: NA 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. • Process schedule changes throughout the year as necessary 	School Counselor	Ongoing	Master schedule meets the needs of students and requests are honored when possible.
<p>Create schedules that meet the needs of special education students.</p> <p>NYSED REG: NA CDOS: NA ASCA: NA</p>	<ul style="list-style-type: none"> • Attend annual CSE and 504 meetings for all students in grades 6-12. • Consult with the 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. 	School Counselor Special Education Teachers CSE Chair	Ongoing	Schedules for special education students reflect needs listed on 504 plans and IEPs.
<p>Communicate with students/parents throughout the scheduling process.</p> <p>NYSED REG: i.5, ii.4</p>	<ul style="list-style-type: none"> • Send course requests and student schedules to parents. 	School Counselor Special Education Teacher	Ongoing <ul style="list-style-type: none"> • I 	All students have an updated transition plan.

CDOS: NA ASCA: BLS: 1, 9 BSS: 8	<ul style="list-style-type: none"> Communicate concerns to parents regarding controversial course requests, especially those that will change diploma type or have an effect on college applications. 			
Maintain district course catalog. NYSED REG: iii.2 CDOS: NA ASCA: NA	<ul style="list-style-type: none"> Communicate with teachers to ensure that course descriptions are current. 	School Counselor Guidance Secretary Teachers	Ongoing	Students and parents have access to a printed or published course catalog for use in the scheduling process.
Manage dual enrollment courses. NYSED REG: CDOS: ASCA:	Communicate with parents what courses are available. Coordinate and schedule students.			

Leadership Roles/Committee Membership

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

Objective NYSED 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 and District Trauma Sensitivity Team member.	<ul style="list-style-type: none"> Communicate with the registrar and School Support Team members 	School appointed personnel	Ongoing	All temporarily housed students/families are served according to McKinney-Vento Law.

<p>NYSED REG: NA CDOS: NA ASCA: NA</p>	<p>regarding McKinney-Vento Law.</p> <ul style="list-style-type: none"> ● Format enrollment forms to ensure 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 the transportation department and cafeteria, to ensure those services are adequately provided for identified students/families. ● 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. 			
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	<ul style="list-style-type: none"> ● Maintain accurate student records in the student management system. 			
<p>Facilitate Scholarship Committee meetings.</p> <p>NYSED REG: NA CDOS: NA 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>	Ongoing	<p>Scholarships are awarded at the June graduation ceremony.</p>
<p>Serve as a member of the district Safety Team.</p> <p>NYSED REG: NA CDOS: NA ASCA: NA</p>	<ul style="list-style-type: none"> ● Attend scheduled Safety Team meetings, usually monthly, and additional meetings as necessary. ● 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 Counselor School Administrators School Resource Officer School Appointed Staff</p>	Ongoing	<p>Students and staff members feel safe at school and are informed about safety plans related to various emergency situations.</p>
<p>Serve as a member of the district Shared Decision Making Team</p> <p>NYSED REG: NA CDOS: NA 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>	Ongoing	<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) CDOS: NA 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>
<p>Distribute working papers to students who are eligible.</p> <p>NYSED REG: CDOS: ASCA: S-CS: section 1.e.</p>	<p>Distribute appropriate forms and permits/ certificates for students to receive working papers.</p>	<p>High School Secretary School Nurse</p>		
<p>Serve as the point of contact for Foster Care.</p> <p>NYSED REG: CDOS: ASCA: S-CS: section 1.f.</p>	<p>Provide guidance, increase students' educational stability, and improve postgraduate outcomes.</p>			
<p>Serve as a point of contact for Home, Hospital or Institutional Instruction.</p> <p>NYSED REG: CDOS: ASCA: S-CS: section 1.g.</p>	<p>Communicate and collaborate with instructors to provide the best education possible for a student that is unable to attend school due to circumstances beyond their control. Ensure students continue learning and working towards mastery of their age appropriate learning standards.</p>	<p>School Counselor</p>		
<p>Serve as the Multi-Tiered Systems of Support coordinator.</p> <p>NYSED REG:</p>				

CDOS: ASCA:				
S-CS: section 2.a.				
Coordinate and schedule a Back to School Event with community and local services. NYSED REG: CDOS: ASCA: S-CS: section 1.d.	Connect our students and families with local services. Ask local services to set up a table to share information during our school's open house.			
Serve as a member of the district Behavior-Threat Assessment Management Team. NYSED REG: CDOS: N/A ASCA: N/A S-CS: section 2.b.				

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
To stay updated and current on CTE programs and related services NYSED REG: NA CDOS: NA ASCA; NA	<ul style="list-style-type: none"> Attend bi-monthly meetings at Southwest Technical Center. 	School Counselor	Ongoing	Counselors are able to provide students with current information on available vocational programs and other career exploration activities.
To develop a distance learning schedule to increase educational opportunities for students	<ul style="list-style-type: none"> Attend meetings of the Instructional Planning Committee. 	School Counselor Principal BOCES IT Personnel	Ongoing	District is able to provide students with increased educational opportunities.

<p>NYSED REG: NA CDOS: NA ASCA: NA</p>				
<p>To collaborate with colleagues in professional development activities</p> <p>NYSED REG: NA CDOS: NA ASCA: NA</p>	<ul style="list-style-type: none"> • Attend Northern Zone Counseling Association workshops and trainings. • Attend BOCES-sponsored workshops and trainings. 	School Counselor	Ongoing	<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 CDOS: NA ASCA: NA</p>	<ul style="list-style-type: none"> • Meet as needed to share best practices and collaborate on new projects and required procedures. 	School Counselor	Ongoing	<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>
<p>Stay compliant on Mandated Reporter regulations and Trainings.</p> <p>NYSED REG: CDOS: ASCA:</p> <p>S-CS: section 1.c.</p>				

NYS EDUCATION DEPARTMENT COMMISSIONER'S REGULATIONS (<http://www.p12.nysed.gov/part100/pages/1002.html#j>)

PART 100.2 (j) Guidance programs

(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.

<i>Comprehensive School Counseling Program Map—Based on NYSED Commissioner’s Regulations for Guidance Programs (see above), designed by NYSSCA to determine implementation level of regulations in the district’s Guidance Plan.</i>
Each district shall have a guidance program for all students:
(i) The K-5 school counseling program:
(i.1.) is designed by a certified school counselor in coordination with the teaching staff
(i.2.) prepares students to participate effectively in their current and future educational programs
(i.3.) provides social-emotional learning curriculum
(i.4.) assists students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns
(i.4.a.) and make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports
(i.5.) encourages parental involvement
(ii) The 6-12 school counseling program is delivered by school counselors with the assistance of teachers and other staff
(ii.1.) provides an annual individual progress review plan, which shall reflect each student's educational progress and career plans;
(ii.1.a.) for a student with disability, the plan shall be consistent with the student’s individualized education program
(ii.2.) school counseling/guidance core curriculum instruction for the purpose of addressing student competencies:
(ii.2.a.) related to career/ college readiness
(ii.2.b.) related to academic and executive functioning skills
(ii.2.c.) related to social and emotional development
(ii.3.) 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;
(ii.3.a.) for the purpose of enabling students to benefit from the curriculum
(ii.3.b.) for the purpose of assisting students to develop and implement postsecondary education and career plans
(ii.3.c.) for the purpose of assisting students who exhibit attendance, academic, behavioral or adjustment concerns; and make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports.
(ii.4.) encourages parental involvement
(iii) The school district plan is developed by or under the direction of certified school counselor(s)
(iii.1.) is available for review at the district offices and on the district’s website
(iii.2.) includes program objectives
(iii.3.) includes activities to accomplish the objectives
(iii.4.) includes program development and maintenance planning
(iii.5.) includes provisions for the annual assessment of program outcomes
(iii.6.) includes assessment of the resources necessary to support positive student outcomes
(iii.7.) is reviewed annually and revised as necessary

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>

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>

New York State Social Emotional Learning (SEL) Benchmark - Equity Revisions

The SEL benchmarks are skills and competencies that adults practice, support, teach and model to students throughout their K-12 education. The goal of the SEL benchmarks is to help students build self-awareness, build positive relationships, manage their emotional responses and make informed decisions. SEL equips students with the skills necessary to thrive in school and life. These key services and supports noted in the SEL Benchmarks are listed below and applied throughout this guidance plan.

Goal 1.) Young people develop a self-awareness that nurtures and affirms a strong sense of identity, informs decisions about their actions, and builds a sense of agency.

Knowing and understanding their emotions, interests, strengths and abilities, and having a strong sense of identity, including aspects rooted in culture, ethnicity, race, religion, gender identity or expression, ability, for example, and using those understandings to inform decisions about personal behaviors, habits, and routines. These skills enable young people to respond thoughtfully, affect change, cope with emotions, and motivate themselves to persevere when faced with personal, academic, or work-related obstacles.

Base Indicator	Adults	Early Elementary (K-2)	Late Elementary (3-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
Learners will be able to:	Adults will develop and practice the abilities to:	Adults will support, teach and model for young people as they learn to:	Adults will support, teach and model for young people as they learn to:	Adults will support, teach and model for young people as they learn to:	Adults will support, teach and model for young people as they learn to:	Adults will support, teach and model for young people as they learn to:
1A. Identify and understand their emotions and how emotions relate to their actions. Use understanding of emotions to inform actions.	<p>1A.A. Experience complex emotions with awareness and understand how those emotions relate to their actions.</p> <p>1A.B. Reflect and respond thoughtfully and intentionally when they experience intense emotions.</p>	<p>1A.1a. Recognize and name their basic emotions, where they feel them in their bodies, and describe situations that may evoke these emotions.</p> <p>1A.1b. Identify their emotions and make choices to support their well-being, including simple self-regulation techniques such as belly breathing).</p>	<p>1A.2a. Identify a range of increasingly complex emotions and possible causes.</p> <p>1A.2b. Identify and practice self-regulation skills and coping strategies that help them to express their emotions.</p>	<p>1A.3a. Identify the connections between their thoughts, feelings, and behaviors.</p> <p>1A.3b. Apply self-regulation skills to effectively express emotions, including strong emotions.</p>	<p>1A.4a. Experience complex thoughts and feelings with awareness of their effect on mind and body.</p> <p>1A.4b. Effectively express complex thoughts and emotions with trusted peers or adults.</p>	<p>1A.5a. Examine how the expression of their thoughts and emotions in different contexts affects self and others.</p> <p>1A.5b. Express their emotions in increasingly complex situations to advocate for their needs and wants.</p>

Base Indicator	Adults	Early Elementary (K-2)	Late Elementary (3-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
<p>Learners will be able to:</p> <p>1B. Discover and reflect on aspects of personal and group identity such as characteristics, qualities, and interests, including those rooted in culture, ethnicity, race, religion, sexual orientation, gender identity or expression, ability, etc., and identify external resources that support or contribute to identity development.</p>	<p>Adults will develop and practice the abilities to:</p> <p>1B.A. Have a clear awareness of their own personal and group identities and how those reflect and shape their view of self and experience in the world. Reflect regularly on their identity as it shifts over time or in different contexts. Share their authentic self while creating space for those around them to feel safe and free to do the same.</p> <p>1B.B. Regularly access supports that contribute to their identity and know how to seek out and find additional resources when necessary.</p>	<p>Adults will support, teach and model for young people as they learn to:</p> <p>1B.1a. Identify likes, dislikes, and personal strengths.</p> <p>1B.1b. Identify family, peer, school, and community assets that contribute to their identity in multiple groups and communities.</p>	<p>Adults will support, teach and model for young people as they learn to:</p> <p>1B.2a. Describe aspects of their identity, such as strengths, skills, beliefs, qualities, opinions, and interests, including those reflective of membership in multiple identity groups.</p> <p>1B.2b. Explain how family members, peers, school personnel, and community members can support their identity development.</p>	<p>Adults will support, teach and model for young people as they learn to:</p> <p>1B.3a. Identify how their personal strengths, challenges, experiences, and identities influence choices and outcomes.</p> <p>1B.3b. Explore and assess school and community assets and opportunities to identify resources that will contribute to their identity development.</p>	<p>Adults will support, teach and model for young people as they learn to:</p> <p>1B.4a. Build their self-confidence through use of positive self-talk, using affirmations, practicing gratitude, and using personal strengths to problem-solve.</p> <p>1B.4b. Identify positive adult role models and support systems. Analyze if and how they contribute to identity development.</p>	<p>Adults will support, teach and model for young people as they learn to:</p> <p>1B.5a. Implement a plan to build on a personal strength or address a challenge while honoring the value, authenticity, and dignity of self.</p> <p>1B.5b. Participate meaningfully and assess ways involvement in their community can support identity development and encourage aspirations.</p>

Base Indicator	Adults	Early Elementary (K-2)	Late Elementary (3-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
<p>Learners will be able to:</p> <p>1C. Demonstrate skills related to setting and working toward personal and academic goals.</p>	<p>Adults will develop and practice the abilities to:</p> <p>1C.A. Have clear personal and professional goals and actively work toward meeting and/or sustaining them. Understand how regular self-care supports their goals.</p> <p>1C.B. Understand which strategies and coping mechanisms work best for them and apply them when dealing with obstacles.</p>	<p>Adults will support, teach and model for young people as they learn to:</p> <p>1C.1a. Identify and set short-term personal or academic goals.</p> <p>1C.1b. Describe how learning is helpful to their personal and academic growth.</p>	<p>Adults will support, teach and model for young people as they learn to:</p> <p>1C.2a. Set a short-term goal and begin working toward it.</p> <p>1C.2b. Identify steps in working toward a goal.</p>	<p>Adults will support, teach and model for young people as they learn to:</p> <p>1C.3a. Develop a plan and prioritize steps in working toward a goal.</p> <p>1C.3b. Monitor progress on a short-term goal and make necessary adjustments to their plan to work toward their goal.</p>	<p>Adults will support, teach and model for young people as they learn to:</p> <p>1C.4a. Develop one or more long-term goals and sequential action steps in working toward them.</p> <p>1C.4b. Monitor progress toward longer-term goals, identifying indicators that align with their priorities, and acknowledging barriers within and beyond their influence.</p>	<p>Adults will support, teach and model for young people as they learn to:</p> <p>1C.5a. Identify personal and systemic resources to mitigate barriers to achieving goals, including those related to oppression, power, and privilege.</p> <p>1C.5b. Identify and apply strategies intended to address their obstacles in working toward goals beyond high school.</p>

Goal 2.) Young people use social awareness and interpersonal skills to establish, navigate, and maintain mutually supportive relationships with individuals and groups that nurture a strong sense of belonging.

The ability to recognize and empathize with the thoughts, feelings, and perspectives of other individuals and groups, including ideas and perspectives that are different from their own, is central to forming and maintaining supportive relationships. Equally important to establishing strong and supportive relationships are strategies and skills that enable decisions regarding personal actions, communicating with other people or groups, and navigating conflicts with others, and considering contextual factors.

Base Indicator	Adults	Early Elementary (K-2)	Late Elementary (3-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
Learners will be able to:	Adults will develop and practice the abilities to:	Adults will support, teach and model for young people as they learn to:	Adults will support, teach and model for young people as they learn to:	Adults will support, teach and model for young people as they learn to:	Adults will support, teach and model for young people as they learn to:	Adults will support, teach and model for young people as they learn to:
2A. Recognize and build empathy for the feelings and perspectives of others.	<p>2A.A. Recognize subtle and direct cues to understand and express concern for the feelings of students and adult peers.</p> <p>2A.B. Empathize with many others' perspectives, even when they disagree.</p>	<p>2A.1a. Recognize that others may experience situations differently from them.</p> <p>2A.1b. Use listening skills to identify the feelings and perspectives of others.</p>	<p>2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel.</p> <p>2A.2b. Communicate perceived understanding of the expressed feelings and perspectives of others.</p>	<p>2A.3a. Practice perspective-taking to infer understanding of others' thoughts, feelings, and intentions.</p> <p>2A.3b. Practice respectful curiosity to better understand others' lived experiences.</p>	<p>2A.4a. Reflect on the similarities and differences between their own perspectives and the perspectives of others, including those from different identity groups.</p> <p>2A.4b. Use their communication skills and respectful curiosity to better understand others' feelings, perspectives, and life experiences.</p>	<p>2A.5a. Demonstrate empathy for the unique lived experiences of others and their differing perspectives. Practice self-reflection to better understand self and others.</p> <p>2A.5b. Demonstrate empathy and communication skills to work collaboratively across lines of difference in groups.</p>

Base Indicator	Adults	Early Elementary (K-2)	Late Elementary (3-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
Learners will be able to:	Adults will develop and practice the abilities to:	Adults will support, teach and model for young people as they learn to:	Adults will support, teach and model for young people as they learn to:	Adults will support, teach and model for young people as they learn to:	Adults will support, teach and model for young people as they learn to:	Adults will support, teach and model for young people as they learn to:
2B. Recognize and affirm individual identities as well as individual and group similarities and differences, including those rooted in culture, ethnicity, race, religion, sexual orientation, gender identity or expression, ability, etc.	<p>2B.A. Recognize and support the identities of students and adult peers. Recognize and respond intentionally to bullying, including microaggressions, impacting students or adult peers.</p> <p>2B.B. Create and facilitate safe spaces and/or affirming content that reflects the many identities in the community.</p>	<p>2B.1a. Recognize their similarities to and differences from others.</p> <p>2B.1b. Express respectful curiosity about the history and lived experiences of others.</p> <p>2B.1c. Recognize bullying behaviors and practice safety and courage in seeking help from a trusted adult to respond.</p>	<p>2B.2a. Identify contributions of individuals and social and cultural groups across lines of difference.</p> <p>2B.2b. Demonstrate ability to communicate across a variety of groups.</p> <p>2B.2c. Identify ways to respond when they experience or witness bullying and/or relational aggression, such as seeking support of a trusted adult, or demonstrating courage in speaking up for themselves or a peer.</p>	<p>2B.3a. Exchange ideas and beliefs with individuals and social and cultural groups across lines of difference through open-minded communication.</p> <p>2B.3b. Demonstrate understanding of how culture or life experience shapes communication within and between identity groups.</p> <p>2B.3c. Reflect on the role of bias against individual, social, and cultural differences in bullying, stereotyping, prejudice, and microaggressions.</p>	<p>2B.4a. Recognize traits of a variety of cultures, including the dominant culture and their own culture, and understand how to negotiate their own identity in multiple spaces.</p> <p>2B.4b. Demonstrate ability to build and sustain meaningful relationships with individuals from different social and cultural groups and speak up with courage when harm has occurred.</p> <p>2B.4c. Reflect on the individual, cultural, and systemic impacts of stereotyping, prejudice, and microaggressions.</p>	<p>2B.5a. Identify community-building strategies that honor contributions and differences of individuals and social and cultural groups across lines of difference.</p> <p>2B.5b. Advocate for the well-being and rights of others and reflect on how the responsibility to stand up to exclusion, prejudice, and injustice contributes to the common good.</p> <p>2B.5c. Evaluate strategies for being kind to self and others, and for responding to stereotyping, prejudice, and microaggressions.</p>

Base Indicator Learners will be able to:	Adults Adults will develop and practice the abilities to:	Early Elementary (K-2) Adults will support, teach and model for young people as they learn to:	Late Elementary (3-5) Adults will support, teach and model for young people as they learn to:	Middle School (6-8) Adults will support, teach and model for young people as they learn to:	Early HS (9-10) Adults will support, teach and model for young people as they learn to:	Late HS (11-12) Adults will support, teach and model for young people as they learn to:
2C: Apply a variety of communication and social skills to interact with individuals and groups across lines of difference.	2C.A. Use direct and subtle methods of communication in their interactions with students, adult peers, and community. 2C.B. Participate in regular and meaningful communication with students, adult peers, and community across lines of difference.	2C.1a. Identify ways to interact with others that protect personal and collective safety and well-being, including establishing, maintaining, and respecting boundaries. 2C.1b. Demonstrate adaptability in social contexts that consider community and personal well-being.	2C.2a. Describe and practice approaches for developing and maintaining supportive relationships, including ways to respond to peer pressure. 2C.2b. Engage in strategies to work effectively and cooperatively across lines of difference.	2C.3a. Practice empathy in order to establish and maintain positive relationships with individuals and groups across lines of difference. 2C.3b. Demonstrate cooperation and teamwork to promote group well-being and collective efficacy.	2C.4a. Reflect on the ways requesting and providing support impacts a variety of relationships. 2C.4b. Reflect on their roles, efforts, and experiences across lines of difference in groups.	2C.5a. Reflect on the results of using communication and social skills in daily interactions with peers, teachers, and families and develop strategies to improve in areas that are challenging. 2C.5b. Assess the impact of their participation in groups working to effect community change.

Base Indicator	Adults	Early Elementary (K-2)	Late Elementary (3-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
Learners will be able to:	Adults will develop and practice the abilities to:	Adults will support, teach and model for young people as they learn to:	Adults will support, teach and model for young people as they learn to:	Adults will support, teach and model for young people as they learn to:	Adults will support, teach and model for young people as they learn to:	Adults will support, teach and model for young people as they learn to:
2D. Demonstrate the ability to prevent, manage, or resolve conflicts, including those that involve injustice or are related to culture, ethnicity, race, religion, sexual orientation, gender identity or expression, ability, etc.	<p>2D.A. Use a variety of communication skills to prevent, manage, navigate, and/or resolve conflicts and support students and adult peers to do the same.</p> <p>2D.B. Respond immediately to conflicts that involve injustice or are related to culture, ethnicity, race, religion, gender identity or expression, ability, etc. to affirm student and adult peer identity, agency, and belonging.</p>	<p>2D.1a. Identify opportunities, challenges, and conflicts commonly experienced by themselves and their peers.</p> <p>2D.1b. Communicate needs and wants clearly with peers and trusted adults, and practice approaches to navigating conflicts with adult support.</p>	<p>2D.2a. Identify strategies for preventing, managing, or navigating interpersonal conflicts.</p> <p>2D.2b. Apply simple approaches to navigating conflicts.</p>	<p>2D.3a. Describe potential causes and consequences of conflicts; recognizing that power and privilege impact relationships.</p> <p>2D.3b. Practice strategies for responding constructively to conflict and relational aggression.</p>	<p>2D.4a. Analyze how communication strategies help to navigate conflicts.</p> <p>2D.4b. Apply conflict resolution skills to navigate individual and group relationships in a variety of contexts.</p>	<p>2D.5a. Self-assess conflict-resolution skills and develop a plan to strengthen them.</p> <p>2D.5b. Practice using negotiation skills to reach solutions that value identities, relationships, and promote social justice.</p>

3. Young people demonstrate intentional decision-making skills and behaviors that consider social, emotional, and physical safety and well-being in personal, school, and community contexts.

The ability to make thoughtful and intentional decisions considering their individual and collective well-being is the foundation of an individual's participation in community. Each person needs the ability to solve problems by accurately defining issues and decisions to be made, generating multiple solutions, anticipating the outcomes of each, and having the ability to evaluate and learn from the outcomes of their decision making.

Base Indicator	Adults	Early Elementary (K-2)	Late Elementary (3-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
Learners will be able to:	Adults will develop and practice the abilities to:	Adults will support, teach and model for young people as they learn to:	Adults will support, teach and model for young people as they learn to:	Adults will support, teach and model for young people as they learn to:	Adults will support, teach and model for young people as they learn to:	Adults will support, teach and model for young people as they learn to:
3A: Consider individual and collective social, emotional, and physical safety and well-being, as well as social context in making decisions.	<p>3A.A. Make intentional decisions that consider and support the safety and well-being of themselves, students, and adult peers.</p> <p>3A.B. Consider how social context shapes situations and use that understanding to inform decision-making.</p>	<p>3A.1a. Explain how their actions impact self and others.</p> <p>3A.1b. Create, understand, and practice shared classroom expectations that support the well-being of self and others.</p>	<p>3A.2a. Demonstrate consideration for the safety and well-being of self and others.</p> <p>3A.2b. Demonstrate knowledge of how social expectations affect decision making and actions in multiple contexts.</p>	<p>3A.3a. Consider how curiosity, honesty, fairness, and compassion enable them to take the needs and wants of self and others into account when making decisions, including seeking help from an adult for a peer whose well-being may be endangered</p> <p>3A.3b. Analyze the sources and effects of school and societal rules, including those that cause or perpetuate injustice, and their impact on individuals and groups.</p>	<p>3A.4a. Demonstrate personal responsibility by making decisions that support the well-being of self and others.</p> <p>3A.4b. Evaluate how the expectations of different groups, including the expectations of those with social influence, power, and privilege, influence personal decisions and actions.</p>	<p>3A.5a. Apply critical thinking skills to evaluate social context and systems to inform decisions that support the well-being of self and others.</p> <p>3A.5b. Examine how societal expectations shape decisions and actions and vary across groups and cultures.</p>

Base Indicator	Adults	Early Elementary (K-2)	Late Elementary (3-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
Learners will be able to:	Adults will develop and practice the abilities to:	Adults will support, teach and model for young people as they learn to:	Adults will support, teach and model for young people as they learn to:	Adults will support, teach and model for young people as they learn to:	Adults will support, teach and model for young people as they learn to:	Adults will support, teach and model for young people as they learn to:
3B: Apply decision making skills to influence outcomes and strengthen agency in social and academic life.	<p>3B.A. Make decisions that support and improve outcomes for themselves, students, and adult peers.</p> <p>3B.B. Make decisions, including about the spaces they create and facilitate, that create opportunity for student agency.</p>	<p>3B.1a. Identify a range of decisions that they make at school and at home and the effects of those decisions.</p> <p>3B.1b. Apply a simple decision-making approach to make intentional choices when they are interacting across lines of difference.</p>	<p>3B.2a. Identify and apply decision-making steps that consider impact on self and others.</p> <p>3B.2b. As part of a decision-making approach, generate multiple solutions and evaluate the impact on self and others for a range of academic and social situations.</p>	<p>3B.3a. Reflect on how decision-making skills contribute to their study habits, academics, relationships, and participation in group activities in and out of school.</p> <p>3B.3b. As part of decision-making, consider strategies for making choices based on their values that promote personal and collective safety and well-being.</p>	<p>3B.4a. Generate possible solutions to challenges, anticipate potential consequences of decisions, and take intentional action toward desired outcomes.</p> <p>3B.4b. Apply decision making skills to establish mutually supportive interpersonal and intergroup relationships.</p>	<p>3B.5a. Analyze how current decision-making affects college, career, and personal life choices.</p> <p>3B.5b. Evaluate how decision-making regarding equity, diversity, and fairness affects interpersonal and intergroup relationships, and ways decision-making can support civic engagement.</p>

Base Indicator	Adults	Early Elementary (K-2)	Late Elementary (3-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
Learners will be able to:	Adults will develop and practice the abilities to:	Adults will support, teach and model for young people as they learn to:	Adults will support, teach and model for young people as they learn to:	Adults will support, teach and model for young people as they learn to:	Adults will support, teach and model for young people as they learn to:	Adults will support, teach and model for young people as they learn to:
3C. Take action to support the well-being of their school and community, including taking stands against bias and injustice.	<p>3C.A. Use restorative practices in responding to a witnessed incident of bias or injustice among students or adult peers.</p> <p>3C.B. Engage in work to support their school and/or local & global communities.</p>	<p>3C.1a. Identify ways they can help their classroom community.</p> <p>3C.1b. Identify ways they can help their family.</p>	<p>3C.2a. Identify ways they can take action to support their school community.</p> <p>3C.2b. Identify ways they can take action to support their local community.</p>	<p>3C.3a. Participate in civic experiences such as community service to address identified needs in their school, including those rooted in bias and injustice, and reflect on their efforts.</p> <p>3C.3b. Participate in civic experiences such as community service to address identified needs in their community, including those rooted in bias and injustice, and reflect on their efforts.</p>	<p>3C.4a. Plan, implement, and evaluate their participation in service-learning to improve school culture and climate.</p> <p>3C.4b. Plan, implement, and evaluate their participation in service learning to build greater social justice within their local community.</p>	<p>3C.5a. Participate cooperatively with others to plan, implement, and evaluate civic capstone projects to meet identified school needs.</p> <p>3C.5b. Work cooperatively with others to plan, implement, and evaluate a civic capstone project that addresses a social injustice identified in the local or global community.</p>

Adapted from: <https://www.nysed.gov/sites/default/files/programs/student-support-services/sel-benchmarks.pdf>

The NYSED Office of Student Support Services is responsible for promoting the provision of the student supports necessary to capitalize on each student’s potential. Services that are noted in this School Counseling Guidance Plan are listed below.

All services are found on their website: <https://www.nysed.gov/student-support-services>

1.) Student-Centered Services

<p>a.) Alternative and Incarcerated Education: this provides options for students who are at risk of dropping out of school to remain engaged in an alternative learning environment that focuses on their particular skills, abilities, and learning styles. It also gives students a chance to receive credentials that they can use to become a productive member of society.</p>
<p>b.) Attendance: this defines the responsibility of the school in students’ school attendance. School districts are to maintain accurate data to report to New York State and to provide counseling, support and communication with parents regarding a student’s attendance.</p>
<p>c.) Child Abuse and Neglect: this outlines the requirements of the school to provide information, trainings and professional development, to ensure all staff members are equipped to handle a situation of child abuse and/or neglect. This includes being able to identify abuse or maltreatment, understanding the parameters of educational neglect, and understanding the reporting process.</p>
<p>d.) Community Schools: this transforms a school into a place where educators, local community members, families, and students work together to strengthen conditions for student learning and healthy development. As partners, they organize in- and out-of-school resources, supports, and opportunities so that young people thrive. This is accomplished through the integrated implementation of the key practices: powerful student and family engagement; collaborative leadership and shared power and voice; expanded and enriched learning opportunities; integrated systems of support; and a culture of belonging, safety, and care.</p>
<p>e.) Employment of Minors (Working Papers): school districts are responsible for issuing employment certificates and permits to eligible applicants. Working papers ensure the safety, health and education of students, ages 14-17, by regulating their employment.</p>
<p>f.) Foster Care: the point of contact from the school is responsible for coordinating with local services and supports to increase educational stability, and improve the students’ outcomes.</p>
<p>g.) Home, Hospital, or Institutional Instruction: an educational service provided by a school district to resident students who are anticipated to be unable to attend school in person for at least ten days in a three-month period due to physical, mental, or emotional illness or injury. This instruction ensures that students can continue learning and working towards mastery of learning standards while being unable to attend school for reasons beyond their control.</p>
<p>h.) Residency: this is the basis upon which school districts may limit their financial responsibilities for public instruction. This defines who can enroll students within the district, the evidence that can be used to support a claim of residency, and the process of denial and appeal.</p>

2.) School Climate & Safety

a.) Behavior Supports and Interventions: these are designed to meet students' social, emotional, and mental health needs, and improve school climate and safety. The revised regulations ensure behavior supports and interventions are used safely and with the highest standards of oversight, monitoring, and data collection.

b.) School Culture & Climate: refers to the overall quality and character of the school environment, encompassing the attitudes, behaviors, and experiences of students, teachers, and staff. It includes a shared sense of safety, supportive relationships, effective teaching and learning practices, a physical environment that reflects all members of the community, and a positive social and emotional atmosphere within the school community.

c.) Social Emotional Learning: the implementation of social emotional learning in schools from grades K-12 may increase the likelihood that students will be fully and authentically engaged in their own social and emotional learning, be more connected to school, and become more empowered learners.