

East Greenbush Central School District  
6-12 Comprehensive School Counseling Program  
District Guidance Plan  
2016 School Year

## **Introduction**

### A Brief Description of the East Greenbush Central School District

The East Greenbush Central School District is a largely suburban community five miles from Albany, the Capital of New York State. It encompasses all or parts of six towns in Rensselaer and Columbia Counties: East Greenbush, Nassau, North Greenbush, Sand Lake, Schodack, and Chatham. About 4,100 students are enrolled in grades K-12. They attend seven schools: five K-5 neighborhood elementary schools, a middle school for students in grades 6-8, and Columbia High School serving students in grades 9-12.

### NYSED Regulation Part 100.2(j) – School Counseling Programs

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 educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.

III. In grades 7-12, the guidance program shall include the following activities or services:

- A. An annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;
- B. Instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;
- C. Other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors, or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and
- D. The services of personnel certified or licensed as school counselors.

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 shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

## **K-12 COMPREHENSIVE SCHOOL COUNSELING MODEL OVERVIEW**

The comprehensive school counseling model framework for the development, implementation, and evaluation of school counseling programs. There are four components of the comprehensive model.

**Foundation** – provides the basis for the model and supports the idea that every student will benefit from a counseling program. The foundation consists of philosophy, vision, mission statement, and goals

**Delivery System** – defines the implementation process and the components of the model. The delivery system consists of the following: Individual student planning, responsive services, school counseling curriculum, and system of support.

**Management System** – presents the organizational processes and tools needed to deliver a comprehensive school counseling program. The management system employs the use calendars (yearly and individual counselor planning calendars), monthly reports, documentation, and a school counseling advisory committee.

**Accountability System** – helps school counselors demonstrate effectiveness of their work in measurable terms. The accountability system relies on using data to improve student achievement.

## **Foundation**

### **The Mission of the East Greenbush Central School District**

To make available to all students, a safe learning environment that affords academic excellence in all its programs; provide dedicated and supportive staff; and work in partnership with family and the community with the intent to set up all students for success with their future endeavors.

### **Philosophy, Goals, and Policy of the EGCS D Board of Education**

- It is the philosophy of East Greenbush School District that all individuals can and will learn with the opportunity to obtain a comprehensive education;
- All members of the East Greenbush School District school community shall be provided a safe haven for learning and growing, a secure, orderly, and nurturing environment in which to achieve their full potential.
- It is the goal of East Greenbush School District to provide educational opportunities that will lead to the development of responsible citizens in our school communities.
- The East Greenbush School District shall provide educational opportunities that will challenge individuals and provide them with the opportunity to realize their full potential and increase their life choices. Regular school attendance is the focus of all learning and is required of all students; and
- It is the policy of the East Greenbush School District that all individuals be treated with respect. Respectful and ethical behavior is expected of each member of the East Greenbush School District school community.

The Board recognizes that a cooperative effort is needed from everyone employed by the district in order to achieve the various goals set forth here and elsewhere as Board policy. Further, the Board recognizes that all its goals must be consistent with the resources available to the East Greenbush Central School District. Finally, the Board recognizes that it shall be the responsibility of the Superintendent of Schools to develop a comprehensive plan, with staff and other interested parties, in order to achieve the approved goals of the Board.

### **EGCS D School Counseling Program Mission, Beliefs & Vision**

#### *Mission*

In support of the district's mission and goals, the East Greenbush Central School Counseling Department's mission is to advocate for students and provide equitable access to a comprehensive, developmentally age-appropriate school counseling program that is aligned with the New York State learning standards and national (ASCA) and state (NYSSCA) standards. Through our programs students will receive academic, career, and personal/social counseling services that will help them meet the challenges of the 21<sup>st</sup> century.

## *Beliefs*

As counselors of the EGCS D, we believe:

- All students are capable of learning, achieving and acquiring knowledge in different ways and at different rates.
- All students are valued as individuals and deserve the opportunity to achieve to the best of their ability.
- Students can overcome obstacles and have the potential to make appropriate decisions to lead healthy lives.
- Students benefit from a sense of belonging and deserve a safe and welcoming school environment.
- All students will benefit from a developmentally appropriate comprehensive school counseling program.
- Students and their parents together with their school counselor take an active role in monitoring the student's educational progress.

And that counselors

- Help students recognize their learning strengths, weaknesses and potential.
- Spend time on individual and group counseling, crisis intervention, prevention, and responsive services
- Address the academic, social/emotional and career needs of all students.
- Advocate, lead, coordinate, collaborate and educate students to achieve success.
- Coordinate activities and programs that support the EGCS D mission.
- Serve as liaisons between parents, teachers, the community and the school.
- Partner and consult with other educators, parents/guardians to facilitate a program that enables students to increase their skills to think critically, make wise choices and be productive members of society.
- Participate in on-going programs and professional development that enhance their skills and knowledge.

## *Vision*

Students will be prepared to be productive citizens who fulfill their potential and thus be enabled to achieve the postsecondary academic, career and personal/social goals they have set for themselves.

## American School Counseling Association (ASCA) Standards

### *Student Standards*

ASCA Student Mindsets/ Behaviors identify and prioritize the specific knowledge, attitudes and skills that students should be able to demonstrate as a result of a school counseling program. Each aspect of the school counseling program targets specific standards from the ASCA Student Mindsets/Behaviors. The ASCA Mindsets & Behaviors are organized in three broad domains: *academic, career and social/emotional development*. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. The definitions of each domain are as follows:

**Academic Development** – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student’s ability to learn.

**Career Development** – Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the life span.

**Social/Emotional Development** – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

There are 35 Standards. All 35 standards can be applied to any of the three domains. The standards are arranged within categories and subcategories

**Category 1: Mindset Standards** – Includes standards related to the psycho-social attitudes or beliefs students have about themselves in relation to academic work. These make up the students’ belief system as exhibited in behaviors.

**Category 2: Behavior Standards** – These standards include behaviors commonly associated with being a successful student. These behaviors are visible, outward signs that a student is engaged and putting forth effort to learn. The behaviors are grouped into three subcategories.

- i. **Learning Strategies:** Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.
- ii. **Self-management Skills:** Continued focus on a goal despite obstacles (grit or persistence) and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control).
- iii. **Social Skills:** Acceptable behaviors that improve social interactions, such as those between peers or between students and adults.

### *Professional Competencies*

#### ASCA Ethical Standards for School Counselors

Professional school counselors are advocated, leader, collaborators, and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the tenets of professional responsibility. (*ASCA Ethical Standards for School Counselors*, 2016). Our professional responsibility extends to students, parents/guardians, colleagues, the school and surrounding community, to ourselves, and to our profession. A copy of these standards can be found in the appendix.

## **Delivery System** (refer to expansive outline following)

ASCA recommends that 80% of a counselor's time is spent in direct or indirect delivery of services. An outline of what each category below encompasses can be found on the next page.

<b>Component</b>	<b>Elementary</b>	<b>Middle School</b>	<b>High School</b>
<b>Direct and Indirect Delivery of Services</b>	70% - 90%	70% - 90%	70% - 95%
• <b>Counseling Curriculum</b>	35% - 45%	25% - 35%	15% - 25%
• <b>Individual Planning</b>	5% - 25%	15% - 25%	25% - 35%
• <b>Responsive Services</b>	30% - 40%	30% - 40%	25% - 35%
<b>System Support</b>	10-15%	10-15%	15-20%

Indirect delivery can occur in conjunction with the Individual Planning and Responsive Services areas of the delivery system.

The next page contains a summary of each component of the delivery system with a detailed description of direct, indirect, and system support services we provide in the Appendix.

	<b>Purpose</b>	<b>Academic</b>	<b>Career</b>	<b>Personal/Social</b>	<b>Counselor Role</b>
<b>Counseling Curriculum</b> Provide developmental comprehensive school counseling program content in a systematic way	Student awareness, skills development, and application of skills needed in everyday life and to be productive citizens	<ul style="list-style-type: none"> <li>• Preparation for post-secondary options</li> <li>• Relationship of academics, work, family, community</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate the world of work to make informed decisions</li> <li>• Strategies to achieve future career goals</li> <li>• Relationship of academics, work, family, community</li> </ul>	<ul style="list-style-type: none"> <li>• Interpersonal skills</li> <li>• Decision making</li> <li>• Goal setting</li> </ul>	Counseling curriculum implementation through classroom activities and group activities
<b>Individual Planning</b> Assists students and parents in development of academic, personal/social, and career plans	Individual student academic and occupational planning, decision making, goal setting, case management, individual appraisal, individual advisement, placement	<ul style="list-style-type: none"> <li>• Academic preparation for post-secondary options</li> <li>• Development of educational plan beyond high school</li> <li>• Use of assessment results</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize interest and skills inventories to discuss future career planning</li> <li>• Self knowledge relating to career choices</li> <li>• Appropriate course selections</li> </ul>	Skills competencies related to student success	<ul style="list-style-type: none"> <li>• Assessment</li> <li>• Planning</li> <li>• Placement</li> <li>• Case management</li> <li>• Consultation</li> <li>• Referrals</li> <li>• Collaboration</li> </ul>
<b>Responsive Services</b> Addresses students' immediate concerns	Prevention and intervention	<ul style="list-style-type: none"> <li>• Address immediate academic concerns</li> <li>• School-related concerns (absences, tardiness, suspensions, avoidance, drop out)</li> </ul>	Individual discussions on how current behavior can impact future career goals	<ul style="list-style-type: none"> <li>• Crises</li> <li>• Family issues</li> <li>• Coping with stress</li> <li>• Relationship concerns</li> <li>• Legal issues</li> <li>• Divorce</li> </ul>	<ul style="list-style-type: none"> <li>• Individual counseling</li> <li>• Small group counseling</li> <li>• Crisis counseling</li> <li>• Consultation</li> <li>• Collaboration</li> <li>• Referrals</li> <li>• Crisis Team</li> </ul>
<b>System Support</b> Activities that are essential for the success of the school counseling program	To support the school counseling program				<ul style="list-style-type: none"> <li>• Program delivery support</li> <li>• Accountability</li> <li>• data analysis</li> <li>• program promotion</li> <li>• Professional development</li> <li>• Parent/community outreach</li> <li>• Research</li> <li>• Advocacy</li> </ul>



## Management System

### **Use of Time**

During the school year counselors should monitor their time and determine the percentage spent in each component of the school counseling program and will then be compared to ASCA guidelines. Counselors monitor use of time through a variety of means. Counselors have a sign in sheet for their office and 1 time/month will be asked to track all activity on their calendar.

### *Documentation*

- Phone logs
- Individual student folders
- Lesson Plans

### *Use of Calendars*

EGCSD Guidance Office annual calendar reflects the school's mission and vision of having a comprehensive school counseling curriculum. It provides a framework for our programs and helps guide counselors in individual daily and weekly calendars

- Sign in sheets
- Office calendar
- Yearly calendar
- Individual counselor calendars

### **Advisory Committee**

The advisory committee should meet once a year and is a group of people appointed to assist the development of the school-counseling program. The committee reviews goals and results and makes recommendations for improvement. Membership should include the following:

- Teacher
- Parent
- School counselor from each level
- Administrator
- Community member (non-parent)
- Mental health professional
- College representative
- Students
- School board members
- Business representative

At this point in time, the EGCSD Counseling Department does not have an Advisory Committee. This is an area we will be developing in the 2017-2018 school year.

### **Annual Agreement**

An annual agreement addresses how the counseling program is organized and what goals will be accomplished. It is developed with and approved by administration. This is an area we will be developing for the 2017-2018 school year.

## **Accountability System**

School counselor accountability includes measurement, data collection, decision making, and evaluation focused on student achievement and school improvement. School counselors use reflective skills and collaboration to assess program components through:

Data Analysis  
Program Results  
Evaluation and Improvement

In order to best serve our students and demonstrate accountability, EGCS D school counselors will regularly evaluate their program to determine effectiveness. Counselors will do so with the use of program evaluation surveys, self-analysis, observations and evaluations from administration, and data. The following will be used to help counselors evaluate and improve yearly.

The New York State Model For Comprehensive K-12 School Counseling Programs includes the use of curriculum mapping, accountability through MEASURE, and the school counseling program report card: SPARC to analyze, report, and improve a counseling program. Currently, we utilize a curriculum map and develop local education plan (LEP) goals, and will look to develop SPARC and MEASURE in the future.

**K-12**

### Crisis Counseling and Committee

**Target Grade:** K-12

**Time Frame:** School Year

**Preparation Time:** unplanned

**Activity:** 15 minutes – 2 hours.

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	ASCA Mindsets and Behaviors
Students experiencing or demonstrating extreme emotional distress within the school environment require immediate intervention. <b>NYSED Reg:</b> 1.i 1.ii.c 1.ii.d 1.iii	To diffuse potentially dangerous or hazardous situations in order to stabilize a student in an effort to integrate him or her into their normal classroom routine.	Counselor meets with student(s) to try to discuss and diffuse explosive situations. Counselors assess and intervene with students who are expressing suicidal or self-injurious thoughts. Provide appropriate interventions including notification to student’s parents and outside referral, if necessary. Counselors are members of Crisis Committee that responds to any school wide incidents	*Crisis situation will be diffused and student(s) returns to classroom environment. *Follow-up with student, parents, teachers and any outside sources to determine outcome. Ability to return to class, continue with the day and develop plan to work through difficulty.	School counselors, social workers, school psychologist, and administrators.	Meeting, outside resources as needed.	<u>Student Standards</u> Category 1: 1-6 Category 2: <i>Self-Management Skills:</i> 7, 9

### Individual Counseling

**Target Grade:** K-12

**Time Frame:** Year Round

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
Students may encounter problems that require short term counseling support. <b>NYSED Reg:</b> 1.i 1.ii.b 1.ii.c 1.ii.d1.iii	To advise and counsel a student exhibiting behaviors that prevents him/her from learning.	The counselor will help the student process the problem and work toward possible solutions. If no solutions are possible, strategies to cope with the problem will be developed. Efforts are made to help the student return to state of mind conducive to learning.	*The student will return to an emotional state conducive to learning, allowing the individual to return to class. *Individual counseling will help students going through difficult situations to cope with their problems.	Guidance counselors, student assistance counselor, psychologists, social workers.	Office space. Schedule, transcript, Interim, report cards, computer.	*Meet with each student on an as needed basis *Follow up	<u>Student Standards</u> Category 1: 1-6 Category 2: <i>Learning Strategies:</i> 1-10 <i>Self Management Skills:</i> 1-10 <i>Social Skills:</i> 1-10

## Group Counseling

**Target Grade:** K-12

**Time Frame:** Year Round

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
<p>During the school year students may encounter academic or social problems that may require short term counseling support. Counselors are able to reach more students (with similar needs) in a shorter amount of time compared to individual counseling</p> <p><b>NYSED Reg:</b> 1.i 1.ii.b 1.ii.c 1.ii.d 1.iii</p>	<p>Group counseling is an effective way to advise and counsel multiple students in a group setting exhibiting behaviors that prevents him/her from learning. A group setting will allow for relationships to form and students to learn from one another, and feel that they aren't alone</p>	<p>The counselor will follow lesson plans for the specific issue at hand. Efforts are made to help the student return to state of mind conducive to learning.</p>	<p>*Students will return to school with an emotional state conducive to learning, allowing the individual to return to class. Students will form relationships with others. *Evaluation forms will be given out at the beginning and end of the group. Other evaluations can be academic performance and teacher observations.</p>	<p>School counselors, student assistance counselor, psychologists, social workers.</p>	<p>Meeting space, schedule, various other materials as needed</p>	<p>*Find or create lesson plans on the student issue at hand *secure meeting room</p>	<p><u>Student Standards</u> Category 1: 1-6 Category 2: <i>Learning Strategies:</i> 1-10 <i>Self Management Skills:</i> 1-10 <i>Social Skills:</i> 1-10</p>

**Cumulative Record Maintenance**

**Target Grade:** K-12

**Time Frame:** Year-round

**Activity:** Ongoing

<b>Need</b>	<b>Objective</b>	<b>Activity</b>	<b>Outcome and Evaluation</b>	<b>Staff</b>	<b>Resources</b>	<b>ASCA Mindsets and Behaviors</b>
The school is required to keep a cumulative record of individual student's academic progress, diploma type, and testing information. <b>NYSED Reg:</b> 1.i 1.ii.a 1.ii.c 1.ii.d 1.iii	To accurately maintain all relevant student information in a confidential, central student file.	Counselors maintain scheduling, diploma type, career pathway, standardized testing, student course drop forms, interventions attempted, support given and other overall information on how each student is progressing toward graduation.	*An accurate comprehensive confidential student file will be maintained for each student. *Each student will have a complete file containing pertinent academic information.	Counselors, teachers, administrators, guidance secretaries.	File folder for each student.	<u>Student Standards</u> Category 2: <i>Learning Strategies: 7</i>

## CSE Referrals

**Target Grade:** K-12

**Time Frame:** Year Round

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
<p>Additional information is needed when interventions of the CST/IST do not help a student and it is believed that the student may have a learning or emotional disability.</p> <p><b>NYSED Reg:</b> 1.i 1.ii.d 1.iii</p>	<p>To determine if a child has a learning or emotional disability.</p>	<p>Referral form is prepared, consent form is mailed home to parents to give permission to test student, school psychologist coordinates testing.</p>	<p>*Student in need of individual education plans will be appropriately identified by the district's CSE. Student is tested, a CSE meeting is held, and the committee recommends whether classification is appropriate. *CSE annual reviews are held for classified students.</p>	<p>School Counselor, school psychologist and CSE members.</p>	<p>Permanent record folder, CSE referral forms, attendance, standardized testing results and report card grades.</p>	<p>*Consult with team members regarding concerns *Review student records with Child Study Team * Follow up with agreed upon plan.</p>	<p><u>Student Standards</u> Category 1: 1, 2, 5</p>

**Identification of Students Needing Remedial Services/Academic Support**

**Target Grade:** 6-12

**Time Frame:** August –June

<b>Need</b>	<b>Objective</b>	<b>Activity</b>	<b>Outcome and Evaluation</b>	<b>Staff</b>	<b>Resources</b>	<b>Preparation</b>	<b>ASCA Mindsets and Behaviors</b>
Students not performing to ability need additional support. <b>NYSED Reg:</b> 1.i 1.ii.c 1.ii.d 1.iii	To provide students struggling academically with additional instructional support and opportunities to optimize academic performance.	Counselors receive standardized test results and report cards. Students who are identified as failing or needing assistance are scheduled to receive remedial services (APEX, LRC, NHS Tutor, Outside Tutor Referrals, etc.)	*Students in need of remedial services will improve their academic performance. *Student progress.	School counselors, Counseling Center support staff,	Standardized test scores, Regents exam scores, master schedule, report cards, APEX referral form, Tutoring list, Power School, Summer School	*Thoroughly review student information *Work with administrators, teachers, and parents to select students *Monitor student grades and schedule parent/teacher meetings if necessary	<u>Student Standards</u> Category 1: 1-6 Category 2: <i>Learning Strategies: 3</i>



**Documentation**

**Target Grade:** K-12

**Time Frame:** Year-round

**Activity:** hourly

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	ASCA Mindsets and Behaviors
<p>Almost every aspect of counselor responsibilities requires documentation and record maintenance.</p> <p><b>NYSED Reg:</b>                      1.i                      1.ii.a                      1.ii.c                      1.ii.d                      1.iii</p>	<p>To accurately document pertinent information to assure its accessibility when needed.</p>	<p>Counselors are always obtaining information about students from many different sources. This information needs to be organized and maintained. Counselors are also frequently asked to compile information regarding students, pathways, credits, interventions, etc. which must also be maintained and compiled. Student transcripts are reviewed repeatedly and status sheets filled out in order to track student progress toward graduation. Counselors update forms and information sheets that are given to students and parents. Forms also need to be updated in order to increase efficiency. All functions, activities and classes require up to date forms, handouts and information. Interim reports, report cards and announcements of upcoming events are also done.</p>	<p>*Information on students and data on many aspects of student success will be accurately compiled, and maintained for future reference, comparison, and/or evaluation.                      *Records are kept and appropriate information collected.</p>	<p>Counselors</p>	<p>Transcripts, forms, status sheets, schedules, computer, Power School.</p>	<p><u>Student Standards</u>                      Category 1: 1-6</p>

### Annual Update of Counseling Plan

**Target Grade:** K-12

**Time Frame:** Fall-School Year

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
An up-to-date Counseling Plan is needed. <b>NYSED Reg:</b> 1.iii	To clarify the role and responsibilities of the school counselors. To educate the community regarding counselor roles, responsibilities and time spent on activities.	Counselors review current plan and note any changes to be made, as well as write up needed information on activities to be added. As the need to stay current and cutting edge is addressed year to year, changes are made to presentations, activities and timelines to meet this need.	*A document that describes counseling responsibilities as comprehensively as possible. *Current Counseling Plan is available for review.	Counselors, administrators	Room, previous Counseling plan, Google Doc's.	Review current regulations	Category 1: 1-6

### CPS Referrals

**Target Grade:** K-12

**Time Frame:** When necessary

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
Student safety <b>NYSED Reg:</b> 1.i 1.ii.c 1.ii.d 1.iii	To report incidents as mandated reporters to give students support when their safety may be compromised	Students come to counselors describing incidents. The counselor determines if the incident needs to be reported. A call to CPS is placed. The student may be seen by the Nurse for documentation. If CPS representatives come to school, the counselor will stay with the student during interview. Counselors will follow up and will inform the building principal.	*Students are safe and supported, allowing them to refocus on their education. *Students are safe, relationships with family improves.	Counselor, Social worker, Nurse, Principal, Assistant Principal, teacher	Referral form, Child Protective Services, Department of Social Services.	*Compile data and evidence for referral *Call CPS hotline to report incident *Complete and send paperwork	<u>Student Standards</u> Category 1: 1, 5, 6

### Child Study Team/ Instructional Support Team

**Target Grade:** K-12

**Time Frame:** School Year

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
Students referred by faculty or parents who are experiencing academic, social/emotional or behavioral difficulties. <b>NYSED Reg:</b> 1.i 1.ii.d 1.iii	To assist at-risk students to improve in the areas of academic, social/emotional and behavioral performance.	A team of school personnel meet weekly, monthly (depending on building needs) to discuss and develop a plan to assist referred students. Possible interventions are reviewed, strategies discussed, and a formal plan is written.	*The needs of at-risk students will be addressed and staff is assigned to coordinate and carry out the plan. *Student success is reviewed at scheduled follow-up meetings.	Administrator, school counselors, social worker, psychologist, nurse, teacher representative, resource officer, safety officer	Referral forms, report cards, permanent record folders, attendance records, behavior, observation data-collection sheets.	*Review student files for background *Meet with teachers to discuss students of concern *Follow through on recommendations	<u>Student Standards</u> Category 1: 1

### Community Agency Referrals

**Target Grade:** K-12

**Time Frame:** Year Round

**Activity:** 15-30 minutes

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	ASCA Mindsets and Behaviors
Some students will require services that are beyond the scope of school services and resources. <b>NYSED Reg:</b> 1.i 1.ii.c 1.ii.d 1.iii	To provide appropriate and timely referral to resources/agencies for students and families based upon their individual needs.	Outside treatment provided is contingent upon individual problems, (i.e., inpatient for treatment for alcoholism, outpatient mental health services, etc.).	*Students and families will be connected with the appropriate community service and successfully reintegrated into the school environment. *Feedback from outside referral source. *Re-entry meeting with (when applicable)	School Counselors, social workers, student assistance counselor.	Directory & community agencies.	<u>Student Standards</u> Category 1: 1, 5, 6

**Open House, Evening Parent Conferences**

**Target Grade:** K-12

**Time Frame:** September/October, November, March

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
Parents/guardians need information regarding current courses and course requirements and student progress  <b>NYSED Reg:</b> 1.i 1.ii.a 1.ii.c 1.ii.d 1.iii	To provide parents/guardians with information regarding current academic programming, thus enhancing communication and promoting support for students' academic success.	For Open House: Parents follow an abbreviated class schedule of their child's typical school day. Teachers disseminate information regarding expectations for each course. Parents are invited to visit counselors and other related services personnel. For Evening Conferences: Parents schedule individual conferences with teachers and counselors.	*Communication between school and home is enhanced, promoting academic success for students. *Parents give verbal feedback.	Administrators, teachers, counselors, and support staff.	High school and middle school classrooms, handouts, student schedules, Power School.	*Provide student schedules, report cards/progress reports	<u>Student Standards</u> Category 1: 3 Category 2: <i>Self Management</i> : 8

**6-12**

**6-12 Counselor Meetings**

**Target Grade:** 6-12

**Preparation time:** 20 minutes

**Time Frame:** quarterly

**Activity:** 1-2 hours

<b>Need</b>	<b>Objective</b>	<b>Activity</b>	<b>Outcome and Evaluation</b>	<b>Staff</b>	<b>Resources</b>	<b>Preparation</b>	<b>ASCA Mindsets and Behaviors</b>
Counselors needs a set time to come together to discuss department improvement and 6-12 Counseling initiatives. <b>NYSED Reg:</b> 1.ii.d 1.iii	To discuss new and improve on existing department activities for grades 6- 12.	Middle and high school counselors meet and discuss various department activities and brainstorm new activities to add to student improvement	Department activities will be honed and new activities that will add to student success will be created	Middle and high school counselors	*dependent on subject	*Create an agenda of topics to discuss	Category 1: 1-6

**Supervision of Counseling Interns**

**Target Grade:** 6-12

**Time Frame:** September-June

<b>Need</b>	<b>Objective</b>	<b>Activity</b>	<b>Outcome and Evaluation</b>	<b>Staff</b>	<b>Resources</b>	<b>Preparation</b>	<b>ASCA Mindsets and Behaviors</b>
School counseling graduate students need supervision by certified school counselor. <b>NYSED Reg:</b> 1.ii.d	To supervise graduate students and expose them to the responsibilities of middle and/or high school counselors.	Graduate students are expected to fulfill the requirements of a New York Accredited School Counseling Program. A New York State Certified counselor will supervise students.	*Intern will develop a thorough understanding of the varied responsibilities and duties of a school counselor. *Graduate students will successfully complete internship program and attain a job as a school counselor.	Middle school and high school counselors.	Counseling Center, Counseling plan, graduate university expectations	*Develop comprehensive schedule and training plan for intern *Monitor progress and supervise daily *Provide feedback *Meet once per semester with the student's school supervisor	Category 1: 1-6

## New Student Scheduling/Orientation

**Target Grade:** 6-12

**Preparation Time:** 15 minutes

**Time Frame:** Year-round

**Activity Time:** 45 min – 1 hour

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
<p>As new students enter the school district, assessment is required to determine appropriate placement, including possible special education or accelerated/honors consideration. To assure that new students are properly placed in appropriate courses and assist students in their transition to our district.</p> <p><b>NYSED Reg:</b> 1.ii.c 1.ii.d 1.iii</p>	<p>To assess instructional levels of new students entering the district and to accurately place students in classes based upon current graduation requirements and career interests. To make students and parents aware of current programs available in the East Greenbush Central School District.</p>	<p>Review records from previous school. Counselor will follow-up with phone calls to obtain missing information and/or clarification of records received. Meet with student and parent/ guardian to review registration forms, previous transcripts, discuss career goals, courses offered and school procedures. Students are given a tour of the building and given an opportunity to ask questions. Student shadowing is also utilized to help students become more familiar with the building.</p>	<p>*Students will be scheduled for courses that will allow them to pursue career goals as well as meet graduation requirements. *Completion of graduation check sheet.</p>	<p>Counselors, counseling center support staff, student tour guides.</p>	<p>File folder, registration forms, bell schedule, list of clubs and activities, four year plan sheet (HS), school calendar, Survival Guide and Code of Conduct.</p>	<p>*Review all records from previous school(s) *Contact school(s) for further info. *prepare informational packet</p>	<p><u>Student Standards</u> Category 1: 3 Category 2: <i>Learning Standards</i>: 7, 8, <i>Self-Management Skills</i>: 10</p>

**504 Case Management/Coordination**

**Target Grade:** 6-12

**Time Frame:** At least yearly, per student.

<b>Need</b>	<b>Objective</b>	<b>Activity</b>	<b>Outcome and Evaluation</b>	<b>Staff</b>	<b>Resources</b>	<b>Preparation</b>	<b>ASCA Mindsets and Behaviors</b>
<p>Students and parents need information regarding the student's academic program and progress made for that year. A student's 504 plan is reviewed each year. <b>NYSED Reg:</b> 1.ii.a 1.ii.c 1.ii.d 1.iii</p>	<p>Students with 504 plans and their parents will receive updated information on yearly progress made and plans for the following school year.</p>	<p>Counselors coordinate and manage their counselee's 504 Plans. Counselors review the plan annually with the students' parents and teachers to assess the appropriateness of the 504 Plan and to make adjustments for the following school year.</p>	<p>*504 Accommodations will be adjusted as necessary to encourage academic success.</p>	<p>Counselor, teachers, parent</p>	<p>Copy of report card/interim, student's file, copy of transcript, course selections for following year, sheet for annual review notes, copy of 504 Plan</p>	<p>*Consult with team members on academic progress of student *Schedule meeting for each 504 student in caseload * Review student graduation status and requirement information.</p>	<p><u>Student Standards</u> Category 2: <i>Learning Strategies:</i> 3 <i>Self-Management:</i> 1, 10 <i>Social Skills:</i> 3, 8</p>



### Home Visits

**Target Grade:** 6-12

**Time Frame:** As needed.

**Preparation Time:** 10 minutes

**Activity:** 30 minutes – 1 hour

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
Students with attendance issues or who refuse to come to school need interventions to assist in getting them to school. <b>NYSED Reg:</b> 1.ii.c 1.ii.d 1.iii	To get student to return to school and improve attendance.	Counselor and SRO/School Safety officer or administrator go to student's house and encourage student to come back to school with them. Parents are consulted and enlisted to help get student to return to school.	*Student will return to school. *Student's attendance will improve.	School counselor, social worker, administrator, SRO/School Safety Officer.	Vehicle, SRO or other school safety personnel	Gather information regarding student, coordinate meeting time	<u>Student Standards</u> Category 1: 1,2, 3, 4, 5, 6 Category 2: <i>Self Management</i> : 1-10

### PINS Petition Collaboration

**Target Grade:** 6-12

**Time Frame:** Year Round

**Activity:** 15 minutes – 1 hour

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
When interventions of CST do not help a student improve behavior and/or poor attendance, legal intervention is needed. <b>NYSED Reg:</b> 1.ii.c 1.ii.d 1.iii	To improve a student's school behavior and/or attendance thus improving a student's academic success.	Assistant Principal (in collaboration with teachers, parents, and counselors) completes the PINS referral form gathering appropriate documentation (attendance report, suspension letters, etc.). The referral is discussed as a plan of action.	*Student will change behavior and/or attendance problems. *A review of student's behavior and/or attendance is made to see if improvement has occurred.	School counselor, social worker administrator or	Report card, attendance record, behavioral report, form for PINS petition.	*Compile data for referral	<u>Student Standards</u> Category 1: 1, 5, 6

### Student-Parent-Teacher-Counselor Conferences

**Target Grade:** 6-12

**Time Frame:** School Year

**Activity:** 30min-1hr

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
Parents/guardians, teachers and counselors need to work collaboratively to enhance student performance. <b>NYSED Reg:</b> 1.ii.b 1.ii.c 1.ii.d 1.iii	To provide parents/guardians with ongoing academic and social consultation regarding their child.	Counselors will meet with parents and teachers to discuss student progress or parental concerns regarding academic and social development. If teachers cannot be present, counselor will communicate conference outcomes with student's teachers.	*Parent communication will be enhanced to assure student success. *Student achievement and behavior will improve.	Teachers, school counselors, parent, student	Student grades, student standardized test scores, student progress information, student schedule, teacher feedback.	*Schedule meeting *Inform teachers of meeting time *Collect information from any teacher that cannot be present	<u>Student Standards</u> Category 1: 1-6 Category 2: <i>Learning Strategies</i> : 1-10 <i>Self Management Skills</i> : 1-10 <i>Social Skills</i> : 1-10

### Academic At-Risk Mailings

**Target Grade:** 6 - 12

**Time Frame:** Quarterly

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
Parents/guardians of students with failing grades need information regarding their child's academic standing. <b>NYSED Reg:</b> 1.ii.a 1.ii.d 1.iii	Parents/guardians of students with failing grades will receive clear understanding of their child's academic standing.	In addition to ongoing updates of their child's academic progress through typical means (progress reports, report cards, Power School Parent portal, etc), counselors prepare letters for the parents of failing students who are in danger of failing at the end of each quarter.	*Parents will be fully aware of their child's academic standing. *Failing students will improve academically.	Teachers, counseling staff, and secretaries	Student grades, failure letters.	*Review all student's report cards quarterly *Develop letter and photocopy *Complete letters for each student and mail	<u>Student Standards</u> Category 1: 1-6

### Summer School Mailing/Registration

**Target Grade:** 6-12

**Preparation Time:** 2 hours

**Time Frame:** June

**Activity:** 10 hours

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
Students and parents need to be notified of course failures, summer school eligibility and summer school registration. <b>NYSED Reg:</b> 1.ii.a 1.ii.c 1.ii.d 1.iii	To notify parents and students of course failures and summer school eligibility.	Counselors attempt to gather accurate information from teachers regarding students who have failed courses and/or failed state exams. Counselors fill out appropriate course/state exam, failure and summer school eligibility forms so students can register for Summer School in other districts.	*Parents and students will receive timely and accurate information regarding failed courses, summer school eligibility and registration. *Students and parents receive summer school information. Eligible students register if able. Students who cannot attend summer school will be rescheduled for the course the following year.	School counselors, Counseling Center support staff	Course failure/state exam failure lists, summer school forms, Power School, envelopes, postage, labels, and transcripts.	Contact area schools to get summer school registration information, obtain proper forms from schools.	<u>Student Standards</u> Category 1: 1-6 Category 2: Self-Management: 1, 3, 5, 6, 7

### Suburban Council Director's Meetings

**Target Grade:** 6-12

**Activity:** 2 hours, quarterly

**Time Frame:** School Year

Need	Objective	Activity	Outcome and Evaluation	Staff	Preparation	ASCA Mindsets and Behaviors
Counselors need to remain current on best practices in counseling and changing state regulations. <b>NYSED Reg:</b> 1.iii 1.ii.d	To remain current and increase knowledge. To provide School Counselors with information and program ideas to better serve students	Counselor Chairperson attends quarterly meetings with Suburban Council Directors to share information and exchange ideas with colleagues from area districts. Information is shared with department counselors.	*Counselors remain abreast of new information and topics in the field. *Counselors will implement new ideas and programs that will benefit students/parents.	School Counselors	Gather information/forms as necessary for meetings.	<u>Counselor Standards</u> A.10.e E.1.c E.2.d F.2.a F.2.b

## Homebound Instruction Coordination

**Target Grade:** 6-12

**Preparation Time:** 15 minutes

**Time Frame:** Year Round

**Activity:** 60 minutes per student

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
Circumstances sometimes dictate that certain students are unable to attend school. It is therefore required that the school obtain homebound instruction for students identified <b>NYSED Reg:</b> 1.ii.d 1.iii	To facilitate the provision of homebound instruction for students unable to attend regular classes because of illness or other legitimate reasons.	Counselors fill out appropriate paperwork for homebound instruction request. Teachers are notified that a student is going on homebound instruction. Counselors maintain contact with teachers and tutors regarding student progress and trouble shoot any problems that may arise.	*Homebound students will receive required instruction assuring their academic success. *Students have access to the required amount of time to work with tutor. Teacher comments and tutor, parent, and student feedback.	School counselor, teacher, tutor, secretary.	Student's schedule, outside tutor list, homebound tutoring forms.	Discuss with parent/answer questions Determine if situation warrants home tutoring and provide info to parents and steps to take. Request and gather notes from doctor. Fill out paperwork	<u>Student Standards</u> Category 1: 1-6

**Standardized Test Interpretation**

**Target Grade:** 6-12

**Time Frame:** School Year

<b>Need</b>	<b>Objective</b>	<b>Activity</b>	<b>Outcome and Evaluation</b>	<b>Staff</b>	<b>Resources</b>	<b>Preparation</b>	<b>ASCA Mindsets and Behaviors</b>
Students and parents need information on how to interpret student standardized test scores. <b>NYSED Reg:</b> 1.ii.c 1.ii.d	To provide students and parents with information that will help them interpret their test scores in a meaningful way.	Counselors meet with students and parents (individually and in groups) to interpret test scores and how it relates to student progress.	*Students and parents will understand standardized test results and integrate that understanding into their studies *Parents and students clearly understand test scores by successfully integrating the information	Counseling Center staff	Testing results.		Category 1: 4,5 Category 2: <i>Learning Strategies: 3,4,6,7</i> <i>Self Managements Skills: 2, 3, 5</i>

**Email Blasts/Website/Naviance updates**

**Target Grade:** 6-12

**Time Frame:** Year Round

<b>Need</b>	<b>Objective</b>	<b>Activity</b>	<b>Outcome and Evaluation</b>	<b>Staff</b>	<b>Resources</b>	<b>ASCA Mindsets and Behaviors</b>
Students and parents need to be kept aware of ongoing events, standardized testing, and available scholarships as related to the counseling office. <b>NYSED Reg:</b> 1.ii.d 1.iii	To provide parents and students with information regarding upcoming events, important dates, and available resources	School counselors will update counseling website and the Naviance Program with pertinent information (upcoming events, scholarships, etc). Email Blasts are also utilized to notify parents/students of important events.	*Parents and students will become aware of all information regarding standardized testing, scholarship opportunities, and upcoming events. *More students and parents will utilize the Counseling Center and attendance will increase at student services-related functions.	School counselors, Counseling Center support staff, Communications Specialist	Guidance Programing, application deadlines, upcoming exams, timely information, bulk mailings, handouts, etc.	Category 1: 1-6

**6-8**

### 5<sup>th</sup> Grade Visit to the Middle School

**Target Grade:** 5<sup>th</sup>

**Time Frame:** May

**Focus:** Transition 5/6

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
Fifth grade students have concerns regarding their transition into Middle School. <b>NYSED Reg:</b> 1.i 1.ii.c 1.ii.d 1.iii	To provide students with an introduction to the physical layout of the school and to orient them to the middle school expectations. To provide fifth grade students with a place to voice transition concerns and receive information and feedback. To ease anxiety regarding transition to a new school.	Fifth grade students are bussed to the Middle School for the morning. Middle school counselors and administrators provide a PowerPoint presentation that outlines middle school expectations and offer strategies to assist them in becoming successful academically and socially in their new environment. Students are given a tour of the building and then brought to a 6 <sup>th</sup> grade team time for a question and answer period with current 6th graders who can give some perspective to upcoming students	*Fifth grade students will be familiar with the middle school *Fifth grade students will be more comfortable entering the middle school the next year *Fifth grade students will be aware of strategies for success and able to identify a resource person in the middle school whom they can go to for support. *Fifth grade students and teachers will give verbal feedback to counselors.	Middle school counselors, administrators, 6 <sup>th</sup> grade teachers	Cafeteria, PowerPoint Presentation, handouts, buses.	*Schedule times with all elementary schools *Prepare packets for all students *Develop Power Point presentation	Category 1: 1,2,3 Category 2: <i>Self Management: 10</i> <i>Social Skills: 3, 8, 9</i>

**Fifth Grade Parent Information Evening**

**Target Grade: 5**

**Time Frame: March**

**Focus: Transition 5/6**

<b>Need</b>	<b>Objective</b>	<b>Activity</b>	<b>Outcome and Evaluation</b>	<b>Staff</b>	<b>Resources</b>	<b>Preparation</b>	<b>ASCA Mindsets and Behaviors</b>
Fifth grade parents have concerns regarding their child's transition to the middle school <b>NYSED Reg:</b> 1.i 1.ii.c 1.ii.d 1.iii	To provide parents and students with an overview of the middle school to assist in the transition process.	The parent orientation is publicized on the school calendar and in a special mailing to incoming sixth graders. This evening program is designed to give parents an overview of the middle school program and give parents the opportunity to ask questions they may have about their student's transition to middle school.	*Parents will acquire an initial, comprehensive understanding of the middle school. They will become familiar with school procedures and policies. Parental involvement and support will be fostered, resulting in increased student academic, social and career/college success.	School counselors, administrators, 6 <sup>th</sup> grade teachers	Handouts – "Middle School Survival Guide"	*Send reminder letters home for parents *Develop Power Point presentation.	Category 1: 1,2,3 Category 2: <i>Self Management: 10</i> <i>Social Skills: 3, 8, 9</i>



### 6<sup>th</sup> Grade Team Assignments

**Target Grade: 5**

**Time Frame: May**

**Focus: Transition 5/6**

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
To properly plan for incoming 6 <sup>th</sup> grade students. Need to identify “at risk” students <b>NYSED Reg:</b> 1.i 1.ii.d 1.iii	To create two teams of students of equivalent ability and gender distribution. To identify students “at risk”	Fifth grade teachers fill out articulation forms on each of their students. Parents are also given the opportunity to share information on a “Parent Articulation Form”. Students are recommended for team placement based upon this information. Fifth grade teachers meet with 6th grade counselors to provide information on incoming students.	*Creation of two sixth grade team teaching lists for the subsequent school year. *Identification of “At Risk” students	Middle school counselors, 5 <sup>th</sup> grade teachers, middle school assistant principal	Teacher articulation forms, parent articulation forms.	*Schedule meeting with Elementary schools *Print lists of students by elementary school.	Category 1: 1-6

**Team Meetings**

**Target Grade:** 6-8

**Time Frame:** Throughout School Year

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
Teachers and counselors need to exchange information about students. <b>NYSED Reg:</b> 1.i 1.ii.d 1.iii	To increase communication between teachers and counselor to enhance student academic performance and address social/emotional concerns.	Counselors meet with teams of teachers to discuss student performance. This meeting time is also designated to have student meetings and to have parent conferences at the convenience of the parent.	*Improved academic performance. *Student behavior and academic standing will improve.	Middle school teachers, school counselors, administrator	Classrooms, student grades.	*Meet with teams weekly to discuss student concerns *Follow through on plans of action *Review student records for background	Category 1: 1-6

### 6<sup>th</sup> Grade Orientation (Locker Night)

**Target Grade: 6**

**Time Frame: August**

**Focus: Transition 5/6**

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
<p>Sixth grade students need to become familiar with the middle school to ease their transition</p> <p><b>NYSED Reg:</b> 1.i 1.ii.c 1.ii.d 1.iii</p>	<p>To provide incoming sixth grade students and parents with an opportunity to review their schedule, practice opening their locker, and become familiar with the physical layout of the middle school</p>	<p>Students are invited to participate in an orientation during the day. Administrators and counselors review expectations and opportunities at the middle school. Seventh and eighth grade student leaders give incoming 6th graders a tour of the school and are available to answer student questions. Program is concluded with a social BBQ for students.</p> <p>In the evening, students and parents are invited to return to the building to participate in 6th grade Locker Night. This gives students/parents an opportunity to independently tour the building to provide comfort on their first day of school. Schedules and locker assignments are provided. Staff members are available to help students and parents with opening their locker and finding their way around the building.</p>	<p>*Students will become familiar with the physical layout of the middle school, facilitating their first day experience. *Parent/student survey</p>	<p>Middle school counselors and staff members</p>	<p>Sixth grade classrooms, printed schedules, locker combinations and handouts.</p>	<p>*Send invitation letter home to parents *Develop packets for students and parents (survival guide) *Establish homerooms and teams for students.</p>	<p>Category 1: 1,2,3 Category 2: <i>Self Management</i>: 10 <i>Social Skills</i>: 3, 8, 9</p>

**Bullying Presentation**

**Target Grade:** 6  
**Time Frame:** October

**Activity:** 40 minute class presentation  
**Focus:** 6<sup>th</sup> grade

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
Students need to understand Bullying and Bullying prevention. <b>NYSED Reg:</b> 1.i 1.ii.c 1.ii.d 1.iii	To educate students on what bullying is, the impacts bullying can have on students and what to do if they are involved in a bullying situation.	Counselors present lessons in the 6 <sup>th</sup> grade classes to educate students on Bullying and Bullying prevention. Students are educated on the Dignity for All Students Act (DASA) legislation. Presentation is coordinated with English teachers to coincide with student's completion of the "Bystander".	*Students will have a better understanding of Bullying and what they can do to prevent bullying. Pre/Post-test.	School Counselors, teachers	Power Point Presentation, classrooms	Prepare Power Point presentation, coordinate class time with teachers	Category 1: 2,3,6 Category 2: <i>Self Management Skills:</i> 6, 7, 8, 9 <i>Social Skills:</i> 2, 4, 9

**Test Anxiety/Stress Management**

**Target Grade:** 6

**Activity:** 40 minute class presentation

**Time Frame:** March/April

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
Students need to understand how to manage stress and test anxiety. <b>NYSED Reg:</b> 1.i 1.ii.c 1.ii.d 1.iii	To educate students on techniques to help with stress management and test anxiety. To help reduce test anxiety prior to NYS testing.	Counselors present lessons to the 6 <sup>th</sup> grade students focusing on stress management and test anxiety. Relaxation techniques are practiced with students.	*Students will acquire relaxation techniques that could be utilized during testing periods.	Counselors, teachers	PowerPoint presentation, classroom time	Create PowerPoint presentation.	Category 1: 1-6 Category 2: <i>Learning Strategies: 2</i> <i>Self Management Skills: 2, 3, 7</i>

**Career Exploration: Goal Setting/Future Planning**

**Target Grade:** 7

**Activity:** 40-minute class presentation

**Time Frame:** Quarterly in Health Classes

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
<p>Students need to investigate the world of work in relation to knowledge of self and to make informed career decisions</p> <p><b>NYSED Reg:</b>                      1.ii.a                      1.ii.b                      1.ii.c                      1.ii.d                      1.iii</p>	<p>To give students the resources needed to integrate their interests with research related to their career, and college opportunities</p>	<p>Counselors meet with students in the computer lab to use Naviance. Students complete an interest inventory “Career Cluster Finder”. Students identify careers that interest them and research information about these careers. Students are introduced to the SMART goals framework and are encouraged to utilize this method for setting career goals for their future.</p>	<p>Students will identify careers that interest them. Students will create a SMART goal related to their future career.</p>	<p>School counselors, teachers</p>	<p>Naviance Program, computer lab, classroom time</p>	<p>Create PowerPoint presentation, Pre-assign username/password for Naviance account, sign up for computer lab.</p>	<p>Category 1: 1-6                      Category 2:  <i>Learning Strategies: 7</i>  <i>Self Management Skills: 3</i></p>

**Career Exploration: Strengths Explorer**

**Target Grade:** 8

**Activity:** Two 40-minute class presentations

**Time Frame:** Quarterly in Home & Careers Classes

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
<p>Students need to investigate the world of work in relation to knowledge of self and to make informed career decisions</p> <p><b>NYSED Reg:</b> 1.ii.a 1.ii.b 1.ii.c 1.ii.d 1.iii</p>	<p>To help students understand the relationship between personal qualities, education, training, and the world of work</p>	<p>Counselors meet with students in the computer lab to use the Naviance Program. Students complete the “Strengths Explorer” inventory (based on Myers-Briggs) to identify careers that relate to their interests and personal/academic strengths. Students research a career of their choice and complete a writing assignment for their Home &amp; Careers class.</p>	<p>Students will be able to identify a career that matches their personal/academic strengths.</p>	<p>School Counselors, teachers</p>	<p>Naviance Program, computer lab, classroom time</p>	<p>Print a list of Pre-assigned Naviance usernames/passwords</p>	<p>Category 1: 1-6 Category 2: <i>Learning Strategies: 7</i> <i>Self Management Skills: 3</i></p>

**Planning for 9<sup>th</sup> Grade**

**Target Grade: 8**

**Time Frame: February**

**Activity: 40 minute class presentation**

**Focus: Transition 8/9**

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
<p>Eighth grade students need information regarding graduation requirements, including required and elective course opportunities open to them in the high school</p> <p><b>NYSED Reg:</b>                      1.ii.a                      1.ii.b                      1.ii.c                      1.ii.d                      1.iii</p>	<p>Eighth grade students will be educated regarding ninth grade course opportunities and graduation requirements. Students will be given the opportunity to develop a 4-year plan for high school.</p>	<p>Counselors present to 8<sup>th</sup> grade classes to introduce graduation requirement information and course options for 9<sup>th</sup> grade and beyond. Students create a tentative 9th grade course plan to bring home to review with their parents. Students are given a planning worksheet and encouraged to map out their 4-year high school plan.</p>	<p>Students will understand course options for 9<sup>th</sup> grade as well as requirements for graduation</p>	<p>Middle school counselors, teachers.</p>	<p>Program of Study; Planning for 9<sup>th</sup> grade packet, Power point presentation.</p>	<p>*Prepare PowerPoint presentation, schedule classroom time.</p>	<p>Category 1: 1,2,3                      Category 2:  <i>Self Management</i>: 10  <i>Social Skills</i>: 3, 8, 9</p>



**8<sup>th</sup> – 9<sup>th</sup> Grade Parent Orientation**

**Target Grade: 8**

**Time Frame: February**

**Focus: Transition 8/9**

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
Transitioning students and their parents require information about the high school graduation requirements and course options. <b>NYSED Reg:</b> 1.ii.d 1.iii	To provide parents and students with an overview of the high school, including graduation requirements, academic and social expectations and career pathways.	An evening program is presented in February for parents and students. Department supervisors are given time to speak about programs, requirements, and course options in their department. The parent orientation is publicized on the school calendar and through communication sent home with students. Program of Studies books are sent home with students prior to the evening program; additional departmental literature is also available.	*Parents will acquire an initial, comprehensive understanding of the high school. They will become familiar with course options and graduation requirements. Parental involvement and support will be fostered, resulting in increased student academic, social and career/college success.	School counselors, department chairs, administrators	Program of studies, department handouts. Auditorium, PowerPoint presentation	*Publish date on school calendar *Prepare packets of information for parents and students *Develop Power Point presentation. *Set up auditorium.	Category 1: 1,2,3 Category 2: <i>Self Management: 10</i> <i>Social Skills: 3, 8, 9</i>

**Course Selection/Annual Review**

**Target Grade:** 8

**Activity:** 40 minute class presentation

**Time Frame:** February

**Focus:** Transition 8/9

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
Students need to select proper courses for 9 <sup>th</sup> grade <b>NYSED Reg:</b> 1.ii.a 1.ii.c 1.ii.d 1.iii	Students will complete course requests for their 9 <sup>th</sup> grade year and consider options for 4-year graduation plan	Core teachers make course recommendations for their students for 9 <sup>th</sup> grade courses. Counselors bring students into the computer lab to assist students with choosing appropriate courses for 9 <sup>th</sup> grade. Counselors discuss how to make a 4 year graduation plan.	*Students will select courses for ninth grade conditional upon their successful completion of eighth grade courses.	Middle school counselors, teachers.	Powerschool, computer lab, class time	*Coordinate Course level recommendations with teachers *Prepare Powerschool scheduler with proper 9 <sup>th</sup> grade course options *Follow up with letter to parents to verify student sign-up *Maintain course request changes	Category 1: 4, 5, 6 Category 2: <i>Learning Strategies:</i> 8,9 <i>Self Management Skills:</i> 5, 8, 10

**FOCUS List Meeting**

**Target Grade:** Incoming 9<sup>th</sup> Grade  
**Time Frame:** May

**Preparation Time:** 1 hour  
**Activity:** 1.5 - 2 hours

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
The ninth grade counselors need information about their incoming students to help ease their transition to the high school <b>NYSED Reg</b> 1.ii.d 1.iii	To obtain academic, behavioral and social/emotional information for incoming ninth grade students from their middle school counselors	Ninth grade School Coounselors, Administrators, Social Workers and Student Assistance Counselor meet with the middle school counselors. This meeting will provide an opportunity for the high school counselors and administrators to become aware of the special academic, behavioral and social/emotional needs of entering students	*Ninth grade counselors will be knowledgeable of the needs of incoming students. Plans can be implemented to help ease the transition for students.	High school and middle school counselors, middle and high school administrators, social workers, student assistance counselor.	Student records, meeting room	Prepare "FOCUS" list, schedule meeting time with counselors and administrators.	<u>Student Standard</u> Category 1: 1-6

**9-12**

**Distance Learning Coordination**

**Target Grade:** 9-12

**Time Frame:** Year Round

**Activity:**

<b>Need</b>	<b>Objective</b>	<b>Activity</b>	<b>Outcome and Evaluation</b>	<b>Staff</b>	<b>Resources</b>	<b>Preparation</b>	<b>ASCA Mindsets and Behaviors</b>
Students need to be given the opportunity to take courses that they may not have the access to through the East Greenbush curriculum. <b>NYSED Reg:</b> 1.iii	To offer courses to students that will expand their coursework and provide a variety of academic experiences that were traditionally not offered at Columbia.	Designated counselors will attend meetings of the Capital Region Distance Learning Consortium, making decisions as to which courses will be scheduled. Counselors will also work with faculty to discuss course offerings and to develop “host” courses to the students.	The distance learning schedule will have course offerings in each period, providing more opportunities for Columbia students. More students will take distance learning courses.	H.S. Counselors H.S. Assistant Principal, Distance Learning Consortium NERIC	Distance Learning Schedule, CHS Master Schedule.	Consult with administration and staff to determine course needs	Category 1:4

**REMIND App**

**Target Grade:** 9-12

**Time Frame:** Year Round

**Activity:**

<b>Need</b>	<b>Objective</b>	<b>Activity</b>	<b>Outcome and Evaluation</b>	<b>Staff</b>	<b>Resources</b>	<b>Preparation</b>	<b>ASCA Mindsets and Behaviors</b>
Students need to be informed of important dates/deadlines for post-high school planning <b>NYSED Reg:</b> 1.iii	To provide students with reminders of upcoming deadlines/dates	During our College and Career Naviance classroom presentations students will provide their cell phone numbers. The numbers will then be added to REMIND by grade level and reminders will be sent out when deadlines/dates approach	Students will fill out a senior exit survey where we’ll ask about REMIND. We will also look at the number of students allowing Remind 101 communication. Ultimately, students will be timely about deadlines	H.S. Counselors H.S. guidance secretaries	Naviance, REMIND	We will need to draft what we want each message to say to kids.	Category 1:4

### Special Education Accommodations Registration

**Target Grade:** 9-12

**Time Frame:** Year Round

**Activity:** 30 minutes per student

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
<p>Students with an IEP or 504 need an opportunity to utilize the special testing services provided through the Educational Testing Service and the American College Testing Program.  <b>NYSED Reg:</b>                      1.ii.d                      1.iii</p>	<p>To provide students with disabilities appropriate accommodations for the SAT, PSAT, practice ACT and/or ACT.</p>	<p>Counselors and/or Case Managers meet with students to explain the process of accommodations and provide students with paperwork to complete. Once returned counselors forward the material to PPS to fill out their sections. It is then returned to counselors who send information to appropriate company and receive information back on accommodations granted. Counselors will meet with students to explain accommodations</p>	<p>*Classified students will participate in the special testing services provided for disabled applicants, so as to give them every opportunity to do their best.                      *Students will have SAT, PSAT, practice ACT or ACT scores which may be presented to colleges for admission or placement requirements.</p>	<p>Counselors, Case Managers</p>	<p>Registration forms, IEPs, 504 Plans, most recent psychological testing results, and student health information.</p>	<p>Send letters home to families informing them of accommodations and the process of receiving them</p>	<p>Category 1: 2, 4</p>

**Military Advisement**

**Target Grade:** 9-12

**Preparation Time:** 5 minutes

**Time Frame:** Year Round

**Activity:** 43 minutes

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
Students who are interested in the military as a career need to gain information and access to recruiters. <b>NYSED Reg:</b> 1.ii.b 1.ii.c 1.ii.d 1.iii	To provide the most up-to-date information regarding opportunities in the military.	Advisement sessions with members of the armed forces. Military representatives are available at the high school to answer questions regarding ROTC and admission to the service academies.	*Students will receive information regarding possible options in the military service. *Number of students who attend the advisement sessions and who ultimately pursue a career in the military *Feedback from recruiters and students.	Counselors, military personnel, Counseling Center support staff	Information packets, meeting room.	*Communication with recruiters to set up visitations.	Category 1: 2, 4 Category 2: Self Management Skills: 5  Social Skills: 3

**Weekly Department Meetings**

**Target Grade:** 9-12

**Time Frame:** Year Round

**Preparation Time:** 20 minutes weekly

**Activity:** 80 minutes

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
Counselors need to maintain consistency within the department. The department needs to meet weekly to ensure communication of timely information. <b>NYSED Reg:</b> 1.ii.d 1.iii	To provide counselors with a weekly forum to address changes, projects and problems and ensure clear communication between all counselors.	Counselors meet weekly to review concerns, plan projects and events and share information pertinent to counselors and secretaries.	*All students will receive consistent services and information from the Guidance Office *Improved communication between counselors.	Counselors, administrators, secretary.	Calendars, reports, paperwork, meeting room	*Create weekly agenda *Sign up for meeting location	Category 1: 1-6



**Counselor College Tours**

**Target Grade:** 9-12

**Preparation Time:** 15 min

**Time Frame:** September-June

**Activity:** varies

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
<p>Counselors need to continue to update their knowledge base with regard to post-secondary options for students. Information is then shared with students so they can make informed decisions.  <b>NYSED Reg:</b>                      1.ii.d                      1.iii</p>	<p>To improve knowledge base of secondary options for all students and enhance communication of this knowledge.</p>	<p>High school counselors attend college tours hosted by various colleges improve the knowledge base of all high school counselors with regard to post-secondary options.</p>	<p>*Counselors will be able to speak more knowledgably about specifics of colleges</p>	<p>High school counselors, college admissions counselors.</p>	<p>High school counselors, college admissions, counselors, college speakers, transportation, mailings, fee</p>	<p>*Send in confirmations for tours</p>	<p>Category 1: 1-6</p>

**Career Connections**

**Target Grade:** 9-12

**Preparation Time:** 1 hour

**Time Frame:** March

**Activity:** 3 hours

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
Students need to learn more about career opportunities and what training they will need in order to obtain specific jobs. <b>NYSED Reg</b> 1.ii.a 1.ii.b 1.ii.c 1.ii.d 1.iii	Students will learn more about careers of choice, non-traditional careers, careers of the next century.	Students will have the opportunity to listen and speak to local representatives about their career and the path they took to get to that career. Teachers have the opportunity to bring their classes down to participate or students can choose to attend during a free period. This is a co-sponsored event between the Business department and the Counseling department.	*All participants will have enhanced perspectives about future career options. *Presenters will be given an evaluation form to fill out	Counselors, presenters, Business teachers, maintenance staff	Refreshments, Auditorium, computer, microphone.	*Contact career professionals to present *Set up schedule *Counselors & Business Department meet to review information to be presented *Prepare fliers *Inform Faculty of presentation schedule, encourage participation.	Category 1: 4, 5, 6 Category 2: Learning Strategies: 7 Self Management Skills: 10 Social Skills: 3, 9

**Schedule Adjustment**

**Target Grade:** 9-12

**Time Frame:** Year-round

**Activity:** 15 minutes

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	ASCA Mindsets and Behaviors
<p>During the school year students require schedule adjustments. This may include course add/drops, academic level changes, and alternative education placement.</p> <p><b>NYSED Reg</b> 1.ii.c 1.ii.d 1.iii</p>	<p>To review all change requests and to assess their validity consistent with state and local expectations.</p>	<p>1) Students must discuss possible schedule changes with their counselor. After discussing the change, including the student’s purpose for wanting the change, the counselor will determine whether the change is in the student’s best interest.</p> <p>2) Teacher, parent and department chairperson input will be ascertained through a drop/add form. Once the counselor validates the possibility of the change, the student will obtain the appropriate signatures on form..</p> <p>3) Once the change is approved, then it is made via Power School. New schedules are printed and given to student.</p> <p>4) For administrative changes (i.e., lab additions/deletions, 5.5 credit check, etc.) – changes will be made and the student informed via a new schedule in homeroom. All necessary teachers will be notified.</p>	<p>*Relevant changes will be made which do not limit or diminish student opportunity.</p> <p>*Schedule changes will enhance, not detract from, the quality of the education that student obtains and assist in the overall academic success of the student.</p>	<p>Counselors, teachers, department chairs, administration</p>	<p>Change request forms, computer, schedule, and assessment scores.</p>	<p><u>Student Standards</u> Category 1: 2, 5 Category 2: Learning Strategies: 1, 7, 8, 9 Self Management: 1, 3, 5, 6, 7, 10</p>

**Course Selection 9th-12th Grade**

**Target Grade:** 9-12

**Preparation Time:** 10 hours

**Time Frame:** February - March

**Activity:** 3 weeks

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
<p>Students require assistance in selecting courses appropriate for their educational plans and graduation requirements.  <b>NYSED Reg</b>                      1.ii.a                      1.ii.b                      1.ii.c                      1.ii.d                      1.iii</p>	<p>To individually help students design a realistic and challenging class schedule to meet requirements and promote post-secondary success.</p>	<p>1) Counselors distribute and discuss course materials in class and individually. Students receive a course selection sheet                      2) School counselors will receive recommendations for classes for next year from current teachers. Teachers are expected to go over elective options and recommendations with students                      3) Counselors meet with students individually during English classes. Course selections are entered into the computer.                      4) Students bring home their course request sheet for parents to review. Students return course selection sheet with parent signature.                      5) Counselors follow-up with students regarding problems with their schedules throughout the summer.                      6) Failures are rescheduled after summer school sign ups and again after summer school completion.                      6) Appropriately schedule students for AIS courses as determined by dept. chairs.</p>	<p>*Students will have a schedule that supports his or her vocational and educational plans, while assuring district and state compliance.                      *Students will meet their academic goals with only minor schedule changes. The number of Regents and Advanced Regents Diploma recipients and the number of students accepted into post-secondary education, employment or the military will be recorded.</p>	<p>Counselors , support staff, and data processing personnel</p>	<p>Course selection sheets, parent signature sheets, computer with PowerSchool, course selection books, Naviance</p>	<p>*Meet with departments to discuss course offerings.                      *Update course selection sheet and send to copy                      *Schedule class time with English teachers</p>	<p><u>Student Standards</u>                      Category 1: 1-6                      Category 2: Learning Strategies: 7, 8, 10                      Self-Management: 5, 8                      Social Skills: 8</p>

**Advanced Placement Test Coordination and Administration**

**Target Grade:** 10-12

**Preparation Time:** 5 hours Registration, 15 hours Administration, 2 hours Package Exam

**Time Frame:** May

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
<p>Students need to be given the opportunity to take college level coursework and the potential to earn college credit.</p> <p><b>NYSED Reg:</b> 1.ii.d 1.iii</p>	<p>To offer Advanced Placement courses and testing opportunities that may result in college credits.</p>	<p>Designated counselor will serve as “Advanced Placement” coordinator and organize the test administration for students. Counselors will go into AP classrooms before testing to provide information on the exams</p>	<p>*Student performance on the AP exams * Increase number of students taking Advanced Placement courses and Advanced Placement exams.</p>	<p>Counselors (spec. AP coordinator), Proctors, teachers</p>	<p>AP class schedule, AP Material, proctors</p>	<p>*Arrange for proctors. *Work with AP teachers to do classroom presentations *Announce test dates *Plan room assignments *Prepare materials needed *Order &amp; Sort through tests and be sure there are enough for each student *Develop a proctoring schedule for each exam *Oversee AP Audit Process *Collect Fees, organize sign-ups, make spreadsheet</p>	<p>Category 1: 4,5</p>

### Standardized Test Administration

**Target Grade:** 10 -12<sup>th</sup> graders

**Time Frame:** October, December, January, March, April, May, June

**Activity:** 4-8 hrs

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
<p>Students need to be provided the opportunity to gain experience with college admissions testing.  <b>NYSED Reg:</b>                      1.ii.d                      1.iii</p>	<p>Provide students with opportunity to take standardized tests</p>	<p>Students are given the opportunity to take various standardized tests. Exams are announced through the website, flyers, classroom presentations, junior conferences and other counselor meetings, and in-school announcements. Money is collected from students in the Guidance Office for Practice ACT and PSAT; students must register online for SAT tests. Students are informed about test preparation material in the Guidance Office.</p>	<p>*Students will become familiar with standardized testing procedure                      *Counselors will receive feedback from students following exams.</p>	<p>Counselors, administrators, custodial staff, Counseling Center support staff, proctors</p>	<p>Testing rooms, sharpened pencils, testing materials, registration forms. Practice booklets in Counseling Center</p>	<p>*Order tests                      *Update website                      *Announce test dates                      *Organize sign ups, collect fees and student information, and make spreadsheet.                      * Secure proctors                      *Notify and update custodians with head count.                      *Read through exam materials administration                      *Sort through tests and be sure there are enough for each student                      *Develop a proctoring schedule for each exam</p>	<p>Category 1: 4,5</p>

**9th Grade**

**Freshman Orientation**

**Target Grade:** Incoming 9<sup>th</sup> graders  
**Time Frame:** August

**Preparation Time:** 1 hour  
**Activity:** 2 - 3 hours

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
<p>To reduce anxiety of students coming to the high school</p> <p><b>NYSED Reg</b>                      1.ii.c                      1.ii.d                      1.iii</p>	<p>To introduce incoming 9<sup>th</sup> grade students to high school administrators, counselors, faculty and student leaders.</p> <p>To give students and parents information regarding high school building, procedures, rules, schedules and other details of the day to day operations at the high school.</p>	<p>Students and parents break out into separate orientations. During this time administrators, counselors, and current students give their perspective on some of the things that are different in high school from middle school.</p> <p>Parents attend a “Parenting for Success” presentation. Students are lead on a tour of the building by upper classmen.</p>	<p>*Students and parents will leave with a greater understanding of goals and expectations of the high school.</p> <p>*Freshman will make a smooth transition to the rules and demands of a new school.</p>	<p>Counselors, Administrators, student volunteers</p>	<p>PowerPoint, Handouts, Auditorium, Classrooms, Library</p>	<p>Coordinating with staff to come up with appropriate time, updating handouts, printing tentative student schedules and locker assignments.</p>	<p><u>Student Standard</u>                      Category 1: 1-6                      Category 2:  <i>Learning Strategies</i>: 10  <i>Social Skills</i>: 2, 3, 6, 8</p>



**Freshmen Orientation Classroom Presentations**

**Target Grade:** Incoming 9<sup>th</sup> Grade

**Time Frame:** September-October

**Focus:** New Student Orientation

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
Freshmen need be aware of the services offered in the Guidance Office as well as requirements for graduation and college <b>NYSED Regs</b> 1.ii.a 1.ii.b 1.ii.c 1.ii.d 1.iii	To introduce Freshmen students to the Guidance Office, Guidance Office staff, and their counselor. Also to provide freshmen information helpful in planning the next few years	Counselors will go into English classrooms and take half a period to present information to students. Then, students will walk to the Guidance office to be introduced to the resources there. Counselors will then break students off with their respective counselors to fill out a freshmen questionnaire and get acquainted	Students will be informed about graduation requirements and services offered in the Guidance office  Students will begin involvement in activities and start selecting courses that will move them toward their goals. Students will access services in the Guidance Office when needed	Counselors, counseling staff, English teachers	Memo to English 9 teachers, outline of talking points, freshman questionnaire	Select dates, create and send out memo to English 9 teachers, update freshman questionnaire	<u>Student Standards</u> Category 1: 1-6 Category 2: Learning Strategies: 4, 8, 10 Self-Management: 1, 2, 3, 7, 8, 9 Social Skills: 2, 3, 5, 8

**Freshman Naviance Lesson -Personality Inventory**

**Target Grade: 9**

**Time Frame:December**

**Preparation Time:**

**Activity: 45 minutes**

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
Students need to understand their strengths and weaknesses given their personality type. <b>NYSED Regs</b> 1.ii.a 1.ii.b 1.ii.c 1.ii.d 1.iii	To give students insight into their strengths and weaknesses based on their personality.	Students will meet with counselors in the computer lab during their Global History 9 class for one period. The focus of the meetings will be on Naviance and the “Do What You Are” Personality Inventory (a Myers- Briggs Type Indicator). Students will complete the inventory and learn about their strengths, blindspots (weaknesses), and will also have the opportunity to link their personality to careers.	*Students will better understand the strengths and blindspots of their personality *Students will be able to identify their 4 personality characteristics & what they mean *Students may also have the opportunity to investigate careers related to their personality	Counselors	Naviance, passwords, Handouts	*Arrange time with Social Studies teachers, reserve computer labs *print handouts	<u>Student Standards</u> Category 1: 1-6 Category 2: Learning Strategy: 1, 5, 7, 9 Self Management: 3, 5, 8

**10th Grade**

**Sophomore Naviance Program**

**Target Grade:** 10

**Time Frame:** November & December

**Preparation Time:**

**Activity:** 45 minutes

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
Students need to understand how their interests and strengths relate to the college selection process and career search. <b>NYSED Regs</b> 1.ii.a 1.ii.b 1.ii.c 1.ii.d 1.iii	To give students the resources needed to integrate their interests with research related to their career, and college opportunities.	Students will meet with counselors in the computer lab during their PE class for one period. The focus of the meetings will be on Naviance and the “Career Interest Profiler” an interest inventory. Students will also receive a College Planning Calendar, a Sophomore Questionnaire and other relevant material.	*Students will access relevant college and career information as they continue to formulate their educational goals and post-secondary plans. *Students will select appropriate careers, colleges, and college majors with accurate and up-to-date information.	Counselors	Naviance, passwords, Handouts	*Arrange time with Physical Education teachers, reserve computer labs *print handouts	<u>Student Standards</u> Category 1: 1-6 Category 2: Learning Strategy: 1, 5, 7, 9 Self Management: 3, 5, 8

### 10th Grade Parent Night

**Target Grade:** 10

**Time Frame:** October (Open House Night)

**Preparation Time:** 30minutes

**Activity:** 30 minutes

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
Parents need to be aware of college and career planning activities. <b>NYSED Regs</b> 1.ii.d 1.iii	To inform parents of college planning activities offered to sophomores.	A PowerPoint presentation conducted by counselors for parents of sophomores. Counselors review upcoming events, important dates, graduation requirements, Naviance and NCAA eligibility.	*Parents will understand our Naviance program, NCAA eligibility requirements *Parents will understand there will be an opportunity to take an ACT practice test *Parents will be aware of upcoming events.	Counselors	PowerPoint, NCAA website,	*PowerPoint, reserve the Auditorium, department collaboration on presentation	<u>Student Standards</u> Category 1: 4

### ACT Practice Test

**Target Grade:** 10

**Time Frame:** January

**Preparation Time:** 1 -2 hours

**Activity:** 3 hours

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
Students need to become familiar with the format and content of the ACT college entrance exam. <b>NYSED Regs</b> 1.ii.d 1.iii	To give students exposure to the ACT.	Students who sign up are given the opportunity to take a practice ACT during the January Regents week.	Test results are returned and interpreted to students in a classroom setting. Students are encouraged to utilize results to prepare for the actual ACT.	Counselors, English staff	*Registration Form *Practice ACT exam *Claim Forms to pay proctors & hall monitors	*English class presentation, collecting fees, ordering the exam, *email blasts, PA announcement on deadlines	<u>Student Standards</u> Category 1: 1-6

**CTE Student Visitations**

**Target Grade:** 10/11

**Time Frame:** March

**Preparation time:** 2 hours

**Activity:** 2 – Half day visits

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
Students need exposure to vocational opportunities to make informed decisions regarding their future. <b>NYSED Regs</b> 1.ii.a 1.ii.b 1.ii.c 1.ii.d 1.iii	Counselors will facilitate exposure to career/technical education opportunities for students in grades 11 and 12.	Counselors will take students on a half day visitation to the Rensselaer Career and Technical Education (CTE) Center. Students will tour programs. Students will be informed about the visit via announcements and classroom presentations. Students will bring in signed permission slips to participate.	*Students will select appropriate CTE programs to attend for their next school year. *Students will complete a one or two year CTE program and make decisions to continue on or change career direction based on their participation in the CTE program.	Counselors, Counseling Secretary, CTE personnel, bus driver	Permission slips, information sheets, sign-up sheet, bus.	*Contact CTE center to schedule visitation *Arrange busing for students *Collect & organize permission slips *Arrange CTE classroom presentations *Arrange CTE Auditorium presentation (passes & CTE student presenters)	<u>Student Standards</u> Category 1: 1-6 Category 2: Learning Strategies: 7 Self Management: 5 Social Skills: 9

**11th Grade**

## Junior Conference

**Target Grade: 11**

**Time Frame: January - June**

**Preparation Time: 4 hours**

**Activity: 45 minutes-1hr/per Junior**

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
<p>Juniors and their families need information regarding careers, college majors, the college/career application process as well as their own progress toward graduation.</p> <p><b>NYSED Reg:</b>                      1.ii.a                      1.ii.b                      1.ii.c                      1.ii.d                      1.iii</p>	<p>To explain the college/career application process, gather information on future plans, and give information on colleges.</p>	<p>The college application process is explained. College visitation is emphasized and college search information and resources are reviewed. Graduation requirements, student progress &amp; course selections, diploma type, recommendation and SAT/ACT information are discussed. Students and parents receive a brief tutorial on the use of Naviance and its role in the college planning and application process. Each family is given a folder containing the junior booklet, the parent &amp; student perspectives, transcript &amp; recommendation form, teacher recommendation form, as well as other pertinent information.</p>	<p>*Students will have the necessary information to begin/continue the college career search process.                      *Students will be aware of graduation requirements and importance of academic success.</p>	<p>Counselors, counseling secretaries</p>	<p>Junior Conference folder, Naviance, transcript, graduation worksheet</p>	<p>*Assemble folder for each student in Junior Class: (parent &amp; student perspectives, Junior Booklet, planning checklist, recommendation requests-counselor &amp; teacher, SUNY guide, testing info, etc.)                      *review transcript, graduation worksheet                      *email blast invitation in January to parents</p>	<p>Category 1: 1-6                      Category 2: Learning Strategies: 5, 7, 9                      Self Management Skills: 1, 5, 8, 10</p>



**Junior Classroom Presentation: College Search Process**

**Target Grade: 11**

**Time Frame: January**

**Activity: 45 minutes**

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
Students need to understand the college planning process. <b>NYSED Reg:</b> 1.ii.b 1.ii.c 1.ii.d 1.iii	To provide students with the resources to research and apply to colleges successfully in the fall of their senior year.	Counselors present a 40 minute PowerPoint presentation on the college search and application process, highlighting our Naviance program. Students learn about admissions practices and procedures.	*Students are better equipped to begin the college search process. *Students will be better informed to begin the college search process and schedule their junior meeting with their counselor.	Counselors	Auditorium, laptop computer, powerpoint presentation	*Schedule sessions for each class, work with PE staff, sign out Auditorium & reserve laptop *Update Powerpoint	Category 1: 1-6 Category 2: Learning Strategies: 5, 7, 9 Self Management Skills: 1, 5, 8, 10

**Naviance Classroom Lesson: College Search**

**Target Grade: 11**  
**Time Frame: January**

**Preparation Time:**  
**Activity: 45 minutes**

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
Students need understand how to use Naviance as a college search engine. <b>NYSED Reg:</b> 1.ii.b 1.ii.c 1.ii.d 1.iii	To familiarize students with the use of their personal Naviance account and the use of the program for searching for colleges and careers.	Counselors will demonstrate the use of the Super Match College Search and other tools on Naviance for students. Students will be given the opportunity to use the program on their own.	*Students will be able to generate a list of colleges that meet their search criteria.	Counselors	Computer labs, Naviance account passwords & logins	*Schedule sessions for each class, work with PE staff, sign out computer labs	Category 1: 1-6 Category 2: Learning Strategies: 5, 7, 9 Self Management Skills: 1, 5, 8, 10

**Junior Parent Night: College Admissions Panel Discussion**

**Target Grade: 11**  
**Time Frame: March**

**Preparation Time: 3 Hours**  
**Activity: 1 Hour**

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
Parents and students need to understand the college admissions process & what factors are important to college admissions counselors <b>NYSED Reg:</b> 1.ii.c 1.ii.d 1.iii	To educate students and parents on college admissions terms, procedures, and factors that influence college admissions.	This is an evening program that features a Panel Discussion facilitated by College Admissions personnel on topics associated with applying to college. Typical discussion points include: the parts of the college application, senior year coursework, GPA, grades, test scores, activities, community service and other pertinent information. A Powerpoint presentation on the use of our Naviance Program to submit college applications is also included.	*Parents and students will understand: 1. College application terminology. 2.The application process and the parts of the application 3.The use of Naviance for application submittal. 4. Program will be evaluated with a program survey	*Counselors  *Local College Admissions Counselors	*Calendar Handout (from Junior Booklet)	*Contact 3-4 local college representative to attend the program & prepare them.  *Get Gift Cards for a Thank You to reps *computer on cart for presentation *Podium *tables for handouts *table & chairs for reps *microphone	Category 1: 1-6 Category 2: Learning Strategies: 5, 7, 9 Self Management Skills: 1, 5, 8, 10

**College Fair**

**Target Grade: 11**  
**Time Frame: May**

**Preparation Time: 2 Hours**  
**Activity: 2.5 Hours**

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
<p>Students need to make connections with colleges and admissions counselors. They need to research their options for post-secondary study.  <b>NYSED Reg:</b>                      1.ii.c                      1.ii.d                      1.iii</p>	<p>To help students initiate contact with college admissions personnel and research post-secondary study options.</p>	<p>The Guidance Office transports the junior class to the CDCA College Fair held at HVCC in May so that students can visit with college admissions personnel of 180+ colleges and gather information on colleges and their programs.</p>	<p>*Students will return with information that they can share with their parents.                      *Students establish contact with representatives from colleges they are interested in.                      *Students and parents can return during evening hours.</p>	<p>Counselors</p>	<p>*Permission Slip</p>	<p>*Set up Field Trip                      *Set up Bussing                      *Set up classroom presentations                      *Email Blast permission slips                      *Collect permission slips                      *Send attendance to Health &amp; Attendance Offices</p>	<p>Category 1: 1-6                      Category 2:                      Learning Strategies: 7, 9                      Self Management Skills: 1, 5, 8, 10</p>

**College Representative Visits**

**Target Grade:** 11-12

**Time Frame:** September-December

**Preparation:** 1 hour weekly

**Activity:** 40 minutes per college

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
Students need to be able to visit with a representative from a potential college. <b>NYSED Reg:</b> 1.ii.c 1.ii.d 1.iii	Students will gain a clearer perspective of whether a college will be a good match for them.	College representatives make appointments beginning in August with the Guidance Secretary. Students are informed of upcoming visits through a weekly announcement, Naviance and the board in the Counseling Center. Students meet with representatives of their choice and gather needed information on the school. The Counseling Center also gets updates on programs, admissions requirements, etc.	*Students will be able to assess a school's compatibility in a timely, efficient manner. *Students make informed choices regarding applying to and visiting colleges. *Students establish contact with admissions personnel who will be making admissions decisions on their behalf.	Counselors, counseling secretarial staff, College reps.	Meeting room	*obtain dates from colleges when they will be attending the school *upload information on to Naviance	Category 1: 1-6 Category 2: Learning Strategies: 5, 7, 9 Self Management Skills: 1, 8, 10

**12th Grade**

**Financial Aid Planning Workshop**

**Target Grade:** 12

**Time Frame:** October

**Preparation Time:** 2 hours

**Activity:** 2 hours

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
Families with students who are planning to attend college need to complete financial aid forms. <b>NYSED Reg:</b> 1.ii.c 1.ii.d 1.iii	To assist families in the process of applying for financial aid	Families will arrive with required financial aid materials that have been previously communicated through the school and will get assistance from financial aid officers to complete financial aid form	*Families will have completed the financial aid application process	Counselors, counseling secretaries, , financial aid officers	Computer lab, email advertising, financial aid literature, access to printer	Contact HESC for financial aid officers, send information via email to parents about required materials, sign up list, computer lab, guest logins	Category 1: 1-6 Category 2: Learning Strategies: 5, 7, 9 Self Management Skills: 1, 5, 8, 10

## Senior Advising

**Target Grade:** 12

**Preparation Time:** 20 minutes

**Time Frame:** September - June

**Activity:** 20-40 minutes per senior

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
Counselors need to review graduation status, post high school plans, and the college admission process with seniors <b>NYSED Reg:</b> 1.ii.a 1.ii.c 1.ii.d 1.iii	To assist seniors with post high school planning and review courses required for graduation	Counselors review how to fill out college/career applications correctly to meet college admissions standards, deadlines, and get financial aid. Graduation requirements, diploma status and transcripts are also reviewed	*Students understand the college process  *Students will submit complete and timely applications for college admissions	Counselors	Transcripts, transcript worksheet, Request for Counselor Recommendation form, Request for Teacher Recommendation form, parent and student perspectives, SAT/ACT registration information	* Review each student's transcripts; determine diploma type, courses and exams needed. Fill in graduation worksheets for each student, and reschedule courses and exams as needed	Category 1: 1-6 Category 2: Learning Strategies: 5, 7, 9 Self Management Skills: 1, 8, 10



**HVCC and SCCC Instant Admit Day**

**Target Grade:** 12

**Time Frame:** 3 days during the school year

**Preparation Time:** 2 hours

**Activity:** 10 minutes/student

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
Many students apply to Hudson Valley Community College and Schenectady County Community College <b>NYSED Reg:</b> 1.ii.d 1.iii	Students will have the opportunity to interview and apply for admission into HVCC and SCCC and get accepted on the spot for free	Students will sign up to attend the HVCC or SCCC Instant Admit Day and will fill out an application. They will be given a time slot to come down to the Guidance Office when they will interview with an admissions representative	*Students will be accepted to Hudson Valley Community College or Schenectady Community College	Guidance office support staff, HVCC and SCCC admissions officers	Conference room, transcripts	*Arrange for admissions representative to come to school. *Students sign up for interview times *Print transcripts	Category 1: 1-6 Category 2: Learning Strategies: 5, 7, 9 Self Management Skills: 1, 5, 8, 10

**College Application Process**

**Target Grade:** 12

**Time Frame:** Year Round

**Activity:** 45 minutes-several hours as needed

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
Completed college applications need to be processed <b>NYSED Reg:</b> 1.ii.c 1.ii.d 1.iii	To provide senior students with yearlong guidance and supervision in the college application process	Counselors provide supporting information for each application. Mid-year marks are forwarded to colleges. Final grades are mailed to the college of choice.	*Supporting documentation will have been sent to colleges they are applying to *Student's future plans: military commitments; college acceptances, denials, waitlists are recorded along with the college the student will attend through Naviance	Counselors , Guidance Office support staff	transcripts, school profile, recommendations, Secondary School Report forms, Naviance, computers	Complete letter of recommendation for student, upload necessary forms to Naviance	Category 1: 1-6 Category 2: Learning Strategies: 5, 7, 9 Self Management Skills: 1, 5, 8, 10

### Scholarship Process

**Target Grade:** Primarily 12 (Some 9-11)

**Time Frame:** Year Round September-May, as scholarships come in, approximately 50 scholarships are posted each year on Naviance

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
Students need to be aware of the scholarship opportunities available from Columbia High School and local community agencies <b>NYSED Reg:</b> 1.ii.c 1.ii.d 1.iii	To help students research potential scholarship opportunities	Students are made aware of scholarships through morning announcements, email, and through searches on Naviance	*Students will apply to various scholarships  *Students are recognized at day and night Awards Ceremonies	School counselors and local agencies	Naviance and morning announcements	Uploading and updating scholarships on Naviance, nomination forms are created and sent to staff for some scholarships	Category 1: 1-6 Category 2: Learning Strategies: 5, 7, 9 Self Management Skills: 1, 5, 8, 10

### Awards Ceremonies

**Target Grade:** Primarily 12 (Some 9-11)  
**Time Frame:** May (Day) and June (Night)

**Activity:** 3 hours/ceremony

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
Students deserve recognition for their achievements <b>NYSED Reg:</b> 1.ii.d 1.iii	To award and congratulate recipients of a variety of school, community, and memorial awards	Students, parents, educators, and scholarship donors gather to award certificates and awards to students who have earned them based on various criteria	*students are given awards and scholarships	Support staff, administration, School Counselors	*community scholarships	*make programs *secure auditorium *gather awards *provide recipient names	Category 1: 1-6

### Recommendation Writing

**Target Grade:** 12<sup>th</sup> grade and various 9-11<sup>th</sup> grade  
**Time Frame:** September-June

**Activity:** 1 hour/recommendation

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
Students require counselors to write recommendations to employers, scholarships and college admission representative <b>NYSED Reg:</b> 1.ii.d	To provide a comprehensive letters of recommendation for individual students. Complete questions supporting documents for scholarship or college applications.	Counselors will write recommendations and other accompanying information upon student request.	* Student applications will include recommendations that will enhance the student's application to schools and scholarship opportunities	Counselors	Resume, academic folder, parent and student perspective, test scores, transcript	Read through student's file and other information	Category 1: 1-6

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**Graduation Prep and Ceremony**

**Target Grade: 12**  
**Time Frame: May-June**

**Preparation Time: 1 hour**  
**Activity: 5 hours**

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
To ensure accurate grades, transcripts, GPA and rank for our students <b>NYSED Reg:</b> 1.ii.d 1.iii	To successfully maintain integrity of records	Counselors will determine whether all graduation requirements have been met and will verify diploma type. Diploma type and future plans/information will be entered into PowerSchool. Appropriate stickers will be placed on diplomas and diplomas will be handed out to students at the conclusion of the graduation ceremony	*Students will receive an accurate diploma and final transcript. Information sent to colleges, the military or employers will accurately reflect student achievement.	Counselors, Secretaries, data processing	Computer, report cards, calculator, diploma stickers.	Order diplomas, stickers, and covers, determine diploma types	Category 1: 2-6

**Senior Pep Talk**

**Target Grade: 12**  
**Time Frame: September**

**Preparation Time: 1 hour**  
**Activity: 1 period/day for 2 days**

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
Seniors need to be aware of upcoming deadlines and requirements <b>NYSED Reg:</b> 1.ii.c 1.ii.d	To ensure seniors are on track for the college application process	Students are taken out of PE classes for a PowerPoint presentation in the auditorium. Counselor will review upcoming college visits, Naviance/Common Application matching process, and various other time sensitive requirements	*Students will apply to schools on time using the proper procedure	Counselors	Computer, PowerPoint	Update PowerPoint presentation	Category 1: 1-6 Category 2: Learning Strategies: 5, 7, 9 Self Management Skills: 1, 5, 8, 10

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**College Caravan**

**Target Grade: 12**

**Preparation Time: 2 Hours**

**Time Frame: September**

**Activity: 2.5 Hours**

<b>Need</b>	<b>Objective</b>	<b>Activity</b>	<b>Outcome and Evaluation</b>	<b>Staff</b>	<b>Resources</b>	<b>Preparation</b>	<b>ASCA Mindsets and Behaviors</b>
Students need to make connections with colleges and admissions counselors. They need to research their options for post-secondary study. <b>NYSED Reg:</b> 1.ii.c 1.ii.d 1.iii	To help students initiate contact with college admissions personnel and research post-secondary study options.	The Guidance Office hosts the CDCA College Caravan for a 40 minute college fair.	*Students will return with information that they can share with their parents. *Students establish contact with representatives from colleges they are interested in.	Counselors	Auditorium, tables for college representatives	*Schedule Time *Reserve Auditorium & as many tables as possible *Advertise on announcements *Encourage 12th grade teachers to bring classes	Category 1: 1-6 Category 2: Learning Strategies: 5, 7, 9 Self Management Skills: 1, 8, 10

**“30 for 30” Meeting with Principal**

**Target Grade:** 12

**Time Frame:** School Year

**Activity:** 30min-1hr

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Mindsets and Behaviors
Students may be in danger of failing (after other interventions) and may need more support <b>NYSED Reg:</b> 1.ii.d 1.iii	To provide students with more support, help, and guidelines for academic success	Students will meet with principal and counselors to discuss academic progress and will devise a plan that is agreed upon to follow to ensure graduation.	*Students will agree on plan and will follow plan for successful school experience *Student achievement and behavior will improve.	Principal, school counselor, social worker, SRO, etc	Academic information, previous interventions	Prepare list of students in danger of failing a course required for graduation.	Category 1: 2-6