



# Fonda-Fultonville

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CENTRAL SCHOOL DISTRICT

FFCSD School Counseling Office  
K-12 Comprehensive Counseling Plan

# **New York State Part 100 Regulations – School Counseling Programs**

As per the New York State Education Department, listed in Part 100 of the Commissioner's Regulations, school counseling/guidance programs are defined as follows:

I. Public Schools: Each school district shall have a guidance program for all students.

II. 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 education students concerning avoidance of child sexual abuse and to encourage parental involvement.

III. In grades 7-12, the school counseling program shall include the following activities and services:

A.) An annual review of each student's educational progress and career plans, with such reviews conducted with each student individually or with small groups by personnel certified or licensed as school counselors.

B.) Instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselor, or by classroom teachers in cooperation with the school counselor.

C.) Other advisory and individual or group counseling assistance to enable students to benefit from the curriculum to help students develop and implement postsecondary educational 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 shall be provided by certified or licensed school psychologists or certified or licensed school social workers in cooperation with certified and licensed school counselors.

IV. 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. Such plan should 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; specifications of the staff members and other resources assigned to accomplish the objectives; provisions for the annual assessment of the program results. The plan shall be reviewed annually by the school counselors, and revisions shall be made as necessary.

# New York State Part 100 Regulations – School Counseling Programs

Amendments to subdivision (j) of section 100.2 of the Regulations of the Commissioner of Education were adopted by the Board of Regents effective July 1, 2017. The amended regulations govern comprehensive developmental school counseling programs beginning with the 2019-2020 school year. The full text of the regulation is available here:

<http://www.regents.nysed.gov/common/regents/files/517brca14.pdf>

This guidance document is designed to provide additional direction for school districts as they implement the amended regulations.

The New York State Education Department (“The Department”) amended the school counseling regulations in an effort to help increase opportunities for all students to be successful. It is important for students to have access to a certified or licensed school counselor in the early years to help inspire young students to strive for success and consider college and career opportunities. Access does not necessarily mean that every elementary school must hire a full-time counselor; but requirements such as core curriculum being provided by a school counselor should be met.

The Department’s Every Student Succeeds Act (ESSA) State Plan aligns with these amended school counseling regulations by including provisions that encourage schools and districts to adopt a “Whole School, Whole Community, Whole Child” multi-tiered model to promote positive school climates that, in turn, improve student outcomes. School climate is the way school culture affects a child’s sense of safety and acceptance, and consequently, is a critical determinant of their ability to focus on the task of learning.<sup>1</sup> Research shows that the whole child approach with an emphasis on social emotional learning (SEL) will lead to improved outcomes for children. In fact, the quality of the school climate may be the single most predictive factor in any school’s capacity to promote student achievement.<sup>2</sup>

Prior to September 2019, the previous requirements, which have been in place since the mid-1970’s, continue to remain in effect for grades K-12.<sup>3</sup> The previous regulations require school districts to have a guidance program for all students. However, because these regulations have not been updated in several decades, in preparation for the effective date of the amendments, districts should review their current program to highlight any areas needing immediate attention.

Commissioner’s Regulations do not contain requirements for charter schools. Charter schools are required to provide supports and services to students enrolled in the charter school pursuant to the school’s charter and applicable State and federal laws. The Department advises charter schools to review their program in light of advances in the profession of school counseling to include best practices and evidence-based approaches.

For non-public schools, the previous regulations, which specifies that each nonpublic secondary school shall provide a guidance and counseling program for students in grades 7-12, remains in effect. The Department advises nonpublic schools to review their program in light of advances in the profession of school counseling to include best practices and evidence-based approaches.

# School Counseling Office Beliefs/Philosophy

The school counseling program seeks to promote and reinforce the Fonda-Fultonville Central School District's mission statement and goals:

*"At the heart of our schools is a mission rooted in partnership with our community in order to empower and challenge every student to become a lifelong learner and responsible citizen."*

At FFCSD, we believe:

- In a learning community that promotes positive character and good citizenship.
- In learning communities that support students to become self-directed, lifelong learners.
- That an emotionally and physically safe environment is most conducive for effective teaching and learning.
- In celebrating our student and staff successes.
- In high expectations for all students and staff.
- In a commitment to continuous improvement through professional reflection and relevant data analysis.
- In providing the programs and resources necessary to support our educational mission while respecting the financial commitment of our taxpayers.
- In long-term fiscal planning to support financial stability.
- That open and honest communication with all stakeholders will lead to the best decisions for students.
- That children benefit when their parents are active participants in their education and that all students benefit when community members are involved in the governance of their schools.

Our mission as counselors of the Fonda-Fultonville Central School District is to deliver a comprehensive school counseling program that supports the individual needs of all students. With the support of parents, educators, administrators and community members we will inspire personal and academic growth, promote responsibility, cultural awareness and encourage a commitment to learning leading to life-long success:

- We believe in the dignity, worth and individuality of all students and their rights to personalized, educational services;
- With the belief that all students can experience academic success, we will facilitate programs and services to ensure that all students meet their full potential;
- We will collaborate with all stakeholders including parents, community members and all school personnel in the delivery of a comprehensive and developmental school counseling program;
- We will deliver a school counseling program that meets the academic, career and personal/social needs of all students;

# Beliefs/Philosophy Continued

- We will abide by the professional expectations and ethics proposed by the American School Counseling Association:

## **School Counseling National Domains and Standards**

The National Standards for School Counseling Programs facilitate student development in three broad areas: academic development, career development and personal/social development. Following are the nine national standards adopted by New York State.

### **Academic Development**

*Standard A:* Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

*Standard B:* Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

*Standard C:* Students will understand the relationship of academics to the world of work and to life at home and in the community.

### **Career Development**

*Standard A:* Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

*Standard B:* Students will employ strategies to achieve future career success and satisfaction.

*Standard C:* Students will understand the relationship between personal qualities, education & training and the world of work.

### **Personal/Social Development**

*Standard A:* Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect themselves and others.

*Standard B:* Students will make decisions, set goals and take necessary action to achieve goals.

*Standard C:* Students will understand safety and survival skills.

- The American School Counselor Association (ASCA) recommends a counselor to student ratio of 250:1. The current average nationally is 470:1, and for New York State is 624:1. Our ratios are as follows:

Level	Counselor FTE	Projected #Students	Counselor:Student
Elementary	.6FTE	473	473:1
Middle	1.0 FTE	429	429:1
High	1.0 FTE	429	224:1

Currently, it is the law for an academic annual review for students in grades 9-12. In 2019-2020 students grades 6-12 will be required. Grade 8 currently receives this already from the high school counselors.

# FFCSD Elementary School Counseling Plan

**K-4**

Program Activity/Need or Service	Timeline	Grade/Tier	ASCA Domains	Student Standard (ASCA, Mindsets/Behaviors, NYSED, CDOS)	Program Objectives	Staff & Resources	Outcomes & Evaluation
Academic monitoring: students benefit from having their classroom successes or struggles monitored	All year	K-4; I	Academic	<u>ASCA:</u> A:A A:B B-LS 3 B-LS 7 <u>CDOS:</u> 3a.3	♦Track academic progress ♦Work with teachers to identify need and intervention early ♦Keep parents informed early and often	♦ Teachers ♦Administration ♦ Instructional support team	♦Parental engagement ♦Early interventions
AIS Services: Students who are not meeting NYS Learning Standards, teacher benchmarks, or test scores.	All year – including summer	K-4; II	Social/Emotional Academic	<u>ASCA:</u> A:A A:B B-LS 3 B-LS 7 <u>CDOS:</u> 3a.3	♦To help students succeed in their academics ♦Meet NYS requirements ♦Improve attendance, grades, test scores ♦Monitor and update progress	♦Teachers ♦AIS Coordinator ♦Administrators	♦Stronger grades in school ♦Stronger test scores ♦Gaps in reading and math reduced
IST Meetings: Discuss student progress or larger concerns regarding academic or social development.	September – June	K-4; III	Social/Emotional Academic	<u>ASCA:</u> M5 A:A1 A:A3.1 A:B1.4 B.1.a B.2.b B:2.c	♦Identify students who are at risk academically, behaviorally, socially ♦Develop action plan	♦Teachers ♦Administrators ♦Social Worker ♦related service providers ♦ school psychologist	♦Enhance student achievement across the spectrum ♦Increase positive student behaviors ♦Increase parental communication ♦Follow up to determine if action plan works, and reevaluate

# FFCSD Elementary School Counseling Plan

**K-4**

Program Activity/Need or Service	Timeline	Grade/Tier	ASCA Domains	Student Standard (ASCA, Mindsets/Behaviors, NYSED, CDOS)	Program Objectives	Staff & Resources	Outcomes & Evaluation
CSE/504 Review: students who are monitored by PPS, and have unique needs	Yearly, per student	K-4; III	Social/Emotional Academic	<u>ASCA:</u> M2 B-LS 3 B-LS 7 A.1 B.1.a B.1.b <u>CDOS:</u> 3a.3	<ul style="list-style-type: none"> <li>♦Review yearly progress</li> <li>♦Discuss concerns across all members of the committee</li> <li>♦Determine plans for next academic year</li> <li>♦Revise based on need</li> </ul>	<ul style="list-style-type: none"> <li>♦Administrator</li> <li>♦School Psychologist</li> <li>♦Teachers</li> <li>♦School social worker</li> <li>♦Parents</li> <li>♦Student</li> </ul>	<ul style="list-style-type: none"> <li>♦Students will receive services to support academics and well-being</li> </ul>
Identification of Students in need of Remediation: students who may need summer remediation or retention	Year round	K-4; III	Social/Emotional Academic	<u>ASCA:</u> M2 B-LS 3 B-LS 7 A.1 B.1.a B.1.b <u>CDOS:</u> 3a.3	<ul style="list-style-type: none"> <li>♦Review students in need of remediation</li> <li>♦Evaluate supports</li> <li>♦Evaluate need of retention</li> </ul>	<ul style="list-style-type: none"> <li>♦Administrators</li> <li>♦Teachers</li> <li>♦Parents</li> <li>♦ Related service providers</li> <li>♦ Instructional support team</li> </ul>	<ul style="list-style-type: none"> <li>♦Students will improve their academics</li> <li>♦Students will learn and further develop skills they were lacking</li> <li>♦Students will progress when ready</li> </ul>
Positive Action™ : students need to learn cooperation, the intuitive philosophy of feeling good about themselves through positive actions	Year round	K-4; III	Social/Emotional Academic	<u>ASCA:</u> M1 <u>CDOS:</u> 3a.3	<ul style="list-style-type: none"> <li>♦Students will learn positive behaviors</li> <li>♦Support students to reduce negative school behaviors, increase character traits, and promote community</li> </ul>	<ul style="list-style-type: none"> <li>♦Elementary School Counselor</li> <li>♦Teachers</li> </ul>	<ul style="list-style-type: none"> <li>♦Students will have less adverse school behaviors</li> <li>♦Students will increase their emotional and social IQ</li> <li>♦Students will learn how to be positive peers</li> </ul>

# FFCSD Elementary School Counseling Plan

**K-4**

Program Activity/Need or Service	Timeline	Grade/ Tier	ASCA Domains	Student Standard (ASCA, Mindsets/ Behaviors, NYSED, CDOS)	Program Objectives	Staff & Resources	Outcomes & Evaluation
Character Education/Braves Traits: ♦Respect ♦Responsibility ♦Trustworthiness ♦Citizenship ♦Perseverance	September – June	K-4; I	Social/Emotional Academic	<u>ASCA:</u> M1 <u>CDOS:</u> 3a.3	♦Introduce students to character strengths ♦Explore connections to school success ♦Identify positivity/well being	♦Various ♦Monthly Assemblies ♦ Guidance Counselor ♦classroom teacher	♦Start students on path to emotional intelligence ♦Learning of empathy ♦Value of hard work ♦Promote community
Crisis Team Meeting or Counseling: students experiencing extreme circumstances requiring action by the school to address needs	Year round	K-4;III	S/E Academic	<u>ASCA:</u> B-LS4 B-SMS7 M2 A.1 A.7 C.1 C.2	♦Assess potential student crisis – either occurring or have occurred ♦Consult with crisis team ♦Respond to any crisis school wide	♦Admins ♦School counselors ♦School Psychologist ♦School social worker	♦Create individual plan ♦Make referrals to outside agencies ♦Follow up with all stakeholders ♦Provide support through academics
Parent Conferences: Parents and counselors work together to enhance the students' school experience	As needed	K-4;III	S/E Academic	<u>ASCA:</u> A.1.b B.1.c-d B.2.b-d B-LS 7 B-LS9	♦Meet with parents to discuss progress, or struggles students have made ♦Address parental concerns ♦Foster collaboration	♦Admins ♦Social worker ♦Teachers ♦counseling staff if needed	♦Parent to school communication enhanced ♦Student achievement will be a collaboration between schools and families ♦Connection to the school improved



# FFCSD Elementary School Counseling Plan

**K-4**

Program Activity/Need or Service	Timeline	Grade/Tier	ASCA Domains	Student Standard (ASCA, Mindsets/Behaviors, NYSED, CDOS)	Program Objectives	Staff & Resources	Outcomes & Evaluation
Individual Counseling: address academic or social problems students may encounter that requires short term counseling	September – June	K-4; III	Social/Emotional Academic	<u>ASCA:</u> A.1 A.2 A.4 A.5 A.7 A.10.b A.10.d D.1.b B-LS4 B-SMS7 M2	♦Short term counseling to address academic, behavioral, or emotional needs ♦Evaluates the behaviors that prohibits students from learning	♦School social worker ♦other school based mental health professionals	♦Student will develop emotional knowledge ♦Student will be able to have more successes in the classroom ♦Students will have assistance processing and going through emotional difficulties
Group Counseling: students are identified by teachers, parents, staff, or CSE referral that would benefit from small group counseling in a peer group	September – June	K-4; II	Social/Emotional Academic	<u>ASCA:</u> M1 B-SMS 1 A.1 A.7 PS:A PS:B PS:C <u>CDOS:</u> 3a.3	♦Provide support ♦Build skills that will help students be successful in school ♦Foster peer relationships ♦Foster belonging with peer group	♦School social worker or contracted provider ♦school base mental health counseling	♦Students will form relationships with others ♦Will have better preparation for successful academics ♦Students will learn skills to assist in academics, and behavior

# FFCSD Elementary School Counseling Plan

**K-4**

Program Activity/Need or Service	Timeline	Grade/ Tier	ASCA Domains	Student Standard (ASCA, Mindsets/ Behaviors, NYSED, CDOS)	Program Objectives	Staff & Resources	Outcomes & Evaluation
Career Education Counseling & Exploration: Students need to begin exposure to different community members and the jobs available outside of school	Year Round	K-4; III	S/E Academic	<u>ASCA:</u> M4 <u>CDOS:</u> 1	<ul style="list-style-type: none"> <li>◆Expose children to careers in their community</li> <li>◆Begin helping students understand their world outside of school</li> </ul>	◆Elementary Counselor	◆Students will be able to identify several careers of interest to them
Home Visits: visit students with attendance issues that need intervention. Or, meet with parents/family during a time of crisis, or delivery of assistance	As needed	K-4; III	S/E Academic	<u>ASCA:</u> A.1 A.2 A.4 A.5 A.7 A.10.b A.10.d D.1.b B-LS4 B-SMS7 M2	<ul style="list-style-type: none"> <li>◆Work with parent to get student to come to school</li> <li>◆Check on safety or wellbeing of student</li> <li>◆Encourage student to return to school</li> </ul>	<ul style="list-style-type: none"> <li>◆School social worker</li> <li>◆Admin</li> <li>◆Other staff as requested</li> </ul>	<ul style="list-style-type: none"> <li>◆Student will return to school</li> <li>◆Parents will provide additional support to student's educational process</li> <li>◆Student's attendance will improve</li> <li>◆Student may have individual plan developed</li> </ul>
CPS/Community Referrals: student safety is our number one priority, families may have needs unable to be addressed by the school	As needed	K-4; III	S/E Academic	<u>ASCA:</u> A.1.a A.1.b A.1.d B.1.b D.2.a	<ul style="list-style-type: none"> <li>◆Report incidents of safety or neglect concerns as mandated reporters</li> <li>◆Referrals to provide services beyond scope of the district</li> <li>◆Based on family need</li> </ul>	◆Any school staff member	<ul style="list-style-type: none"> <li>◆Students maintain safety</li> <li>◆Relationships improved</li> <li>◆Services recommended by CPS and public service</li> <li>◆Safety being closely monitored</li> </ul>

# FFCSD Middle School Counseling Plan

5-8

Program Activity/Need or Service	Timeline	Grade/Tier	ASCA Domains	Student Standard (ASCA, Mindsets/Behaviors, NYSED, CDOS)	Program Objectives	Staff & Resources	Outcomes & Evaluation
Academic monitoring: students benefit from having their classroom successes or struggles monitored	All year	5-8; I	Academic	<u>ASCA:</u> A:A A:B B-LS 3 B-LS 7 <u>CDOS:</u> 3a.3	♦Track academic progress ♦Work with teachers to identify need and intervention early ♦Keep parents informed early and often	♦Admins ♦Middle school counselor	♦Parental engagement ♦Early interventions
AIS Services: Students who are not meeting NYS Learning Standards, teacher benchmarks, or test scores.	All year – including summer	5-8; II	Social/Emotional Academic	<u>ASCA:</u> A:A A:B B-LS 3 B-LS 7 <u>CDOS:</u> 3a.3	♦To help students succeed in their academics ♦Meet NYS requirements ♦Improve attendance, grades, test scores ♦Monitor and update progress	♦Teachers ♦AIS Coordinator ♦Administrators ♦Middle school counselor	♦Stronger grades in school ♦Stronger test scores ♦Gaps in reading and math reduced
Team Meetings: Discuss student progress or larger concerns regarding academic or social development in the grade level.	September – June	5-8; III	Social/Emotional Academic	<u>ASCA:</u> M5 A:A1 A:A3.1 A:B1.4 B.1.a B.2.b B:2.c	♦Identify students who are at risk academically, behaviorally, socially ♦Develop action plan	♦Middle school teachers ♦Administrators ♦Middle school counselor ♦SRO (if necessary)	♦Enhance student achievement across the spectrum ♦Increase positive student behaviors ♦Increase parental communication ♦Follow up to determine if action plan works, and reevaluate

# FFCSD Middle School Counseling Plan

5-8

Program Activity/Need or Service	Timeline	Grade/Tier	ASCA Domains	Student Standard (ASCA, Mindsets/Behaviors, NYSED, CDOS)	Program Objectives	Staff & Resources	Outcomes & Evaluation
CSE/504 Review: students who are monitored by PPS, and have unique needs	Yearly, per student	5-8; III	Social/Emotional Academic	<u>ASCA:</u> M2 B-LS 3 B-LS 7 A.1 B.1.a B.1.b <u>CDOS:</u> 3a.3	<ul style="list-style-type: none"> <li>◆Review yearly progress</li> <li>◆Discuss concerns across all members of the committee</li> <li>◆Determine plans for next academic year</li> <li>◆Revise based on need</li> </ul>	<ul style="list-style-type: none"> <li>◆Middle school counselor</li> <li>◆Administrator</li> <li>◆School Psychologist</li> <li>◆Teachers</li> <li>◆School social worker</li> <li>◆Parents</li> <li>◆Student</li> </ul>	<ul style="list-style-type: none"> <li>◆Students will receive services to support academics and well-being</li> </ul>
Identification of Students in need of Remediation: students who may need summer remediation or retention	Year round	5-8; III	Social/Emotional Academic	<u>ASCA:</u> M2 B-LS 3 B-LS 7 A.1 B.1.a B.1.b <u>CDOS:</u> 3a.3	<ul style="list-style-type: none"> <li>◆Review students in need of remediation</li> <li>◆Evaluate supports</li> <li>◆Evaluate need of retention</li> </ul>	<ul style="list-style-type: none"> <li>◆Middle school counselor</li> <li>◆Administrators</li> <li>◆Teachers</li> <li>◆Parents</li> </ul>	<ul style="list-style-type: none"> <li>◆Students will improve their academics</li> <li>◆Students will learn and further develop skills they were lacking</li> <li>◆Students will progress when ready</li> </ul>

# FFCSD Middle School Counseling Plan

5-8

Program Activity/Need or Service	Timeline	Grade/ Tier	ASCA Domains	Student Standard (ASCA, Mindsets/ Behaviors, NYSED, CDOS)	Program Objectives	Staff & Resources	Outcomes & Evaluation
Annual Review: students require program recommendations and placement in schedules that fit their academic needs and state requirements	Year round	6-7;III	S/E Academic Career & College Readiness	<u>ASCA:</u> A:A A:B A:C C:B1-2 B-LS 4 B-SMS 1 <u>CDOS:</u> 1	♦Students in grades 6 & 7 will meet with counselor to discuss courses, yearly progress, and career readiness	♦Middle school counselor	♦Students will understand their progress ♦Will begin to discuss career planning and relationship to academics ♦Students will be more knowledgeable about ways to succeed in school
Crisis Team Meeting or Counseling: students experiencing extreme circumstances requiring action by the school to address needs	Year round	5-8;III	S/E Academic	<u>ASCA:</u> B-LS4 B-SMS7 M2 A.1 A.7 C.1 C.2	♦Assess potential student crisis – either occurring or have occurred ♦Consult with crisis team ♦Respond to any crisis school wide	♦Admins ♦Middle School counselors ♦School Psychologist ♦All on site counselors.	♦Create individual plan ♦Make referrals to outside agencies ♦Follow up with all stakeholders ♦Provide support through academics
Parent Conferences: Parents and counselors work together to enhance the students' school experience	As needed	5-8;III	S/E Academic	<u>ASCA:</u> A.1.b B.1.c-d B.2.b-d B-LS 7 B-LS9	♦Meet with parents to discuss progress, or struggles students have made ♦Address parental concerns ♦Foster collaboration	♦Admins ♦Middle school counselor ♦Teachers	♦Parent to school communication enhanced ♦Student achievement will be a collaboration between schools and families ♦Connection to the school improved

# FFCSD Middle School Counseling Plan

5-8

Program Activity/Need or Service	Timeline	Grade/Tier	ASCA Domains	Student Standard (ASCA, Mindsets/Behaviors, NYSED, CDOS)	Program Objectives	Staff & Resources	Outcomes & Evaluation
Individual Counseling: address academic or social problems students may encounter that requires short term counseling	September – June	5-8; III	Social/Emotional Academic	<u>ASCA:</u> A.1 A.2 A.4 A.5 A.7 A.10.b A.10.d D.1.b B-LS4 B-SMS7 M2	♦Short term counseling to address academic, behavioral, or emotional needs ♦Evaluates the behaviors that prohibits students from learning	♦Middle school counselor ♦Other contracted mental health professionals	♦Student will develop emotional knowledge ♦Student will be able to have more successes in the classroom ♦Students will have assistance processing and going through emotional difficulties
Group Counseling: students are identified by teachers, parents, staff, or CSE referral that would benefit from small group counseling in a peer group	September – June	5-8; II	Social/Emotional Academic	<u>ASCA:</u> M1 B-SMS 1 A.1 A.7 PS:A PS:B PS:C <u>CDOS:</u> 3a.3	♦Provide support ♦Build skills that will help students be successful in school ♦Foster peer relationships ♦Foster belonging with peer group	♦Middle school counselor ♦Other contracted mental health professionals	♦Students will form relationships with others ♦Will have better preparation for successful academics ♦Students will learn skills to assist in academics, and behavior

# FFCSD Middle School Counseling Plan

5-8

Program Activity/Need or Service	Timeline	Grade/ Tier	ASCA Domains	Student Standard (ASCA, Mindsets/ Behaviors, NYSED, CDOS)	Program Objectives	Staff & Resources	Outcomes & Evaluation
Home Visits: visit students with attendance issues that need intervention. Or, meet with parents/family during a time of crisis, or delivery of assistance	As needed	5-8; III	S/E Academic	<u>ASCA:</u> A.1 A.2 A.4 A.5 A.7 A.10.b A.10.d D.1.b B-LS4 B-SMS7 M2	♦Work with parent to get student to come to school ♦Check on safety or wellbeing of student ♦Encourage student to return to school	♦Middle school counselor ♦Admin ♦Other staff as requested	♦Student will return to school ♦Parents will provide additional support to student's educational process ♦Student's attendance will improve ♦Student may have individual plan developed
CPS Referrals: student safety is our number one priority	As needed	5-8; III	S/E Academic	<u>ASCA:</u> A.1.a A.1.b A.1.d B.1.b D.2.a	♦Report incidents of safety or neglect concerns as mandated reporters	♦Any school staff member	♦Students maintain safety ♦Relationships improved ♦Services recommended by CPS and public service ♦Safety being closely monitored
Community Referrals: families may need referrals for what is out there to assist them	As needed	5-8;III	S/E	<u>ASCA:</u> A.1.a A.1.b A.1.d B.1.b D.2.a	♦Referrals to provide service beyond the scope of what a school can provide ♦Based on individual/family need	♦Any school staff member	♦Students and their families can be connected to services they need

# FFCSD High School Counseling Plan

9-12

Program Activity/Need or Service	Timeline	Grade/ Tier	ASCA Domains	Student Standard (ASCA, Mindsets/ Behaviors , NYSED, CDOS)	Program Objectives	Staff & Resources	Outcomes & Evaluation
Academic monitoring: students benefit from having their classroom successes or struggles monitored	All year	9-12; I	Academic	<u>ASCA:</u> A:A A:B B-LS 3 B-LS 7 <u>CDOS:</u> 3a.3	♦Track academic progress ♦Work with teachers to identify need and intervention early ♦Keep parents informed early and often	♦Admins ♦High school counselors ♦High school teachers	♦Parental engagement ♦Early interventions
AIS Services: Students who are not meeting NYS Learning Standards, teacher benchmarks, or test scores.	All year – including summer	9-12; II	Social/Emotional Academic	<u>ASCA:</u> A:A A:B B-LS 3 B-LS 7 <u>CDOS:</u> 3a.3	♦To help students succeed in their academics ♦Meet NYS requirements ♦Improve attendance, grades, test scores ♦Monitor and update progress	♦Teachers ♦AIS Coordinator ♦Administrators ♦High school counselors	♦Stronger grades in school ♦Stronger test scores ♦Gaps in reading and math reduced
Team Meetings: Discuss student progress or larger concerns regarding academic or social development in the grade level.	September – June	9-12; III	Social/Emotional Academic	<u>ASCA:</u> M5 A:A1 A:A3.1 A:B1.4 B.1.a B.2.b B:2.c	♦Identify students who are at risk academically, behaviorally, socially ♦Develop action plan	♦High school teachers ♦Administrators ♦SRO ♦High school counselors	♦Enhance student achievement across the spectrum ♦Increase positive student behaviors ♦Increase parental communication ♦Follow up to determine if action plan works, and reevaluate



# FFCSD High School Counseling Plan

9-12

Program Activity/Need or Service	Timeline	Grade/Tier	ASCA Domains	Student Standard (ASCA, Mindsets/Behaviors, NYSED, CDOS)	Program Objectives	Staff & Resources	Outcomes & Evaluation
CSE/504 Review: students who are monitored by PPS, and have unique needs	Yearly, per student	9-12; III	Social/Emotional Academic	<u>ASCA:</u> M2 B-LS 3 B-LS 7 A.1 B.1.a B.1.b <u>CDOS:</u> 3a.3	♦Review yearly progress ♦Discuss concerns across all members of the committee ♦Determine plans for next academic year ♦Revise based on need	♦High school counselors ♦Administrator ♦School Psychologist ♦Teachers ♦Parents ♦Student	♦Students will receive services to support academics and well-being
Identification of Students in need of Remediation: students who may need summer remediation or retention	Year round	9-12; III	Social/Emotional Academic	<u>ASCA:</u> M2 B-LS 3 B-LS 7 A.1 B.1.a B.1.b <u>CDOS:</u> 3a.3	♦Review students in need of remediation ♦Evaluate supports ♦Evaluate need of retention	♦High school counselors ♦Administrators ♦Teachers ♦Parents	♦Students will improve their academics ♦Students will learn and further develop skills they were lacking ♦Students will progress when ready

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Program Activity/Need or Service	Timeline	Grade/ Tier	ASCA Domains	Student Standard (ASCA, Mindsets/ Behaviors, NYSED, CDOS)	Program Objectives	Staff & Resources	Outcomes & Evaluation
PINS Petition: completed when intervention services are ineffective, and attendance or behavior warrants escalation of services	Year round	9-12;III	S/E Academic Career & College Readiness	<u>ASCA:</u> A.1.a-b A.1.d B.1.b D.2.a	♦Students who fail to respond to interventions to increase attendance or behavior will be referred to PINS through county services. ♦Work with probation to help encourage increase of school success.	♦High school counselor ♦Admins	♦Students will understand the process ♦Students will work with probation to avoid further escalation ♦Students will be more knowledgeable about ways to succeed in school
Crisis Team Meeting or Counseling: students experiencing extreme circumstances requiring action by the school to address needs	Year round	9-12;III	S/E Academic	<u>ASCA:</u> B-LS4 B-SMS7 M2 A.1 A.7 C.1 C.2	♦Assess potential student crisis – either occurring or have occurred ♦Consult with crisis team ♦Respond to any crisis school wide	♦Admins ♦School counselors ♦School Psychologist ♦School social worker	♦Create individual plan ♦Make referrals to outside agencies ♦Follow up with all stakeholders ♦Provide support through academics
Parent Conferences: Parents and counselors work together to enhance the students' school experience	As needed	9-12;III	S/E Academic	<u>ASCA:</u> A.1.b B.1.c-d B.2.b-d B-LS 7 B-LS9	♦Meet with parents to discuss progress, or struggles students have made ♦Address parental concerns ♦Foster collaboration	♦Admins ♦High school counselors ♦Teachers	♦Parent to school communication enhanced ♦Student achievement will be a collaboration between schools and families ♦Connection to the school improved

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Program Activity/Need or Service	Timeline	Grade/ Tier	ASCA Domains	Student Standard (ASCA, Mindsets/ Behaviors , NYSED, CDOS)	Program Objectives	Staff & Resources	Outcomes & Evaluation
Individual Counseling: address academic or social problems students may encounter that requires short term counseling	September – June	9-12; III	Social/Emotional Academic	<u>ASCA:</u> A.1 A.2 A.4 A.5 A.7 A.10.b A.10.d D.1.b B-LS4 B-SMS7 M2	♦Short term counseling to address academic, behavioral, or emotional needs ♦Evaluates the behaviors that prohibits students from learning	♦High school counselor ♦Other contracted mental health professionals	♦Student will develop emotional knowledge ♦Student will be able to have more successes in the classroom ♦Students will have assistance processing and going through emotional difficulties
Group Counseling: students are identified by teachers, parents, staff, or CSE referral that would benefit from small group counseling in a peer group	September – June	9-12; II	Social/Emotional Academic	<u>ASCA:</u> M1 B-SMS 1 A.1 A.7 PS:A PS:B PS:C <u>CDOS:</u> 3a.3	♦Provide support ♦Build skills that will help students be successful in school ♦Foster peer relationships ♦Foster belonging with peer group	♦High school counselor ♦Other contracted mental health professionals	♦Students will form relationships with others ♦Will have better preparation for successful academics ♦Students will learn skills to assist in academics, and behavior

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Home Visits: visit students with attendance issues that need intervention. Or, meet with parents/family during a time of crisis, or delivery of assistance	As needed	9-12; III	S/E Academic	<u>ASCA:</u> A.1 A.2 A.4 A.5 A.7 A.10.b A.10.d D.1.b B-LS4 B-SMS7 M2	♦Work with parent to get student to come to school ♦Check on safety or wellbeing of student ♦Encourage student to return to school	♦High school counselor ♦School social worker ♦Admin ♦Other staff as requested	♦Student will return to school ♦Parents will provide additional support to student's educational process ♦Student's attendance will improve ♦Student may have individual plan developed
CPS Referrals: student safety is our number one priority	As needed	9-12; III	S/E Academic	<u>ASCA:</u> A.1.a A.1.b A.1.d B.1.b D.2.a	♦Report incidents of safety or neglect concerns as mandated reporters	♦Any school staff member	♦Students maintain safety ♦Relationships improved ♦Services recommended by CPS and public service ♦Safety being closely monitored
Community Referrals: families may need referrals for what is out there to assist them	As needed	9-12;III	S/E	<u>ASCA:</u> A.1.a A.1.b A.1.d B.1.b D.2.a	♦Referrals to provide service beyond the scope of what a school can provide ♦Based on individual/family need	♦Any school staff member	♦Students and their families can be connected to services they need

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Program Activity/Need or Service	Timeline	Grade/ Tier	ASCA Domains	Student Standard (ASCA, Mindsets/ Behaviors, NYSED, CDOS)	Program Objectives	Staff & Resources	Outcomes & Evaluation
Course Selection: students require assistance to select appropriate and challenging coursework for their educational, career, and graduation plans or requirements	February	9-12; I	Academic, Career & College Readiness	<u>ASCA:</u> B-LS 4 B-SMS 1 A:A2.3 A:A3.3 A.B2.6 A.C1.1 A.C1.4 C.B1.1 C.B2.4 A.1.b A.3.a-b A.9.g D.1.a <u>CDOS:</u> 1	<ul style="list-style-type: none"> <li>◆Help students choose realistic coursework</li> <li>◆Encourage students to see the benefit of taking challenging coursework</li> <li>◆Meet graduation requirements</li> <li>◆Meet post-secondary goals</li> <li>◆Review teacher recommendations for coursework</li> </ul>	◆High school counselors	<ul style="list-style-type: none"> <li>◆Students will have a supportive plan for their coursework needs.</li> <li>◆Coursework will reflect state and graduation standards and requirements</li> <li>◆Students will understand goal creation and diploma types</li> <li>◆Course selections can be discussed in relation to remaining in good academic standing for the current year.</li> </ul>
8 <sup>th</sup> Grade Transition Meetings: 8 <sup>th</sup> grade students and parents meet individually with high school counselor to discuss high school transition	February	8; II	Academic, S/E, Career and College Readiness	<u>ASCA:</u> B-SMS 10 A:A2.3 A:A3.3 A.B2.6 A.C1.1 A.C1.4 C.B1.1 C.B2.4 A.1.b A.3.a-b A.9.g D.1.a <u>CDOS:</u> 1	<ul style="list-style-type: none"> <li>◆Parents and students get to individually meet with high school counselor</li> <li>◆8<sup>th</sup> grade students and parents get a personalized discussion of what the high school has to offer students</li> <li>◆Provided information about academic programs, expectations, and ease transition into high school</li> </ul>	◆High school counselor	<ul style="list-style-type: none"> <li>◆Students and parents will understand the different graduation requirements and diploma types</li> <li>◆Students and parents will make informed decisions for course selection</li> <li>◆Students will realize the formation of their educational and career goals</li> <li>◆Students will become familiar with high school offerings</li> </ul>

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Program Activity/Need or Service	Timeline	Grade/ Tier	ASCA Domains	Student Standard (ASCA, Mindsets/ Behaviors, NYSED, CDOS)	Program Objectives	Staff & Resources	Outcomes & Evaluation
Senior Annual Reviews: review of student credits, understanding graduation pathway, solidification of post-secondary plans.	September	12; I	Academic, Career & College Readiness	<u>ASCA:</u> A.1.b-e A.2.a-c B.1.a-f A:C1.5-6 A:B2.1 C:B1.8 C:B2.1-2 B-LS 4 M4 <u>CDOS:</u> 1	<ul style="list-style-type: none"> <li>◆Receive information regarding their graduation standing and pathway</li> <li>◆Finish exploring college or career paths</li> <li>◆Complete senior survey</li> <li>◆Discuss career options</li> </ul>	◆High school counselors	<ul style="list-style-type: none"> <li>◆Students will have a list of possible colleges to apply to</li> <li>◆Students will know what they need to finish graduation requirements</li> <li>◆Students will have financial aid night information, college fair information, and scholarship information</li> </ul>
College Application Workshop: students will complete common app with counselor in English class	September	12; I	Academic, Career & College Readiness	<u>ASCA:</u> A.1.b-e A.2.a-c B.1.a-f A:C1.5-6 A:B2.1 C:B1.8 C:B2.1-2 B-LS 4 M4/5 <u>CDOS:</u> 1	<ul style="list-style-type: none"> <li>◆Counselors will help students prepare their common application</li> <li>◆Counselors will be available to troubleshoot navigation issues and provide suggestions for completion</li> <li>◆Familiarize students with common application</li> </ul>	<ul style="list-style-type: none"> <li>◆12<sup>th</sup> grade ELA Teachers</li> <li>◆High school counselors</li> </ul>	<ul style="list-style-type: none"> <li>◆Students will complete common application</li> <li>◆Students will choose faculty to ask for letters of recommendation</li> <li>◆Students will high light their college choices</li> </ul>

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Financial Aid Night: regional financial aid professionals and specialists will provide information to students and families about financial aid and its process.	October	12; I	Career & College Readiness	<u>ASCA:</u> A.1.c A.1.e A.3.b B.1.a C.B1.8 D.2.a M4	♦Regional reps will present college financial options to parents and students ♦Parents will understand the various aid and loans available ♦Excelsior scholarship and TAP will be explained	♦FMCC regional financial aid representative ♦High school counselors	♦Parents and students will each have their FSA IDs ♦Parents and students will complete their FAFSA ♦Parents will have knowledge of the different borrowing and grant opportunities
Scholarship Process: students should be aware of the opportunities in the high school counseling office both in the school and community.	September	12; I	Career & College Readiness	<u>ASCA:</u> A.1.c A.1.e A.3.b A:B1.4 PS:C1.6 M4/5	♦Students will be familiarized with the scholarship process ♦Students will be shown how to access the various scholarships	♦High school counselors	♦Students will be able to explore the various scholarships ♦Knowledge of scholarship process and availability will be increased ♦Students will learn more about the cost of college
FMCC College Fair and College Caravan: college reps visit FMCC to meet with students and share program information for the college search process	October	12; I	Career & College Readiness	<u>ASCA:</u> A.B1.1 A.C1.4 C:B1.1 A.1.a-b <u>CDOS:</u> 1	♦Students can learn more about college choices ♦Students can meet with representatives from various admissions offices	♦High school counselors ♦FMCC staff ♦Various college admissions counselors	♦Students can meet various college reps ♦Students will understand what colleges have to offer ♦Knowledge of opportunities will be expanded

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Instant Admit Days: Students who would like to attend FMCC or SCCC meet with admissions representatives in the counseling office	Fall -Spring	11; I	Academic, Career & College Readiness	<u>ASCA:</u> A.1.a A.3.b A.8.a D.2.a-b A:C1.4 A:B1.1 M4 <u>CDOS:</u> 1	♦Instantly apply and interview for local colleges ♦Students will receive a decision that day and plan next step	♦College staff ♦Counseling staff	♦Students will learn more about their majors ♦Students will know when to make their schedule and the timeline for registration
College Representative Visits: Students will be able to discuss college opportunities with various universities for an extended period of time in the counseling center	Fall - Spring	12; I	Career & College Readiness	<u>ASCA:</u> A.B1.1 A.C1.4 C:B1.1 A.1.a-b <u>CDOS:</u> 1	♦Students can learn more about college choices ♦Students can meet with representatives from various admissions offices	♦High school counselors ♦Various college admissions counselors	♦Students can meet various college reps ♦Students will understand what colleges have to offer ♦Knowledge of opportunities will be expanded



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Junior Annual Reviews: review of student credits, understanding graduation pathway, solidification of post-secondary plans.	November	11; I	Academic, Career & College Readiness	<u>ASCA:</u> A1.b-e A2.a-c B1.a-f A:C1.5-6 A:B2.1 C:B1.8 C:B2.1-2 B-LS 4 M4 <u>CDOS:</u> 1	<ul style="list-style-type: none"> <li>◆Receive information regarding their graduation standing and pathway</li> <li>◆Explore career and college pathways</li> <li>◆Discuss PSAT/SAT/ACT Options</li> <li>◆Begin discussions for course selection in senior</li> </ul>	◆High school counselors	<ul style="list-style-type: none"> <li>◆Students will have plan for next academic year</li> <li>◆Students will know what they need to graduate</li> <li>◆Students will know SAT test dates, and process for signing up.</li> </ul>
Sophomore Annual Reviews: review of student credits, understanding graduation pathway, choosing upper class pathways	December-January	10; I	Academic, Career & College Readiness	<u>ASCA:</u> A1.b-e A2.a-c B1.a-f A:C1.5-6 A:B2.1 C:B1.8 C:B2.1-2 B-LS 4 M4 <u>CDOS:</u> 1	<ul style="list-style-type: none"> <li>◆Receive information regarding their graduation standing and pathway</li> <li>◆Choose graduation pathways and various options</li> <li>◆Familiarize students with graduation and testing requirements</li> </ul>	◆High school counselors	<ul style="list-style-type: none"> <li>◆Students will finish four year planning</li> <li>◆Students will choose between CHS, CTE, or other pathways</li> <li>◆Discussion of next year's coursework</li> </ul>

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Freshman Annual Reviews: review of student credits, understanding graduation requirements, discuss the first year of high school	April	9; I	Academic, Career & College Readiness	<u>ASCA:</u> A1.b-e A2.a-c B1.a-f A:C1.5-6 A:B2.1 C:B1.8 C:B2.1-2 B-LS 4 M4 <u>CDOS:</u> 1	♦Process the first year of high school ♦Explore career and college pathways ♦Discuss course selections	♦High school counselors	♦Students will have plan for next academic year ♦Students will know what they need to graduate ♦Students will have their courses approved for following year ♦Students will have begun career exploration
Academic Progress Monitoring and Reporting: Students need to receive report cards and progress reports, and be made aware of their progress in their courses	Every 5 weeks	9-12:II	Academic, Career & College Readiness	<u>ASCA:</u> A:A3.1 A:B1.4-5 A:B2.2 A:B2.6 I-B-4 I-B-5b I-C-1/3/5 II-C-3/5 III-B-6d IV-B-3	♦Students and families have increased awareness of student success/failures ♦Increase communication between parents, students, and school faculty	♦High school counselors	♦Students will receive report cards or progress notes ♦Parents will be informed of student progress ♦Students will know what they need to do to be successful

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Academic At-Risk Mailings: Parents need to be made more aware of their child's progress towards graduation and risk.	Every 5 weeks	12; II	Academic, Career & College Readiness	<u>ASCA:</u> I-A-6 I-B-4 I-C-1 I-C-2 III-B-3a IV-B-2.a-g IV-B-3	♦Reach out to parents regarding lack of academic achievement ♦Increase communication ♦Parents will be given information on what their child is missing	♦High school counselors	♦Parents will understand what their child is missing ♦Parents will be made aware that graduation is in jeopardy ♦Parents will be reminded on the tools they have to monitor their child's academics
Summer School Mailing and Registration: Students and parents need to be notified timely of failures and registration for summer school	June	9-12:II	Academic, Career & College Readiness	<u>ASCA:</u> A:A1.3 A:A1.5 A:A3.1 A:B2.6 I-B-4 I-B-5b I-C-1/3/5 II-C-3/5 IV-B-3	♦Students and families have increased awareness of student success/failures ♦Increase communication between parents, students, and school faculty ♦Families are aware of summer school options	♦High school counselors	♦Parents will know their child should attend summer school to maintain academic progress ♦Students and Parents will understand that graduation may be at risk ♦Students and Parents will be aware of corrective plan for failed/missing courses or exams

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Career Inventory: Sophomores will complete an inventory and have follow up discussions surrounding strengths and weaknesses, and career exploration	Fall	10:II	Career & College Readiness	<u>ASCA:</u> A.B1.1 A.C1.4 C:B1.1 A.1.a-b A.3.b A.8.a D.2.a M4 <u>CDOS:</u> 1	♦Students will complete an interest inventory to gain further personal knowledge with regards to college and career ♦Students can begin to explore the academic needs of their potential careers and future plans	♦High school counselors	♦Students will start an official career plan ♦Students will be able to save their information for use in the future ♦Students will be aware of their options, and importance of academics
PSAT Exam and follow up: Juniors will take the PSAT exam in preparation for studying for the SAT in the spring	October & January	11:II	Career & College Readiness	<u>ASCA:</u> A.B1.1 A.C1.4 C:B1.1 A.1.a-b A.3.b A.8.a D.2.a M4 <u>CDOS:</u> 1	♦Students take the PSAT and enter the NMSQT	♦High school counselors	♦Students will get their PSAT results ♦Students will be aware of what range of scores they are in, and what colleges want ♦Students will link to Kahn Academy and create college board accounts in order to better prepare for spring SAT

