

**Morris Central School**  
**K-12 Comprehensive School Counseling Plan**  
**2019-2020**

**Transformation of School Counseling**

As education changes and the expectations related to the common core standards become greater, the demands on both students and educators also increase. The role of the school counselor is evolving to address these changes. The pages that follow will outline a cutting edge, school counseling plan for the Morris school community.

In order to develop and implement a comprehensive and standard-based counseling program, which is proactive and designed to reach and assist every student in Morris, a new vision and a wide range of skills are necessary for the contemporary school counselor. By using skills in leadership, advocacy, collaborations and data analysis, counselors can focus on the goal of improving student's achievement and creating changes needed to impact the system.

Morris school counselors will always use their counseling, consultation, and coordination skills. However, as counselor's training and professional development incorporate leadership, advocacy, collaboration, teaming and use of data, a more effective role for school counselors will emerge. By focusing on student achievement, school counselors will become vital educators in the Morris school setting.

As leaders and advocates, Morris school counselors are expected to promote, plan, implement, and assess a comprehensive school counseling program for each student. Keeping in mind "students first," Morris school counselors ensure that every student benefits directly from the school counseling program. It is our hope that Morris Central School District's comprehensive school counseling program will help to improve the continuity of services with students every day. The Morris Central School Counseling Department is dedicated to meeting the needs of all students.

The *National Standards for School Counseling Programs (1997)* and the *National Model for School Counseling Programs*, both developed by the American School Counseling Association (ASCA), **have shifted the focus of counseling from a student-by-student system to a comprehensive and developmental program providing academic, career, and personal/social development for every K-12 student.**

This comprehensive school counseling model offers content, process and accountability methods. School counselors are integral participants in collaborative programs that guide student achievement. Collaborating with teachers, administrators, community members, and families provide school counselors with information that can direct their programs. New York State school counselors with the support of superintendents, principals, and local boards of education, can analyze and assess school counseling programs, implement programs through a variety of delivery systems, and maintain an accountability system that demonstrates effectiveness.

The ASCA comprehensive school counseling program document 2012, recommends that the school counselor ratio be 1:250 (maximum). It is also recommended that specialized school counselors, such as At-Risk counselors, have no more than 8% ratio of the school building's population.

## **New York State Part 100.2 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 effectively participate 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 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 counselors, 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; 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; 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 a 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 an advisory council, and revisions shall be made as necessary.**

The comprehensive school counseling program is a framework for the systematic development, implementation, and evaluation of school counseling programs. The process for delivery of the National Standards linked to the Common Core Standards is accomplished by utilizing each of the four components of the comprehensive model: school counseling curriculum, individual student planning, responsive services, and system support. The comprehensive model identifies the competencies for students and uses varying strategies to deliver the content of the program to every student. Most importantly, the comprehensive program links school counseling to the total educational process.

The ASCA's National Model for School Counseling Programs incorporates the national standards, the comprehensive process and results-based accountability, while considering the developmental needs of every student. The four main components of the model are:

1. **The foundation** of the program which addresses the belief and mission that every student will benefit from the school counseling program.
2. **The delivery system** which defines the implementation process and the components of the comprehensive model (guidance curriculum, individual planning with students, responsive services and system support).
3. **The management system** that presents the organizational process and tools needed to deliver a comprehensive school counseling program. These processes and tools include: agreements or responsibilities, use of data, action plans, time and task analysis; and monthly calendars.
4. **The accountability system** which helps school counselors demonstrate the effectiveness of their work in measurable terms such as impacts over time, performance, evaluation, and program audit.

The National Model for School Counseling Programs speaks to the importance of accountability and having an organizational framework that documents and demonstrates "how students are different as a result of the school counseling programs." A commitment to accountability shifts public perception from questions such as "what do school counselors really do?" to show how school counselors are key players in the academic success for all students.

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### **1. FOUNDATION**

#### **Mission Statement**

- To provide a comprehensive, developmental counseling program that targets the academic, career, and social/emotional development of all students.
- School Counselors are professional advocates who collaborate with other educators, parents/guardians, and community stakeholders to maximize student potential and academic achievement.
- School Counselors believe that all students are capable of developing and demonstrating the knowledge, skills, abilities, and character needed to participate in the global society as responsible citizens.

#### **Counseling Team:**

This comprehensive model is the centerpiece of the Morris Central School District's effort to transform their school counseling department. This complete comprehensive model acts as a manual for counselors and administrators in clarifying the role of the School Counselor. The counseling team consists of:

- School Counselors
- School Based Health Social Worker
- School Psychologist
- Student Assistance Counselor
- Systems of Care Social Worker

#### **Counselor Role:**

The role of the school counselor is one that is growing with the times. As our society faces an increasing number of challenges (financial, cultural, social) so do our students, teachers, and administrators. The school counselor is central to all the participants involved in the education of the child while having the equally important role of identifying the individual needs of all students.

Among the skills that characterize a school counselor, the following are considered essential:

- **Counseling:** School counselors spend time on individual and group counseling, crisis intervention, prevention and responsive services.
- **Consultation:** School counselors acting as consultants can help parents, teachers, and students work together effectively. They seek solutions to improve the educational/social/emotional experience for all students.
- **Coordination of Services:** School counselors coordinate resources and services for students and families through community outreach. School counselors collaborate with agencies to provide a variety of services and opportunities to students and their families.
- **Leadership:** School counselors seek to make schools a welcoming learning community where all students can achieve academic, career, and Personal/Social success.
- **Advocacy:** School counselors are advocates for all students.
- **Teaming and Collaboration:** Counselors collaborate with all school community members. Counselors collaborate most closely with teachers to deliver the counseling program. In addition, they use professional development opportunities to promote the counseling programs to members of the educational community and develop collaborative projects.
- **Use of Data:** Data provides a method to determine the impact of a school counseling program on student success and school climate.
- **Use of Technology:** School counselors are technologically literate and proficient in using the internet, communicating electronically, and processing data electronically to better assess student progress and program quality.

*(ASCA – Role of the School Counselor)*

### **Program Standards:**

The National Standards for School Counseling Programs facilitate student development in three broad areas: academic development, career development and Personal/Social development. The following are the nine national standards adopted by New York State. They serve as the foundation of the Morris Central School Comprehensive School Counseling Program, and represent knowledge, attitudes and skills that all students will acquire and demonstrate in the areas of academic, career and Personal/Social development as a result of participation in the Morris Central School Comprehensive School Counseling Program.

#### **Academic Development:**

- **Standard A:** Students will acquire the attitudes, knowledge and skills that contribute 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 goals with 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 knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.
- **Standard B:** Students will make decisions, set goals, and take necessary actions to achieve goals.
- **Standard C:** Students will understand safety and survival skills.

## 2. DELIVERY SYSTEMS

### Individual Student Planning:

Counselors monitor students' progress so they may achieve success in academic, social/emotional, and career areas. This may be accomplished through:

- **Individual or Small Group Appraisal:** Work with students in analyzing and evaluating abilities, interests, skills, and achievement.
- **Individual or Small Group Advisement:** Work directly with students on achieving success in social/emotional, academic, and career areas.
- **Case Management:** Monitor individual students' progress.
- **Placement:** Collaborate with school staff in determining the proper educational setting for students as they meet their academic and social goals.

### School Counseling Curriculum:

The counseling curriculum provides developmental activities that address academic, career and social/emotional needs of students K-12. This is accomplished through:

- **Classroom Activities:** School counselors present lessons in the classroom.
- **Group Activities:** School counselors conduct group activities outside of the classroom to address students' particular needs.
- **Interdisciplinary Activities:** School counselors collaborate with school staff to implement curriculum across content areas.

### Responsive Services:

School counselors provide support and interventions to meet the needs of students. This is accomplished through:

- **Individual and Small Group Counseling:** Counseling is provided for students experiencing social, emotional, personal, or academic difficulties.
- **Crisis Counseling:** Short term counseling that is provided to students, families or staff as an immediate intervention to a crisis.
- **Referrals:** Counselors connect families to appropriate resources as needed.
- **Consultation:** School counselors collaborate with families, school staff, and community agencies to develop interventions for students.

### System Support:

School counselors assess the effectiveness of the counseling program. This is accomplished through:

- **Teaming:** School counselors participate in district wide building committees.
- **Professional Development:** School counselors regularly participate in training, conferences, and meetings to update knowledge and skills.
- **Program Promotion:** School counselors provide orientation and information regarding the programs to the greater community via websites, counseling newsletters, and presentations.
- **Program Management System and Evaluation:** School counselors regularly collect and analyze data to evaluate the program and continue updating program activities.

### 3. MANAGEMENT SYSTEMS

Intertwined with the delivery system is a management system, which incorporates organizational processes and tools to ensure the Morris School Counseling program is organized, concrete, clearly delineated, and reflective of the school's needs.

#### **Counselor Duties and Responsibilities:**

School counselors address all standards and competencies every day with students, but the chart indicates grade levels where the standards and competencies are addressed with planned activities that reach every student. Please see chart in appendix for PK-12 curriculum.

#### **Advisory Council Agreement:**

An advisory committee is a representative group of persons appointed to both advise and assist the school counseling program within a school district.

The Morris Central School Counseling Program Advisory Committee is advisory in nature and will offer suggestions about the counseling program and services, review program goals, brainstorm improvements for the program, and express concerns from the community. Advisory council members will support counselors and provide on-going advice. The council will reflect the community's diversity and include parents or guardians, counselors, business and community members. The council will meet at least twice a year.

#### **Use of time chart:**

District counselors recognize the value of direct service in addition to indirect services. It is recommended that school counselors spend 80% of their time in direct and indirect services with students. The remaining time is spent for program management and program services. Morris school counselors will utilize the use of time chart to ensure they are using their time appropriately.

#### **Counseling Program Calendar:**

A yearly calendar written by the counselors within each school will indicate overall counseling activities for elementary, middle and high school levels.

Monthly calendars are used by counselors to guide program delivery. The Morris School Counseling Department's annual calendars reflect the schools mission. The annual calendar provides a framework for school counseling programs and helps guide the counselors in their daily and weekly calendars.

#### **Community Resources:**

Counselors will work with a variety of resources to implement the Comprehensive School Counseling Program. Parents/Guardians, students, community agencies/businesses and school staff are utilized to provide counseling related services to students.

## 4. ACCOUNTABILITY SYSTEMS

Accountability and evaluation of the school counseling program are absolute necessities, and help to answer the question, “How are students different as a result of the school counseling program?”

### **District Review:**

The comprehensive school counseling program will be reviewed by the school counseling department on an annual basis. During this review, previous year results and goals will be evaluated and changes will be made to improve the counseling program. The superintendent will have access to these changes and the review.

Counselor Action Plan will be used during the annual review to assess the effectiveness of the Morris Central School Comprehensive School Counseling Program. As a first step in determining how students are different as a result of the counseling activities, an action plan is drawn up annually to evaluate one specific counseling activity. Information contained in the Action Plan will include:

- Grade Level
- Lesson Content
- ASCA Domain and Standard
- Curriculum and Materials
- Start and End Dates
- Number of Students Affected
- Location
- Evaluation and Assessment
- Contact Person

### **Evaluation Tools:**

To achieve the best results for students, Morris school counselors regularly evaluate their program to determine its effectiveness. Now more than ever, Morris school counselors are challenged to demonstrate the effectiveness of their programs in measurable terms. Morris school counselors use accountability strategies to monitor student achievement and to evaluate and improve the school counseling program.

Means of evaluating counseling activities may include, but are not limited to, pre- and post-tests, attendance rates, retention rates, grades, discipline referrals, test scores, school climate survey, school report card, student and/or staff survey. Furthermore, Morris Central School advisory council will review the programs to identify trends and areas of success and areas in need of improvement.

Program Evaluation and improvement has four components: Self-analysis of the school counselor's strengths, departmental analysis of the school counseling program's strengths and areas of improvement, evaluation of the school counselor's performance, and a review of the program goals created with the administration at the beginning of the year.



## **NYSED Career Development & Occupational Student (CDOS) Standards:**

Adopted by New York State, there are three main learning standards of which students will learn and demonstrate skills in career and occupational areas. Instruction toward the commencement level learning standards should begin in elementary school and continue throughout the student's high school experience. The CDOS learning standards, which are provided at the Elementary, Intermediate and Commencement levels, include a progression of learning standards:

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. Learning standards in the area of career awareness and exploration may be evidenced by completing a career plan; applying decision-making skills in the selection of a career option; analyzing skills and abilities necessary for specific career options and participating in work experiences as described in Section II of the New York State Work-Based Learning Manual (<http://www.p12.nysed.gov/cte/wbl/home.html>).
2. **Integrated Learning:** Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings. This may be evidenced by applying academic knowledge and skills across multiple settings and demonstrating the ability to research, interpret, analyze and evaluate information.
3. **3a. Universal Foundation Skills:** Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace. These skills and competencies include the following:
  - Basic Skills (reading, writing, listening, speaking, arithmetical and mathematical functions);
  - Thinking Skills (problem solving, experimenting, focused observation and applying knowledge to new and unfamiliar situations);
  - Personal Qualities (self-management, planning, organizing and taking independent action);
  - Interpersonal Skills (teamwork and cooperation in large and small groups in family, social and work situations)
  - Technology (designing and creating things from available resources to satisfy personal and societal needs and wants);
  - Managing Information (accessing and using information obtained from other people, community resources and computer networks);
  - Managing Resources (applying financial and human factors, and the elements of time and materials to successfully carry out a planned activity); and
  - Systems (understanding and working within natural and constructed systems)
4. **Career Majors:** (Optional for this credential.) 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. The learning standards for career majors may be evidenced by acquisition of specific knowledge and skills within a specific career major. The Career Majors include the following:
  - Business/Information Systems;
  - Health Services;
  - Engineering/Technologies;
  - Human and Public Services;
  - Natural and Agricultural Sciences; and
  - Arts/Humanities.

## **Mindsets & Behaviors for Student Success:**

The Mindsets and Behaviors for School Counseling Programs facilitate student development in two broad areas: mindset and behaviors. Following are the standards adopted by New York State.

### **Mindset Standards**

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

### **Behavior Standards**

#### **Learning Strategies:**

- B-LS 1.** Demonstrate critical thinking skills to make informed decisions
- B-LS 2.** Demonstrate creativity
- B-LS 3.** Use time management, organizational and study skills
- B-LS 4.** Apply self-motivation and self-direction to learning
- B-LS 5.** Apply media and technology skills
- B-LS 6.** Set high standards of quality
- B-LS 7.** Identify long- and short-term academic, career and social/emotional goals
- B-LS 8.** Actively engage in challenging coursework
- B-LS 9.** Gather evidence and consider multiple perspectives to make informed decisions
- B-LS 10.** Participate in enrichment and extracurricular activities

#### **Self-Management Skills:**

- B-SMS 1.** Demonstrate the ability to assume responsibility
- B-SMS 2.** Demonstrate self-discipline and self-control
- B-SMS 3.** Demonstrate the ability to work independently
- B-SMS 4.** Demonstrate the ability to delay instant gratification for long-term rewards
- B-SMS 5.** Demonstrate perseverance to achieve long- and short-term goals
- B-SMS 6.** Demonstrate ability to overcome barriers to learning
- B-SMS 7.** Demonstrate effective coping skills when faced with a problem
- B-SMS 8.** Demonstrate the ability to balance school, home and community activities
- B-SMS 9.** Demonstrate personal safety skills
- B-SMS 10.** Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

**Social Skills:**

- B-SS 1.** Use effective oral and written communication skills and listening skills
- B-SS 2.** Create positive and supportive relationships with other students
- B-SS 3.** Create relationships with adults that support success
- B-SS 4.** Demonstrate empathy
- B-SS 5.** Demonstrate ethical decision-making and social responsibility
- B-SS 6.** Use effective collaboration and cooperation skills
- B-SS 7.** Use leadership and teamwork skills to work effectively in diverse teams
- B-SS 8.** Demonstrate advocacy skills and ability to assert self, when necessary
- B-SS 9.** Demonstrate social maturity and behaviors appropriate to the situation and environments

## 5. Appendix

Elementary School Level Program Map									
Grade Level	Core Curriculum	ASCA Mindsets & Behaviors	CDOS	Curriculum and Resources	Projected Start/End	Projected Number of Students	Lessons will be Presented in (Class/ Subject)	Evaluation Methods How will the results be measured)	Outcome(s) when applicable
<b>Academic</b>									
K-6	Individual and Group IEP Counseling	M1	Standard 1,2,3	Adapted Curriculum	On-going	Varies year to year	Counselor's office	Behavior, attendance, data collection, teacher, parent, & self-reports	Student meets counseling goals
K-6	Skills for Learning	M2 M6 BLS-4 BLS-6 BSS-1 BSS-2 BSS-5	Standard 1,3a	Mind+Heart Curriculum & Adapted Curriculum	On-going	K-6 Students	Regular Classroom	Observation, teacher reports	Demonstrate how effort and persistence positively affects learning; self-regulation strategies
3-6	Testing Preparation	B-LS 3 B-LS 6	Standard 2 & 3a	Adapted Curriculum	March-April	All 3-6 Students	Regular Classroom, Small Groups	Observations	Students will learn test taking skills and anxiety-reducing strategies
4	Fixed vs. Growth Mindset, the Brain, Self Efficacy & Perseverance Goal Setting	M1, M2, M5, M6 B-LS 1 B-LS 4 B-LS 6	Standard 2 & 3a	Growth Mindset Lessons & Activities	Weekly	4th	Regular Classroom	Observation, teacher reports	Students will learn how a positive growth mindset affects learning; and the process of setting SMART goals
6	7th Grade Orientation	M3, M5 B-LS 3 B-SMS 8 B-SMS 10 B-SS 2	Standard 2 & 3a	Handouts	1 time per year	6th Graders	Classroom/ Auditorium	Observation, Student Report	Students are presented with 7th grade requirements and expectations
6	7th Grade Transition Meeting	M 2, M3 B-SMS 10 B-SS 2	Standard 2 & 3a	Class Rosters	1 time per year Summer	6th graders	Cafeteria/ 7th Grade Hallway	Observation, Student/ Parent Report	Review and help with class schedules, lockers and organization

Grade Level	Core Curriculum	ASCA Mindsets & Behaviors	CDOS	Curriculum and Resources	Projected Start/End	Projected Number of Students	Lessons will be Presented in (Class/Subject)	Evaluation Methods How will the results be measured)	Outcome(s) when applicable
<b>Career</b>									
K - 6	Career Development	M 4 B-LS 7	Standard 1,2 & 3a	NYS Career Template - Grade Level Curriculum	Spring	K-6 Students	Regular Classroom	NYS Career Plans	Greater knowledge of the world of work
6	College Visitations	B-LS 7 B-LS 8	Standard 1, 2 & 3a	CFES Pathways to College	On-going	30	Destination	N/A	College Campus visits to enhance student knowledge
6	Individual Meetings	M 4, M 5 B-LS 7	Standard 1, 2 & 3a	NYS Career Template Intermediate	Spring	30	Counselor's Office	NYS Career Plans	Relate strengths and interests to potential careers
6	Career Development	M 4, M 5 B-LS 7	Standard 1, 2 & 3a	Naviance & Adapted Curriculum	On-going	30	Regular Classroom	Naviance Survey	Relate strengths and interests to potential careers
<b>Social-Emotional</b>									
K-6	Crisis Counseling	Depends on goals	Depends on goals	N/A	On-going	Based on need	Counselor's Office	N/A	Student de-escalated and returned to routine
K-6	Social Skills Groups	B-SMS 2 B-SMS 7	Standard 3a	Books, games, craft activities	On-going	K-6 students	Counselor's Office	Observation, teacher reports	Students will develop appropriate social skills, emotional management and problem solving skills
2-5	Girls/Boys Lunch Groups	M1, M2, M3 B-SMS 2 B-SMS 7	Standard 3a	Lessons, games, craft activities	As Needed	Depends on referral and counseling referral	Counselor's Office	Observation, teacher reports	Girls will develop self-esteem, coping and conflict resolution strategies
K-6	Character Education Assemblies	M3, M6	Standard 1 & 3a	Themed materials, presentations vary	Varies year to year	PreK-6 Students	Auditorium	Observation, teacher reports	Students will learn citizenship and positive school climate

Grade Level	Core Curriculum	ASCA Mindsets & Behaviors	CDOS	Curriculum and Resources	Projected Start/End	Projected Number of Students	Lessons will be Presented in (Class/Subject)	Evaluation Methods How will the results be measured)	Outcome(s) when applicable
K-8	DASA Presentation	M3 B-SS 2 B-SS 5 B-SS 4	Standard 3a	Adapted Curriculum	Fall	K-8 Students	Regular classroom/ Assemblies	Observation, referrals	Students will identify types of bullying, how it affects, and, and how to respond
K-6	Mix it Up	M3 B-SS 2 B-SS-4	Standard 3a	Mix it Up at Lunch Day activities	Mix it Up at Lunch Day October	K-6 Students	Cafeteria	Observation	Improve students' awareness of and acceptance of diversity
K-6	Bus Safety	B-SMS 1 B-SMS 2 B-SS 5	Standard 1, 2 & 3a	Bus Safety Lessons/ Activities	National Bus Safety Week October	K-6 Students	Classrooms	Observation, Bus referrals	Students will learn the rules for bus safety
K-6	Red Ribbon	M3 B-SS 5 B-SS 8 B-SS 9	Standard 1, 2 & 3a	Suggested Red Ribbon Week Activities	Red Ribbon Week October	K-6 Students	School Wide Activities	Observation	Healthy living, decision making
K-6	"Live the Dream" Kindness Challenge	M3 B-SS 2 B-SS 4	Standard 1, 2 & 3a	100 Acts of Kindness Challenge	Jan/Feb	K-6 Students	School Wide Activities	Observation Teacher/Student Report	Students will perform 100 acts of kindness
K-6	Sharing & Caring	M3 B-SS 2 B-SS 4	Standard 1, 2 & 3a	Suggested daily challenges	Random Acts of Kindness Week	K-6 Students	School Wide Activities	Observation Teacher/Student Report	Practice kindness towards students and faculty
K-6	Personal Safety Skills (including Internet Safety)	M1 B-SMS 9 B-SS 5	Standard 2 & 3a	Netsmartz Program	Spring	K-6 Students	Regular Classroom	Teacher Surveys	Identify four Personal Safety rules in the real world and on the internet
K-6	Child Sexual Abuse Prevention Lessons	M1 B-SMS 9 B-SS 8	Standard 2 & 3a	Netsmartz Program	Spring	K-6 Students	Regular Classrooms	Evaluation by counselor	Recognize unsafe and unwanted touch & how to report to adults

Grade Level	Core Curriculum	ASCA Mindsets & Behaviors	CDOS	Curriculum and Resources	Projected Start/End	Projected Number of Students	Lessons will be Presented in (Class/Subject)	Evaluation Methods How will the results be measured)	Outcome(s) when applicable
K-6	Mindfulness	M1 B-SMS 2 B-SMS 7 B-SMS 10	Standard 3a	Mindup Curriculum and Adapted Yoga	On-going	K-5	Regular Classroom	Observation, Teacher report	Students will learn and practice self-regulation skills
K-1	Intro to Emotions	M1 B-SS 9	Standard 3a	Emotional ABC's	Weekly	K-1 students	Regular Classroom	Observation, Teacher Report	Students will learn how to identify emotions, observe their own and others' responses
K-1	Skills to Increase Emotional Understanding	M1 B-SMS 7 B-SS 9	Standard 3a	Emotional ABC's	Weekly	K-1 students	Regular Classroom	Observation, Teacher Report	Students will be able to recognize face and body clues, develop a method of breathing to self regulate
K-1	Self Management of Emotions	M1 B-SMS 7 B-SS 9	Standard 3a	Emotional ABC's	Weekly	K-1 Students	Regular Classroom	Observation, Teacher Report	Identifying emotional triggers and learning techniques to manage emotions
K-1	Responsible Decision-Making	M1 B-SMS 2 B-SS 5 B-SS 9	Standard 3a	Emotional ABC's	Weekly	K-1 Students	Regular Classroom	Teacher Report	Practice using their decision- making skills in hypothetical situations
2	Zones of Regulation/ Mindfulness	M1 B-SMS 2 B-SMS 7 B-SMS 10 B-SS 9	Standard 3a	Zones of Regulation/ Mindfulness for Little Learners	Weekly	2nd	Regular Classroom	Observation, Teacher Report	Students learn how to understand and recognize feelings, how to calm down strong feelings; Students will learn and practice self-regulation skills
3	You Can Choose Series	M1, M2, M5 B-SMS 1 B-SMS 2 B-SMS 7 B-SS 1 B-SS 2 B-SS 5 B-SS 6 B-SS 9	Standard 3a.	Character Education	Weekly	3rd	Regular Classroom	Observation, Teacher Report	Students will learn about self-discipline, making good decisions and skills to develop self-esteem, and the ability to get along with others.

Grade Level	Core Curriculum	ASCA Mindsets & Behaviors	CDOS	Curriculum and Resources	Projected Start/End	Projected Number of Students	Lessons will be Presented in (Class/Subject)	Evaluation Methods How will the results be measured)	Outcome(s) when applicable
5	Building Resilience	M1, M2, M6 B-SMS 1 B-SMS 7 B-SMS 10 B-SS 2 B-SS 4 B-SS 5 B-SS 8	Standard 3a.	Resilience Park	Weekly	5th	Regular Classroom	Observation, Teacher Report	Students will develop strengths and acquire coping skills to bounce back from adversity.
5	Too Good for Violence	M1 B-LS-1 B-LS-7 B-SMS-1 B-SMS-2 B-SS-1 B-SS-2 B-SS-4 B-SS-8	Standard 1, 2 & 3a	LEAF-Too Good for Violence Curriculum	6 Weeks	5th Grade Students	Regular Classroom	Observation, Teacher reports	Healthy living, violence prevention, decision making
6	Drug & Alcohol Abuse Prevention	M1 B-SMS 9 B-SS 5	Standard 1, 2 & 3a	LEAF- Life Skills Training & Too Good For Drugs	8 weeks	6th Graders	Regular Classroom	Observation, Teacher Reports	Healthy living, violence prevention, decision making
<b>Indirect Services</b>									
K-2	Rise and Shine Attendance Program	M6 B-SS 9	Standard 3a	Class Rosters	Daily Check- in	K-2 Students	Cafeteria	Attendance records	Improve student attendance
3-6	State Testing ELA/Math/ Science	M4	N/A	Help Coordinate State Testing	Testing Period	Students Grades 3-6	Classrooms	Annually	Student improvement in the areas tested
PK-6	Open House	M1 M3 M6	N/A	Appropriate Handouts	September/ October	PreK-6 Students	Fall Open House	N/A	Increase parent involvement and access to resources
PK-6	Parent/ Teacher Conferences	M1, M4	N/A	Notes and Grades	On-going	Based on need	Counseling Office	N/A	Improve parent participation/ investment, collaboration



Grade Level	Core Curriculum	ASCA Mindsets & Behaviors	CDOS	Curriculum and Resources	Projected Start/End	Projected Number of Students	Lessons will be Presented in (Class/Subject)	Evaluation Methods How will the results be measured)	Outcome(s) when applicable
PK-6	CSE/CPSE Meetings	M1, M4	N/A	Develop IEPs/504 Plans	On-going	Annual & as needed	CSE Office	Testing/ Reports/ Data	Improve Academic performance and Transitions
PK-6	Outside Agencies Liaison	M1	N/A	N/A	Ongoing	Based on need	Counseling Office	Observation	Student Safety, Resources Identified
PK-12	PPI Meetings	Student Concerns	N/A	Agenda	Ongoing	Based on need	Conference Room	N/A	Collaboration between stakeholders.
PK-12	Crisis Team Meetings	Crisis Scenarios and team response	N/A	Agenda	Monthly	Bimonthly	Conference Room	N/A	Review and update crisis plan

Middle School Level Program Map									
Grade Level	Core Curriculum	ASCA Mindsets & Behaviors	CDOS	Curriculum and Resources	Projected Start/End	Projected Number of Students	Lessons will be Presented in (Class/Subject)	Evaluation Methods How will the results be measured)	Outcome(s) when applicable
<b>Academic &amp; Career</b>									
8	MS to HS Transition Orientation	M4 B-LS 7	Standard 3a	Graduation Requirements and Course List	May/June	varies	Cafeteria	Parent/ Student Survey	Parents and students gain knowledge regarding HS requirements & courses offered
8	BOCES Visit	M6 BLS 7 BLS 9	Standard 1 & 3a	CFES, Pathways to College	Ongoing	All 8th grade students	OAOC BOCES	Naviance Activities	Enhance student knowledge about career/technical programs
7-8	Academic Counseling	M4 B-LS 7	Standard 1, 2 & 3a	Report Cards/ IPR's/MS Requirements	Ongoing	As needed	Counseling Office	Grades on RC's and IPR's	Improvement plans monitored for student success
7-8	Individual follow-up meetings with new and retained students	M4 B-SMS 5	Standard 1, 2 & 3a	Report Cards/ IPR's/MS Requirements	Ongoing	As needed	Counseling Office	N/A	Students' academic and social progress are monitored
7-8	State Testing	ELA/Math/ Science	N/A	Help Coordinate State Testing	Testing Period	Students Grades 7-8	Classrooms	Annually	Student improvement in the areas tested
7-8	Individual Meetings	M4 B-LS 5 B-LS 7	Standard 1, 2 & 3a	Naviance and NYS Career Plan Template	Ongoing	All MS Students	Counseling Office	N/A	Students will relate strengths and interests to potential careers
7-8	Academic Skills & Strategies	M5 B-LS 3	Standard 3a	Adapted Curriculum	Fall	All MS Students	Life Skills/Health/ English Classes	Pre and post surveys	Students will utilize organization, study and test taking strategies to be successful academically

Grade Level	Core Curriculum	ASCA Mindsets & Behaviors	CDOS	Curriculum and Resources	Projected Start/End	Projected Number of Students	Lessons will be Presented in (Class/Subject)	Evaluation Methods How will the results be measured)	Outcome(s) when applicable
7-8	Programs of Study Classroom presentation	M6 B-LS 7	Standard 1 & 3a	Course Request Sheet	February – March	All MS Students	Classroom	N/A	Students understand requirements and participate in choosing courses for next year
7-8	Career Development Activities	M4 B-LS 7	Standard 1, 2 & 3a	Naviance/ CareerZone	Throughout the year	All MS students	Classroom	Student profiles	View grade level scope and sequence through Naviance
8	MS to HS Transition Orientation	M4 B-LS 7	N/A	Graduation Requirements, Course request sheet	June	Varies by year	Cafeteria	Parent/Student Survey	Parents gain knowledge regarding HS requirements, & courses offered
<b>Social-Emotional</b>									
7	Life Skills/ Safety	M4 B-SMS 7 B-SS 1	Depends on goals	Course Curriculum	Fall or Spring Semester	Varies	Regular Classroom	Teacher Feedback	Students will learn basic life skills
8	PSAT 8/9	B-LS 8 B-SMS 3 B-SMS 6	Depends on goals	PSAT	Spring Semester	Varies	Classroom	PSAT scores	Gain exposure to test and prepare for college/ career
7-8	Individual & IEP Counseling	Depends on Goals	Depends on Goals	Adapted Curriculum	On-going	Varies based on need	Counselor's office	Behavior, attendance, parent and teacher reports	Student meets counseling goal
7-8	Crisis Counseling	Depends on Goals	Depends on Goals	Adapted Curriculum	On-going	Varies based on need	Counselor's office	N/A	Student de-escalated and returned to class
7-8	Mix-it-up	M3 B-SS 2	Standard 3A	Adapted curriculum	Mix it Up at Lunch Day	MS students	Cafeteria	Observation	Improve students' awareness of acceptance and diversity

Grade Level	Core Curriculum	ASCA Mindsets & Behaviors	CDOS	Curriculum and Resources	Projected Start/End	Projected Number of Students	Lessons will be Presented in (Class/Subject)	Evaluation Methods How will the results be measured)	Outcome(s) when applicable
<b>Indirect Services</b>									
7-8	Parent/ Teacher Conferences	M5 B-LS 7	N/A	Notes and Grades	Ongoing	Varies	Counseling Office	N/A	Improved parent participation/ investment, collaboration
7-8	Promotion/ Retention Meetings	M2 B-LS 7	N/A	Grades Failure List Summer School info	June	Varies by year	Ongoing conversation with teachers, administration	N/A	Parent notifications, summer school recommendations
7-8	CSE Meetings	M5 B-LS 7	N/A	IEP/504	Ongoing	Varies by year	Guidance/ CSE Office	N/A	Students placed in appropriate academic programs
7-8	Open House	M3 B-SS 3	N/A	Appropriate Handouts/ posters	September/ October	Varies	School-wide	N/A	N/A
7-8	Outside Agencies Liaison	Depends on need	N/A	N/A	Ongoing	Varies	Varies	Observation	Student Safety, Resources Identified
7-8	Consultation with Teachers	M6	N/A	Agenda	On-going	Varies based on need	MS Classroom/ Counseling Office	N/A	Collaboration between stakeholders
7-8	New Student Placement	M 3 B-LS 8	N/A	N/A	On-going	Varies based on need	Counseling Office	N/A	Students start school with schedule

High School Level Program Map									
Grade Level	Core Curriculum	ASCA Mindsets & Behaviors	CDOS	Curriculum and Resources	Projected Start/End	Projected Number of Students	Lessons will be Presented in (Class/Subject)	Evaluation Methods How will the results be measured)	Outcome(s) when applicable
<b>Academic &amp; Career</b>									
9-12	Local opportunities in the workforce	M4	N/A	Pathfinder/ Bassett Presentation/ Military visits	Throughout the year	Varies	Classroom	Student feedback, observation	Students will discover career opportunities in our area
9-12	Academic counseling	M5 B-LS 7	Standard 1 & 2	Report Cards/ IPR's/MS Requirements	Ongoing	Varies	Counseling Office	Grades on RC's and IPR's	Improvement plans monitored for student success
9-12	Individual follow-up meetings with new and retained students	M5 B-LS 7 B-LS 4	Standard 1 & 2	Grades Failure List Summer School info	Ongoing	Varies	Counseling Office	N/A	Students' academic and social progress are monitored
9-12	Recommendation and scholarship Nominations	B-SS 3	Standard 1 & 2	Nomination forms	Ongoing	Varies by year	Counseling Office	N/A	Expose students to a variety of outside programs and enhance personal growth
9-12	Individual Meetings	M4 B-LS 7	Standard 1, 2 & 3a	NYS Career Plan Template/ Naviance	Ongoing	All HS Students	Counseling Office	N/A	Students will relate strengths and interests to potential careers
9-12	Scheduling	M2 B-LS 7	Standard 1 & 2	Naviance, Graduation Requirements, Course Request	March – June	Varies by year	Counseling Office	N/A	Course Requests are entered correctly to give accurate information
9-11	Program of Study Classroom presentation	M 2 B-LS 7	Standard 1 & 2	Course Request Sheet	February – March	Varies by year	English/ Social Studies Classes	N/A	Students understand requirements and participate in choosing courses for next year

Grade Level	Core Curriculum	ASCA Mindsets & Behaviors	CDOS	Curriculum and Resources	Projected Start/End	Projected Number of Students	Lessons will be Presented in (Class/Subject)	Evaluation Methods How will the results be measured)	Outcome(s) when applicable
9-12	Career Development	M4 B-LS 7	Standard 1, 2 & 3	Naviance / ASVAB	Throughout the year	Varies by year	Regular Classroom	Student profiles/ Career Plan	View grade level scope and sequence
9-12	College Visitations	M4 B-LS 9	Standard 2 & 3	CFES Pathways to College	On-going	Varies by year	Destination	N/A	College Campus visits to enhance student knowledge
10	Sophomore Summit	M 4 B-LS 7	Standard 1, 2 & 3	CFES	March	Varies by year	College Campus Destination	Student Survey	Students meet professionals in fields of interest & learn paths to careers
11-12	Distance Learning	M4 B-SMS 4 B-SMS 8 B-SMS 10	N/A	College/HS Course syllabus	Fall/Spring Semester	Varies per semester	Classroom with Professor Online	Grades/ Student Feedback	Students are exposed to college/HS classes
<b>Social-Emotional</b>									
10	Suicide Prevention	M1	N/A	Health Curriculum	Fall and Spring Health Class	10th grade class	Classroom	Co-facilitator observation, student feedback	Recognize warning signs, learn peer intervention, identify resources, and ability to help others
9-12	Peer Mentor Program	M 3 B-SS 2 B-SL 1 B-SS 9	Depends on Goals	CFES Training	On-going	Varies	Regular Classroom	Teacher feedback	Students will be a mentor to a student in an elementary class
9-12	Individual, Group & IEP Counseling	M1 B-SMS 2 B-SMS 5	Depends on goals	Depends on goals	Ongoing	As needed	Counseling Office	Student Success evaluated during team meetings	Improved student success academically, socially, and behaviorally.
9-12	Crisis Counseling	Depends on Goal	Depends on Goal	Depends on Goal	On-going	As needed	Counseling Office	N/A	Student de-escalated and returned to routine ASAP
9-12	DASA Presentation	M3 B-SS 5 B-SS 4	Standard 2	Adapted Curriculum	Fall	9-12 Students	Regular classroom/ Assemblies	Observation	Demonstrative behavior

Grade Level	Core Curriculum	ASCA Mindsets & Behaviors	CDOS	Curriculum and Resources	Projected Start/End	Projected Number of Students	Lessons will be Presented in (Class/Subject)	Evaluation Methods How will the results be measured)	Outcome(s) when applicable
9-12	Mix-it-up	M3 B-SS 2	Standard 3A	Adapted curriculum	Mix It Up at Lunch Day	9-12 Students	Cafeteria	Observation	Improve student's awareness of and acceptance of diversity
10	Healthy Relationships Internet Safety & Good Decision Making	M1 B-SMS 9 B-SS 6 B-SS 8	Standard 2	Adapted Curriculum & Guest Speakers	Fall	Varies per year	Regular Classroom & Assemblies	Observation/ Discipline Reports	Identify Personal Safety rules in the real world and on the internet
<b>Indirect Services</b>									
9-12	Parent/ Teacher Conferences	M3 B-LS 7	N/A	Notes and Grades	Ongoing	9-12 Students	Counseling Office	N/A	Improved parent participation/ investment/ collaboration
9-12	Promotion / Retention Meetings	M4 B-LS 7	N/A	Grades Failure List Summer School info	June	Varies per year	Counseling Office	N/A	Parent notification/ summer school recommendations
9-12	Open House	M3 B-SS3	N/A	Appropriate Handouts	September-October	Varies	Fall Open House	N/A	N/A
9-12	CSE Meetings	M5 B-LS 7	N/A	IEP/504	Ongoing	Varies by year	CSE Office	N/A	Students placed in appropriate academic programs
9-12	New Student Placement	M3 B-LS 8	N/A	Student records	Ongoing	Varies	Counseling Office	N/A	Student starts school ASAP with an appropriate schedule
9-12	Outside Agencies Liaison	M1 B-SMS 9	N/A	N/A	Ongoing	Varies	Counseling Office	Observation	Student Safety, Resources Identified
12	Failure Letters	M4 B-LS 7	N/A	Letter	Quarterly	Varies	Counseling Office	N/A	Parents/ guardians will become aware of students' academic standing.