

**ORCHARD PARK CENTRAL SCHOOL DISTRICT**

**K-12 District School Counseling Plan**

**Revised 2019**

# ORCHARD PARK CENTRAL SCHOOL DISTRICT

## District School Counseling Plan

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# Orchard Park Central School District Vision and Mission

## DISTRICT VISION STATEMENT

We will give our students the vision to reach for the stars, the skills and fortitude to climb the ladder, and the wisdom to appreciate the beauty of the journey.

## DISTRICT MISSION STATEMENT

The Orchard Park Central School District, in partnership with families and community, will prepare our students to:

- Achieve their fullest potential
- Develop critical thinking, creativity, and character
- Become healthy, lifelong learners
- Be responsible and contributing members of an ever-changing and global society

## DISTRICT COUNSELOR'S MISSION STATEMENT

In partnership with students, parents, home, and community, our Mission is to provide our

students an academic environment which fosters discovery and knowledge and guides them to a sense of quality and integrity that will enable them to assume a role of responsible interdependence within our global society.

K-12 Comprehensive School Counseling Plan  
Project Members

Kristen Hutschenreuter - Elementary School Counselor  
Angela Krempa - Elementary School Counselor  
Sarina Scaccia - Middle School Counselor

This committee met during the summers of 2018 and 2019 to update the Orchard Park Central School District School Counseling Plan. This document aligns with and upholds the New York State Education Department's new commissioner's regulations 100.2(j)

**Introduction**

**Position**

Professional school counselors design and deliver comprehensive school counseling programs that promote and focus on whole school, whole community, and whole

child. This promotes and fosters a healthy school climate and student success. These programs are comprehensive in scope, preventative in design and developmental in nature. "The ASCA National Model: A Framework for School Counseling Programs" (ASCA, 2016) outlines the components of a comprehensive school counseling program. The ASCA National Model brings professional school counselors together with one vision and one voice, which creates unity and focus toward improving student achievement and supporting student development.

### **The Rational**

A comprehensive school counseling program is an integral component of the school's academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career and personal/social development, promote and enhance the learning process for all students. The ASCA National Model:

- ensures equitable access to a rigorous education for all students
- identifies the knowledge and skills all students will acquire as a result of the K-12 comprehensive school counseling program
- is delivered to all students in a systematic fashion
- is based on data-driven decision making
- is provided by a state-credentialed professional school counselor

Effective school counseling programs are a collaborative effort between the professional school counselor, families and other educators to create an environment promoting student achievement. Education professionals, including professional school counselors, value and respond to the diversity and individual differences in our societies and communities. Comprehensive school counseling programs ensure equitable access to opportunities and rigorous curriculum for all students to participate fully in the educational process.

### **The Professional School Counselor's Role**

Professional school counselors focus their skills, time and energy on direct and indirect services to students. To achieve maximum program effectiveness, the American School Counselor Association recommends a professional school-counselor-to-student ratio no larger than 1:250 and that professional school counselors spend 80 percent or more of their time in direct and indirect services to students. Professional school counselors participate as members of the educational team and use the skills of leadership, advocacy and collaboration to promote systemic change as appropriate. The framework of a comprehensive school counseling program consists of the following four components: foundation, management, delivery and accountability.

Program Focus: To establish program focus, professional school counselors identify personal beliefs addressing how all students benefit from the school counseling program. Building on these beliefs, professional school counselors create a vision statement defining what the future will look like in terms of student outcomes. In addition, professional school counselors create a mission statement aligned with their school's mission and develop program goals defining how the vision and.

Student Standards: Enhancing the "whole child" for all students, the ASCA Student Standards guide the development of effective school counseling programs around three domains: academic, career and personal/social development. Professional school counselors also consider how other student standards important to state and district initiatives complement and inform their school counseling program.

Professional Standards: The ASCA School Counselor Competencies outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession. The ASCA Ethical Standards for School Counselors specify the principles of ethical behavior necessary to maintain the highest standard of integrity, leadership and professionalism. They guide professional school counselors' decision-making and help to standardize professional practice to protect both students and school counselors.

## **MANAGEMENT**

Professional school counselors incorporate organizational assessments and tools that are concrete, clearly delineated and reflective of the school's needs. Assessments and tools include:

- school counselor competency and school counseling program assessments to self-evaluate areas of strength and improvement for individual skills and program activities
- agreements developed with and approved by administrators at the beginning of the school year addressing how the school counseling program is organized and what goals will be accomplished
- School Counselor Collaboration Committee (advisory council) made up of teachers, counselors, administrators and community members to collaborate regarding the implementation of this plan
- use of student data to measure the results of the program as well as to promote systemic change within the school system
- action plans including prevention and intervention activities and services that define the desired student competencies and measure the impact on achievement, behavior, and attendance
- allotment of 80 percent of the professional school counselor's time to direct and indirect services with students
- use of annual and weekly calendars to keep students, families, teachers and administrators informed and to encourage active participation in the school counseling program

## **DELIVERY**

Professional school counselors provide services to students, families, school staff and the community in as both Direct Services and Indirect Services. School counselors work in concert with school principals, administrators and instructional support teams to most effectively prioritize their support services based on the needs of our students, families, the school, and the community.

Direct services are in-person interactions between school counselors and students and include the following:

- School Counseling Core Curriculum: This curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level. The school counseling core curriculum is delivered throughout the school's overall curriculum and is systematically presented by professional school counselors in collaboration with other professional educators in K-12 classroom and group activities.

- Individual Student Planning: Professional school counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.
- Responsive Services: Responsive services are activities designed to meet students' immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.

#### Indirect Services for Students

Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including referrals for additional assistance, consultation and collaboration with families, teachers, other educators and community organizations.

### **ACCOUNTABILITY**

To demonstrate the effectiveness of the school counseling program in measurable terms, professional school counselors analyze school and school counseling program data to determine how students are different as a result of the school counseling program. Professional school counselors use data to show the impact of school counseling program on student achievement, attendance and behavior and analyze school counseling program assessments to guide future action and improve future results for all students. The performance of the professional school counselor is evaluated on basic standards of practice expected of professional school counselors implementing a comprehensive school counseling program. *ASCA National Model 2016*

## **The School Counselor**

School Counselors develop and deliver comprehensive school counseling programs supporting and promoting student achievement. As outlined in the ASCA National Model (2016), these programs include a systemic and planned program delivery involving all students and enhancing the learning process. The comprehensive school counseling program is supported by appropriate resources and implemented by a certified school

counselor. The ASCA National Model brings professional school counselors together with one vision and one voice, which creates unity and focus toward improving student achievement and supporting student development.

As leaders and advocates, school counselors are expected to promote, plan, implement and assess a comprehensive school counseling program. They work to promote student success by closing existing achievement gaps and providing access to a demanding academic program for each student. The focus should be on the “whole child” (Dessel, A 2010). Keeping in mind “whole child,” school counselors ensure the promotion of an inclusive culture and climate.

Counseling  
Coordination  
Consultation  
Facilitation of Services/Programming  
Data-driven/Results-based

### **The Practice of the School Counselor; Data-driven model**

Facilitation of Services/Programs  
Advocacy  
Teaming and Collaboration  
Awareness of Evolving Technology  
Use of Technology

## **School Counselor Responsibilities**

### **Individual Student Planning**

Counselors provide the necessary monitoring of individual student’s progress towards achieving success in academic, career, personal/social areas and evolving appropriate use of technology. Individual planning can be monitored through:

- Case Management: school counselors monitor individual student progress.
- Individual Appraisal: school counselors use test information and other data to assist students in analyzing and evaluating their interest, skills and abilities.
- Individual Advisement: school counselors work directly with students on developing an appropriate educational plan.
- Placement: school counselors assist in determining the proper educational setting as they meet their academic and career goals.

### **Responsive Services/Counseling**

School counselors coordinate activities to meet the needs of students through:

- Consultation: school counselors work with parents, teachers, students and other involved parties to develop strategies to assist students and encourage proper use of technology.
- Personal Counseling: provides a student maximum privacy in which to freely explore ideas, feelings, and behaviors.
- Crisis Counseling: provides prevention and interventions such counseling, is short term in nature addressing a particular student’s concern or social media student use intervention.
- Referral: counselors refer students and their families to appropriate community agencies when needed.



## **School Counseling Curriculum**

The School Counseling Curriculum presents structured developmental experiences designed to address academic, career and personal/social needs of students K through 12. The curriculum is delivered through:

- Classroom activities: school counselors present lessons in the classroom setting.
- Group activities: school counselors may also conduct large group activities to address students' particular needs.
- Interdisciplinary activities: school counselors participate in teams to develop curriculum across content areas.

## **System Support**

- System support consists of the management activities essential to the success of the school counseling program.
- Professional Development: School counselors must update knowledge and skills by participating in training, professional meetings and conferences and relevant coursework.
- Program Promotion: school counselors provide orientation and information regarding the program to the greater community through websites, newsletters and community presentations.
- Consultation with Teachers and Staff: counselors work with teachers and other staff members to provide information regarding the needs of students. School counselors should participate in district committees and in-service programs.
- Parent and Community Outreach: provide ongoing support and information to the greater community regarding students' needs.
- Research: utilize research in the development of their programs and participate in research design to improve their programs.
- Program Evaluation: Counselors collect and analyze data to evaluate their program and continue updating of program activities.

(New York State School Counseling Program, 2018)

## **Benefits of a Comprehensive School Counseling Program**

Comprehensive developmental school counseling programs positively impact students, parents, teachers, administrators, boards of education, and other student services personnel, school counselors, business, and industry. The benefits to each of these groups include the following:

### **Benefits for Students**

- Prepares students for the challenges of the 21st century by acquiring knowledge and skills in academic, career, and personal/social development.
- Connects the educational program to future success.
- Facilitates career exploration and development.

- Develops decision-making and problem solving skills.
- Assists in acquiring knowledge of self and others.
- Enhances personal-social development.
- Assists in developing effective interpersonal relationship skills.
- Broadens knowledge of our changing world.
- Guarantees school counseling services to every student.
- Increases the opportunity for counselor/student interaction.
- Encourages facilitative, cooperative peer interactions.
- Fosters resiliency skills for students.

### **Benefits for Parents**

- Prepares their children for the challenges of the 21st century through academic, career, and personal/social development.
- Provides support for parents in advocating for their child's academic, career, and personal/social development.
- Develops a systematic approach for their child's long-range planning and learning.
- Increases opportunities for parent/school interaction.
- Enables parents to access school and community resources.

### **Benefits for Teachers**

- Provides an interdisciplinary team effort to address student needs and educational goals.
- Provides skill development for teachers in classroom management, teaching effectiveness, and effective education.
- Provides consultation to assist teachers in their guidance and advisement role.
- Positively impacts school climate and the learning community.
- Supports classroom instruction.
- Encourages positive, scheduled activities and supportive working relationships.
- Promotes a team effort to address developmental skills and core competencies.
- Increases teacher accessibility to the counselor as a classroom presenter and resource person.

### **Benefits for Administrators**

- Integrates school counseling with the academic mission of the school.
- Provides a program structure with specific content.
- Assists administration to use school counselors effectively to enhance learning and development of **all** students.
- Provides a means of evaluating the effectiveness of the school counseling program.
- Demonstrates school counseling accountability.
- Enhances community image of the school counseling program.

### **Benefits for Local Boards of Education**

- Provides rationale for implementing a comprehensive developmental counseling program in the school system.
- Provides assurance that a quality school counseling program is available to every student.
- Demonstrates the necessity of appropriate levels of funding for implementation.
- Supports appropriate credentialing and staffing.
- Provides a basis for determining funding allocations for school counseling programs.
- Furnishes program information to the community.
- Gives ongoing information about student acquisition of competencies and standards through school counseling program efforts.

### **Benefits for School Counselors**

- Provides a clearly defined role and function in the educational system.
- Eliminates non-counseling functions.
- Provides direct service to every student.
- Provides a tool for program management and accountability.
- Enhances the role of the school counselor as a student advocate.
- Ensures involvement in the academic mission of the school.
- Places school counselors in a leadership role.

### **Benefits for Student Services Personnel**

- Provides school psychologists, social workers, and other professional student services personnel with a clearly defined role of the school counselor.
- Clarifies areas of overlapping responsibilities.
- Fosters a positive team approach, which enhances cooperative working relationships.

### **Benefits for Business and Industry**

- Increases opportunities for business and industry to participate actively in the total school program.
- Provides increased opportunity for collaboration among counselors, business, industry, and communities.
- Provides a potential workforce with decision-making skills, pre-employment skills, and increased worker maturity.

### **Benefits for the Community**

1. Provides an increased opportunity for collaboration and participation of community members with the school program.

2. Creates community awareness and visibility of the school counseling program.
3. Connects the community to the needs of the school and the school to the needs of the community.
4. Enhances economic development through quality preparation of students for the world of work.

(Adapted from the *Missouri Comprehensive Guidance Program*, Missouri State Department of Education, 2017)

## Foundations

The school counseling program is developed in accordance with the following:

1. Part 100.2(j) of the Commissioner's Regulations (Appendix A);
2. New York State Certification Requirements for School Counselors (Appendix B);
3. American School Counselor Association Ethical Standards (Appendix C);
4. National Standards for School Counseling Programs (Appendix D);
5. New York State Learning Standards (Appendix E);
6. Safe Schools Against Violence in Education (SAVE) Legislation (Appendix F);
7. Every Student Succeeds Act (ESSA), (Appendix G);
8. Dignity For All Students Act (DASA),(Appendix H);
3. McKinney-Vento Homeless Education Assistance Act (Appendix I).

Objectives have been developed at each grade level to relate to the goals of the foundation sources listed above. School Counseling activities were revised and developed in an effort to fulfill the needs stated in No Child Left Behind, the Safe Schools Against Violence Legislation, the New York State Learning Standards, and the American School Counselors Association's National Standards for School Counseling Programs.

A key abbreviating these sources is provided. These abbreviations will be used throughout this School Counseling Plan to indicate which sources align with each activity.

## Key

**ESSA = Every Student Succeeds Act**

**SAVE = Safe Schools Against Violence in Education**

**NYSLS = New York State Learning Standards**

HPEFCS = Health, Physical Education, and Family and Consumer Sciences

MST = Mathematics, Science, and Technology

ELA = English Language Arts

LOE = Language other than English

A = The Arts

CDOS = Career Development and Occupational Studies

SS = Social Studies

**ASC = American School Counselors Association's National Standards for School Counseling Programs**

A = Academic Development

C = Career Development

P/S = Personal/Social Development

**DASA = The Dignity for All Student Act**

**D/S= Dignity/SAVE**

**SASA= Student Academic Support Academy**

## **Elementary School Counseling Plan - Grades K-5**

**Program Objective:**        **Prepare Students to Participate Effectively in an Appropriate Educational Program**

**Target Population:**        **Pre-Kindergarten/Kindergarten**

**Expected Outcomes:**

1. Students will be introduced to the school, kindergarten teachers, principal and other staff.
2. Parents will become familiar with the school program, teachers and staff.
3. Staff, including school counselors, teachers, nurses, administrators, and other resource personnel, will become familiar with the parents and incoming kindergarten students.
4. Students entering the school district will be placed in appropriate academic programs and receive services to meet their special needs.

**Assessment of Program Results:**

1. Principal, kindergarten teachers, school counselors, and appropriate personnel will meet to discuss proper educational placement of each student.
2. Parent feedback.

**Program Description: Prepare Students to Participate Effectively in an Appropriate Educational Program**

Activities	Target Group or Subgroup	Staff Assigned and Times	Other Resources Assigned	Dates of Activity	ESSA	D/S	A L I G N M E N T	
							NYSLS	ASCA
Student/parent orientation (Windom)	Incoming pre-kindergarten students and their parents	Counselor, AIS teacher, administrator, reading specialist, nurse (time varies)	Kindergarten teacher	Spring	X		ELA:1,4 CDOS:3a	A:A P/S:A
Kindergarten screening (Windom)	Incoming pre-kindergarten students and their parents	Counselor, AIS teacher, resource teacher, reading specialist, administrator, speech therapist, kindergarten teachers (time varies)	PPS support staff, ESL teacher, district designated screening instrument	May-August	X			A:A P/S:A
Kindergarten Blast Off (Windom)	Incoming pre-kindergarten students and their parents	Counselor, AIS teacher, resource teacher, reading specialist, administrator, physical therapist, occupational therapist kindergarten teacher. (time varies)	PPS support staff, ESL teacher Blast Off designed curriculum	May-August	X		ELA:1,4 HPEFCS:2,3 CDOS:3a	A:A P/S:A
Open House	Incoming kindergarten parents	Kindergarten teacher (time varies)	Selected PPS and instructional staff	Sept.-Oct.	X			A:A P/S:A
Parent conference	Kindergarten parents	Kindergarten teacher (time varies)	Administrator, counselor, selected instructional staff, selected PPS staff	Sept.-June	X			



**Program Objective:** Prepare Students to Participate Effectively in Their Current Educational Program

**Target Population:** Students in Grades 1-5

**Expected Outcomes:**

1. Students will have appropriate educational placements and support services to meet their needs.
2. Students and parents will be informed of their present levels of educational achievement, ability levels, and receive appropriate recommendations for improvement.
3. Parents and students will be oriented to their new school setting.
4. New students will be registered.
5. Students will learn effective work-study skills.
6. Students will develop self-evaluation techniques using objective criteria.
7. Students will develop the ability to set realistic goals and expectations in the realms of academics, social skills, citizenship, and decision-making skills.

**Assessment of Program Results:**

1. Review documents related to student performance.
2. Analyze Universal Screening results, current progress monitoring, and assessments.

**Program Description: Prepare Students to Participate Effectively in Their Current Educational Program**

Activities	Target Group or Subgroup	Staff Assigned and Times	Other Resources Assigned	Dates of Activity	ESSA	ALIGNMENT		ASCA
						D/S	NYSLs	
Open House	Parents of students	Elementary teachers,	Counselors, support staff, administrator	Early Fall PPS Staff (time varies)	X			
Parent conferences (discuss student programs, progress problems)	Parents and students	Elementary teachers (30 min. to 1 hr./ per student)	Administrator, counselor, instructional staff, selected PPS staff	Sept.-June	X			
Formal/informal student conferences (Discuss student progress/recommendation for improvement)	All students	Elementary Teachers (time varies)	Administrator, counselor, selected instructional staff, selected PPS staff	Sept.-June	X			
Development of individual student study and instructional plan	All K-5 students	Elementary Teacher (time varies)	Counselor, selected instructional and PPS support staff, administrator, instructional plan, student records Clear Track, PowerSchool	Ongoing	X			
Placement of students	All K-5 students (including new entrants)	Faculty/administration (time varies)	Counselor, selected instructional support staff, selected PPS, support staff, Clear Track, PowerSchool	Ongoing	X			
New-student orientation	Parents of new students	Counselor and/or administrator	Additional school/student information as appropriate	Ongoing	X			
Universal Screening	All K-5 students	Counselor, AIS staff, Special Education	Counselors, instructional Staff,Clear Track,PowerSchool, Aims Web	Sept –June	X			

**Program Description: Prepare Students to Participate Effectively in Their Current Educational Program (continued)**

Activities	Target Group or Subgroup	Staff Assigned and Times	Other Resources Assigned	Dates of Activity	ESSA	ALIGNMENT		ASCA
						D/S	NYSLs	
Character Education	K-5 students	All staff	Parents and community	Sept.-June	X	D/S	HPEFCS:2 ELA:1,4 LOE:2 CDOS:3a SS:5	A:A,C P/S:A,B,C
Conflict Resolution	K-5 students	Counselor, teacher	All staff, parents	Sept.-June	X	D/S	HPEFCS:2 ELA:1,4 LOE:2 CDOS:3a	A:A,C P/S:A,B,C
Social Skills (large and small groups)	K-5 students	Counselor, teacher	All staff, parents	Sept.-June	X	D/S	HPEFCS:2 ELA:1,4 CDOS:3a LOE:2	A:A,C P/S:A,B,C
Study Skills (large and small groups)	2-5 students	Counselor, teacher	All staff, parents	Sept.-June	X	D/S	ELA:1,3,4 MST: 7 CDOS:2,3a	A:A,B,C P/S:A,B
Bullying Awareness & Prevention	K-5 students	Counselor, teacher, administrator	All staff, parents	Sept.- June	X	D/S	HPEFCS:2 ELA:1,4 LOE:2 CDOPS:3a	A:A,C P/S: A,B,C

**Program Objective: Prepare Students to Participate Effectively in Their Future Educational Programs**

**Target Population:        Students in Grades K-5**

**Expected Outcomes:**

1. Students will be able to identify their current achievements, academic and social strengths, aptitudes, and talents appropriate to their grade level.
2. Students will express concerns regarding their educational progress.
3. Students will identify potential careers and the need for educational planning.
4. Students will develop a positive self-concept.
5. Students will understand the relationship between educational programs and the value of work.
6. Students will begin to develop realistic goals as a result of assessing their achievements, abilities, interests, aptitudes, and special talents.
7. Students will develop citizenship and social skills necessary for successful life satisfaction.
8. Students will develop organizational, planning, and decision-making skills.
9. Students will develop study skills for a more successful educational career.

**Assessment of Program Results:**

1. Teachers, administrators, pupil personnel staff, students and parents will review each student's educational progress and make appropriate educational adjustments.
2. Students will describe their educational programs in relationship to their interests in future careers.

**Program Description:        Prepare Students to Participate Effectively in Their Future Educational Programs**

Target Group	Staff Assigned	Other Resources	Dates of	ALIGNMENT
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<b>Activities</b>	<b>or Subgroup</b>	<b>and Times</b>	<b>Assigned</b>	<b>Activity</b>	<b>ESSA</b>	<b>D/S</b>	<b>NYSLs</b>	<b>ASCA</b>
Parent-teacher conferences	K-5 students	Elementary teachers	Counselor, selected instructional & PPS staff, administrator	Ongoing	X			
Formal transition to the middle school (tour of building; brief description of program)	Grade 5 students	School counselor, Grade 5 teachers	Middle school support staff, administrators	May-June	X		HPEFCS:2, 3 ELA:1,4	A:A P/S:A,B,C
Character Education	Grades K-5	All staff	Parents and community	Ongoing	X	D/S	HPEFCS:2 ELA:1,4 LOE:2 CDOS: SS:5 3a	A:A,C P/S:A,B,C
Conflict Resolution	K-5	Counselor, teacher	All staff, parents	Ongoing	X	D/S	HPEFCS:2 ELA:1,4 LOE:2 CDOS:3a	A:A,C P/S:A,B,C
Social Skills (large and small group)	K-5	Counselor, teacher	All staff, parents	Ongoing	X	D/S	HPEFCS:2 ELA:1,4 LOE:2 CDOS:3a	A:A,C P/S:A,B, C
Study Skills (large and small group)	2-5	Counselor, teacher	All staff, parents	Sept-June	X		ELA:1,3,4 MST:7 CDOS:2 ,3	A:A,B, C P/S:A,B
Bullying Awareness and prevention	K-5 Students	Counselor, teacher	All staff, parents	Sept.-June	X	D/S	HPEFCS:2	A:A,C

**Program Objective:**        **Help Students Who Exhibit School Attendance Problems**

**Target Population:**        **Students and families of students in Grades K-5**

**Expected Outcomes:**

1. Students and parents will acknowledge that educational success depends on regular attendance.
2. Students will develop a more positive self-image and feel more comfortable within their school setting.
3. Students and parents will understand the benefits of active involvement in school.
4. Students will demonstrate improved student attendance rates.
5. Students will display an enhanced ability to recognize, meet, and solve problems.

**Assessment of Program Results:**

1. Student attendance records.
2. Student academic records.
3. Students will exhibit an improved self-image as observed by teachers, parents and administrators.
4. Counselors, teachers, administrators, nurse and support personnel observations of improved communication with parents.
5. Increased student participation in school activities.
6. Development and successful completion of student contracts.

**Program Description:**

**Help Students Who Exhibit School Attendance Problems**

<b>Activities</b>	<b>Target Group or Subgroup</b>	<b>Staff Assigned and Times</b>	<b>Other Resources Assigned</b>	<b>Dates of Activity</b>	<b>ESSA</b>	<b>D/S</b>	<b>ALIGNMENT NYSLs</b>	<b>ASCA</b>
Encourage students to participate in extra-curricular activities	K-5	Counselor, teachers, club advisors	Special area teachers	Sept.-June	X		SS:5 ELA:4	A:A,C C:A,C P/S:A,B,C
Individual counseling	K-5	Counselor	Selected PPS, outside referral	Sept.-June	X	D/S	ELA:1 HPEFCS:1,2,3 MST:7  CDOS:1,2,3a	A:A,B,C C:A,C P/S:A,B .C
Behavior Modification Program	K-5	Counselor	Teacher, parent, selected PPS	Sept.-June	X	D/S		A:A,B P/S:A,B,C
Identify housing status	K-5	Counselor	teacher, parent, PPS	O				

**Program Objective:**            **Help Students Who Exhibit School Academic Problems**

**Target Population:**        **Students and families of students in Grades K-5**

**Expected Outcomes:**

1. Improve academic performance in either regular or special education settings.
2. Student to function at his/her ability level.
3. Student will assume responsibility for assigned work.
4. Student to be placed in appropriate educational programs.
5. Student will be given knowledge regarding his/her intellectual/academic strengths and weaknesses.
6. Students will display an enhanced ability to recognize, meet, and solve his/her problems.
7. Staff will be aware of student academic problems.
8. Staff will be aware of recommended methods and materials to bring about improved student achievement.
9. Parents will be made aware of student academic problems and possible remediation.
10. Parents will be encouraged to cooperate with school efforts to eliminate academic problems.

**Assessment of Program Results:**

1. Teacher/staff analysis of student work/test results. (Curriculum based measurements and Response to Intervention probes)
2. Report card.
3. Standardized test results.
4. Review of student cases by Instructional Support Team.
5. Committee on Special Education annual review.
6. Administration feedback.
7. Counselor, teacher, administrator, and support personnel observation of improved academic problems.
8. Development and successful completion of student contracts.



## 9. Universal Screening Results.

**Program Description:      Help Students Who Exhibit School Academic Problems**

<b>Activities</b>	<b>Target Group or Subgroup</b>	<b>Staff Assigned and Times</b>	<b>Other Resources Assigned</b>	<b>Dates of Activity</b>	<b>ESSA</b>	<b>D/S</b>	<b>ALIGNMENT NYSLs</b>	<b>ASCA</b>
Kindergarten Screening	Kindergarten	Counselor, AIS teacher, reading specialist, administrator, kindergarten teacher, nurse, secretary	PPS support staff	May-June	X			
Classroom teacher conferences with student/parent	Student/parent/teacher	Teacher (time varies)	Support personnel, counselor	Sept.-June	X			
Behavioral Screening	K-5 students	Counselor, psychologist, social worker, instructional support team, teacher, reading specialist (time varies)	AIS teacher	Sept.-June	X			
Behavior Modification Program	K-5 students	Counselor, teacher (time varies)	PPS, parents	When needed	X	D/S		A:A,B P/S:A,B
Referral of students to Instructional Support Team	K-5 students	Teacher, IST team	Support Personnel	When needed	X	S		
Implementation of Response To Intervention supports	K-5 students	Teacher, RTI support personnel (time varies)	Instructional Support Team, parent, counselor, AIMSWEB	When needed	X			A:A,B P/S:A,B
Analysis of Response To Intervention probes	K-5 students	Teacher, RTI support personnel (time varies)	Instructional Support Team, counselor, AIS teacher Aims Web	When needed	X			
Referral of students for psychological evaluation	K-5 students	Parent, teacher (time varies)	Counselor, Instructional Support Team, parent	Ongoing	X	S		
Class observation, interview, diagnostic assessment, social history	K-5 students	Psychologist (time varies)	Counselor, social worker	Ongoing	X	S		
Interpretation of test results, recommendations to teacher and parents	K-5	Psychologist (time varies)	Administrator, teacher, PPS	Ongoing	X			
For students suspected of having special needs	K-5 students	Psychologist (time varies)	CSE, teacher, Instructional Support Team, administrator	Ongoing	X			

- Referral to CSE as per IDEA for special education placement determination.
- Placement in special education program as needed.
- Psychological report and Phase I IEP outlining student's academic/learning deficiencies and remedial needs.

Parent-teacher or special staff conferences	Parents and identified students	Teacher and/or special staff (time varies)	Administrator	When needed	X	
Follow-up parent conferences to evaluate student's progress	Identified students, parents	Teacher and/or special support staff (time varies)		When needed	X	
In-service educational training for teachers and staff	All appropriate staff	Staff addressed by consultant or other staff	Materials as recommended (time varies)	Ongoing	X	D/S
Individual counseling	K-5	Counselor	Selected PPS, outside referral	Sept.-June	X	A:A,B,C C:A,C P/S:A,B
Study Skills Group (on an as-needed basis)	2-5	Counselor/teacher		Sept.-June	X	A:A,B,C  C:A,C P/S:A, B

**Program Objective:**            **Help Students Who Exhibit Behavioral or Adjustment Problems**

**Target Population:**            **Students and families of students in Grades K-5**

**Expected Outcomes:**

1. Students who display adjustment problems or who verbalize personal concerns will demonstrate improved social behavior and/or personal adjustment by:
  - Displaying an enhanced ability to recognize, meet and solve his/her problems.
  - Recognizing the responsibilities to themselves and others when accepting a task or job.
  - Understanding, accepting, and respecting their own uniqueness as a result of learning, growth, and maturation.
  - Recognizing individual differences and becoming more tolerant in their interpersonal relationships.
  
2. Students will demonstrate an understanding of self and others and will participate effectively in the school environment by:
  - Recognizing and accepting the need for rules and discipline.
  - Being able to discern the differences between their rights and the rights of others.
  - Accepting responsibility for their own behavior.
  - Respecting and recognizing the property of others.

**Assessment of Program Results:**

1. Analysis of student records.
2. Longitudinal Records demonstrating reduced incidence of truancy, social/emotional adjustment problems.
3. Development and successful completion of student contracts.
4. Review of records of the Instructional Support Team/Committee on Special Education.
5. Parent/staff observations.

6. Develop a psycho-social evaluation of student needs.
7. Documentation and assessment of suggested objectives.

**Program Description: Help Students Who Exhibit Behavioral or Adjustment Problems**

<b>Activities</b>	<b>Target Group or Subgroup</b>	<b>Staff Assigned and Times</b>	<b>Other Resources Assigned</b>	<b>Dates of Activity</b>	<b>ESSA</b>	<b>D/S</b>	<b>ALIGNMENT NYSLs</b>	<b>ASCA</b>
Teacher/student conference	Identified K-5 students	Teacher (time varies)	Administrators, pupil service support staff, parents, related instructional staff	Sept.-June	X		HPEFCS :2,3 ELA:1	A:A,C P/S:A,B
Parent/teacher/counselor conference	Identified K-5 students	Teacher (time varies)	Administrator, PPS staff, instructional support staff	Sept.-June	X			
Develop individual behavior modification program	Identified K-5 students	Counselor/teacher (time varies)	Administrators, PPS staff, parents, RTI Support, personnel	Sept.-June	X	D/S	HPEFCS:2  ELA:1,4	A:A,B  P/S:A,B
Complete a Functional Behavior Assessment	Identified K-5 students	Counselor/ PPS staff (time varies)	Teacher and instructional support staff, administrator, parents	Sept.-June	X	D/S		
Develop student contracts	Identified K-5 students	Counselor/ teacher (time varies)	PPS and instructional support staff, administrator, parents	Sept.-June	X	D/S	HPEFC S:2 ELA:1, 4	A:A,B P/S:A,B
Develop behavior chart or daily logs, weekly progress reports	Identified K-5 students	Teacher (time varies)	Parents, administrator, PPS and instructional support staff	Sept.-June	X	D/S	HPEFCS:2 ELA:1,4	A:A,B P/S:A,B
Refer to instructional support team	Identified K-5 students	Counselor/teacher	PPS	Sept.-June	X	D/S		
Conflict resolution	K-5 students	Counselor	Teacher/administrator	Sept.-June	X	D/S	HPEFCS :2,3 ELA:1,4 LOE:2	A:A,C P/S:A,B
Referral to outside agencies	Identified K-5 students	Counselor, PPS staff, parents	Administrators, teacher	Sept.-June	X	D/S		

Referral to administration for disciplinary action	Identified K-5 students	Counselor	Teachers, PPS staff, parents	Sept.-June	X	D/S		
Individual counseling	Identified K-5 students	Counselor (time varies)	Community agencies, PPS support staff	Sept.-June	X	D/S	HPEFCS :2,3 ELA:1,4	A:A,B P/S:A,B
Group counseling	Identified K-5 students	Counselor (time varies)	Community agencies	Sept.-June	X	D/S	HPEFCS :2,3 ELA:1,4	A:A,B P/S:A,B
Communicating with parent or guardian	Parents	Counselor/teacher (time varies)	PPS staff, administrator	Sept.-June	X	D/S		
Character education	K-5 students	All staff	Parents and community	Ongoing	X	D/S	HPEFCS :2,3 ELA:1,4 LOE:2  CDOS:3a ,2,3b SS:5	A:A,B P/S:A,B C:A,C
Classroom guidance	K-5 students	Counselor/teacher	PPS staff	Sept.-June	X	D/S	HPEFCS :2,3 ELA:1,4 LOE:2 CDOS:2 ,3a,3b	A:A, B P/S: A,B C:A, C

**Program Objective:** Educate Students Concerning the Avoidance of Child Sexual Abuse

**Target Population:** Students in Grades K-5

**Expected Outcomes:**

1. Students will demonstrate an understanding of sexual abuse.
2. Children will demonstrate an understanding of avoidance techniques.
3. Create an atmosphere of open discussion in a non-frightening way.
4. Students will demonstrate an understanding of the resources available for reporting incidents of sexual abuse and for personal assistance in resolving perceived or real problems.
5. Students will demonstrate an enhanced ability to recognize, meet, and solve problems
6. Parents will demonstrate an understanding of the scope of the child's sexual abuse program, content, and procedures for reporting.
7. The educational staff will be able to explain what constitutes sexual abuse, avoidance techniques, reporting procedures and personal assistance.

**Assessment of Program Results:**

1. Counselor observations and feedback
2. Teacher observations.
3. Student communication with school/parent.
4. Parent communication with school.
5. Investigation of suspected sexual and child abuse cases.
6. Feedback from instructional sessions (in-service, students, faculty, parents, etc.).



**Program Description: Educate Students Concerning the Avoidance of Child Sexual Abuse**

Activities	Target Group or Subgroup	Staff Assigned and Times	Other Resources Assigned	Dates of Activity	ESSA	D/S	ALIGNMENT	
							NYSLS	ASCA
Instructional activities and information	K-5 students	Counselors, teachers, PPS staff	Community agencies	Sept.-June	X	D/S		
Identification/Report of child sexual abuse	K-5 students	All mandated reporters	Counselor, community agencies, nurse, administrator, superintendent	Sept.-June	X	D/S		
Counseling	Identified K-5 students	Counselor/PPS staff	Community agencies	Sept.-June	X	D/S	HPEFCS:2,3 ELA:1,4	A:A,C P/S:A,B ,C
Referral to community agency	Identified K-5	Counselor	Community agencies, parent	Ongoing	X	D/S		

**Program Objective:** Educate Students on the Topic of Bullying Awareness and Prevention and Violence Prevention

**Target Population:** Students in Grades K-5

**Expected Outcomes:**

1. Students will identify bullying situations and behaviors.
2. Students will demonstrate an understanding of coping mechanisms and learned strategies to deal with bullying behavior.
3. Students will demonstrate an understanding of the resources available for reporting incidents of bullying and aggressive behaviors.
4. Students will utilize conflict resolution skills in resolving personal problems.
5. Students will utilize anger management skills and problem solving skills.
6. Students will demonstrate effective communication (verbal and non-verbal) skills.
7. Students will develop social skills necessary for life satisfaction.
8. Parents will become familiar with violence prevention strategies.

**Assessment of Program Results:**

1. Counselor observation and feedback.
2. Staff observations and reports.
3. Student communication with school/parent.
4. Parent communication with school.
5. Reduction of reported incidents within school setting.
6. Eliminate or reduce the need for individualized behavior modification plan and/or Functional Behavior Assessments.
7. Review of Olweus survey.

**Program Description: Educate Students on the Topic of Violence Prevention**

<b>Activities</b>	<b>Target Group or Subgroup</b>	<b>Staff Assigned and Times</b>	<b>Other Resources Assigned</b>	<b>Dates of Activity</b>	<b>ESSA</b>	<b>D/S</b>	<b>ALIGNMENT NYSLs</b>	<b>ASCA</b>
Individual counseling	K-5 students	Counselor	Parents, teacher, administrator	Sept.-June	X	D/ S	HPEFCS:2 ,3 ELA:1,4  LOE:2 CDOS:2,3a	A:A P/S:A,C C:A
Group counseling	K-5 students	Counselor	Parents, teacher, administrator	Sept.-June	X	D/ S	HPEFC:2 ,3 ELA:1,4 LOE:2 CDOS:2,3a	A:A P/S:A,C C:A
Encourage student reporting	K-5 students	All staff	Parents, community	Sept.-June	X	D/ S	ELA:1  HPEFCS:2	A:A  P/S:A
Referral to administration	K-5 students	All staff	Parents, community	Sept.-June	X	D/ S		
Referral to outside agency	K-5 students	Counselor	Parents, community	Sept.-June	X	D/ S		

**Program Objective:**        **Develop Positive Character Traits in Students**

**Target Population:**        **Students in Grades K-5**

**Expected Outcomes:**

1. Parents will become aware of and participate in ways to enrich positive character traits in their children.
2. Students will identify and demonstrate appropriate character traits.
3. Students, parents, and staff will create a more positive school community more conducive to student success.
4. Students will be prepared to be contributing members of society

**Assessment of Program Results:**

1. Parent communication with school staff.
2. Staff observations and reports.
3. Reduction of behavioral infractions.
4. Increased student participation in school activities.
5. Student will exhibit an improved self-image as observed by teachers, parents, and staff.
6. Improved student attendance.

**Program Description:     Develop Positive Character Traits in Students**

<b>Activities</b>	<b>Target Group or Subgroup</b>	<b>Staff Assigned and Times</b>	<b>Other Resources Assigned</b>	<b>Dates of Activity</b>	<b>ESSA</b>	<b>D/S</b>	<b>ALIGNMENT NYSLs</b>	<b>ASCA</b>
Staff development	All staff	All staff	Community agencies, BOCES	Ongoing	X	D/S		
Classroom guidance activities	K-5 students	Counselor/teacher	Administrator, PPS staff	Sept.-June	X	D/S	HPEFCS:2,3 ELA:1,4 LOE:2 CDOS:2,3a, 3b SS:5	A:A,B,C C:A,B,C P/S:A,B
Character Education	K-5 students and parents	All staff	Community	Sept.-June	X	D/S	HPEFCS:2,3 ELA:1,4 LOE:2 CDOS:2,3a, 3b SS:5	A:A,B,C C:A,B,C P/S:A,B
Assemblies	K-5 students	All staff	Parents, community resources	Sept.-June	X	D/S	HPEFCS:2,3 ELA:1,4 LOE:2 CDOS:2,3a, 3b SS:5	A:A,B,C C:A,B,C P/S:A,B
Written communication regarding character	K-5 parents	All staff	Parents	Sept.-June	X	D/S		

**Program Objective:**        **Facilitate the Development of Empathy in Students**

**Target Population:**        **Students in Grades K-5**

**Expected Outcomes:**

1. Students will identify feelings within themselves and how that impacts their decision making.
2. Students will identify feelings within others and respond appropriately.
3. Students will utilize appropriate coping skills.

**Assessment and Program Results:**

1. Counselor observation and feedback.
2. Teacher observations.
3. Student communication with school/parent.
4. Parent communication with school.
5. Reduction of reported incidents within school setting.

**Program Description: Facilitate the Development of Empathy in Students**

Activities	Target Group or Subgroup	Staff Assigned and Times	Other Resources Assigned	Dates of Activity	ESSA	ALIGNMENT		
						D/S	NYSLs	ASCA
Consultation with staff	All staff	Counselor	PPS, administrator, parents, community	Sept.-June	X	D/S		
Classroom guidance activities	K-5 students	Counselor/teacher	Administrator, PPS staff,	Sept.-June	X	D/S	HPEFCS:2,3 ELA:1,4 LOE:2 CDOS:3a,3b	A:A,B C:A,B P/S:A,B
Individual counseling	K-5 students	Counselor	Parents, teacher, administrator	Sept.-June	X	D/S	HPEFCS:2,3 ELA:1,4 LOE:2 CDOS:3a,3b	A:A,B C:A,B P/S:A, B
Group counseling	K-5 students	Counselor	Parents, teacher, administrator	Sept.-June	X	D/S	HPEFCS:2,3 ELA:1,4 LOE:2 CDOS:3a,3b	A:A,B C:A,B P/S:A,B
Parent/counselor conference	K-5 students	Counselor	Administrator, teacher	Sept.-June	X	D/S		
School-wide program (ex. Character Education/ Bullying)	K-5 students	All staff	Parents and community	Sept.-June	X	D/S	HPEFCS:2,3 ELA:1,4 LOE:2 CDOS:3a	A:A C:A P/S:A
Referral to outside agencies	Identified K-5 students	Counselor	Community agencies, PPS staff	Sept.-June	X	D/S		
Referral to Instructional Support Team	Identified K-5 students	Teacher	Counselor, parents, administrator	Sept.-June	X	D/S		
Social Skills	K-5 students	Counselor, Teacher	All Staff, Parents	Sept.-June	X	D/S	HPEFCS:2	

**Program Objective: Build Awareness of Drug and Alcohol Abuse**

**Target Population:      Students in Grades K-5**

**Expected Outcomes:**

1. Students will demonstrate an understanding of drug and alcohol abuse.
2. Students will demonstrate an understanding of avoidance techniques.
3. Students will demonstrate an understanding of the resources available for reporting possible use and abuse.
4. Students will demonstrate an enhanced ability to recognize, meet, and solve his/her problems.
5. Parents will be aware of and reinforce the strategies learned through drug and alcohol prevention program.
6. The educational staff will be able to explain what constitutes drug and alcohol abuse, avoidance techniques, and reporting procedures.
7. A reduction in the number of students using and abusing.

**Assessment and Program Results:**

1. Teacher observations.
2. Counselor observations and feedback.
3. Student communication with school/parent.
4. Parent communication with school.
5. Investigation of suspected drug and alcohol cases.



**Program Description:      Build Awareness of Drug and Alcohol Abuse**

Activities	Target Group or Subgroup	Staff Assigned and Times	Other Resources Assigned	Dates of Activity	ESSA	ALIGNMENT		
						D/S	NYSLS	ASCA
Classroom guidance activities	K-5 students	Counselor, teacher	PPS staff, administrator, community, parents	Sept.-June	X	D/S	HPEFCS:1,2,3 ELA:1,4 CDOS:3a,3b	A:A C:A, B P/S: A
Referral to outside agencies	Identified K-5 students	Counselor	PPS staff, administrator, teacher, parents, community	Sept.-June	X	S		

**Program Objective:** Educate, Enrich, and Support Elementary Counselors to Grow in the Knowledge of Their Field

**Target Population:** Elementary Counselors

**Expected Outcomes:**

1. Counselors are aware of new and changing practices within their field.
2. Counselors will be encouraged to participate in Professional Development.
3. Counselors will be informed of practices which directly enhance student success.

**Assessment and Program Results:**

1. Annual Professional Performance Review (APPR)
2. Annual Goal Sheet
3. Feedback from teachers and parents

**Program Description: Educate, Enrich, and Support Elementary Counselors in the Growth of Their Field**

Activities	Target Group or Subgroup	Staff Assigned and Times	Other Resources Assigned	Dates of Activity	ESSA	ALIGNMENT		
						D/S	NYSLs	ASCA
WNY Elementary Counselors Consortium	Elementary counselors	Community resources	Administrator	Ongoing	X	D/S		
Workshops	Elementary counselors	Community resources	Administrator	Ongoing	X	D/S		
WNY Counselors Association	Elementary counselors	Community resources		Ongoing	X	D/S		
District counselors' meeting	Counselors (K-12)	Counselors (K-12)		Ongoing	X	D/S		
Counselor/social worker/ Psychologist meetings	Counselors, social workers, psychologists	Counselors, social workers, psychologists		Ongoing	X	D/S		
ASCA meeting	Counselors	Counselors		Ongoing	X	D/S		

**Program Objective:** Collaborate with Staff, Parents, and Community Resources

**Target Population:** Elementary Counselors

**Expected Outcomes:**

1. Counselors, staff, and parents are informed on current issues regarding students.
2. Counselors, staff, parents, and community resources work in partnership with each other to facilitate student success.

**Assessment and Program Results:**

1. Annual Professional Performance Review (APPR)
2. Parent feedback
3. Staff feedback

**Program Description: Collaborate with Staff, Parents, and Community Resources**

<b>Activities</b>	<b>Target Group or Subgroup</b>	<b>Staff Assigned and Times</b>	<b>Other Resources Assigned</b>	<b>Dates of Activity</b>	<b>ESSA</b>	<b>ALIGNMENT D/S</b>	<b>NYSLs</b>	<b>ASCA</b>
Elementary counselor meeting	Elementary counselors	Elementary counselors	Administration	Ongoing	X	D/S		
District school counselors' meeting	Counselors (K-12)	Counselors (K-12)	Administration	Ongoing	X	D/S		
Consulting with instructional staff K-5	Instructional staff	Counselors, staff community	Administration, parents, Power	Sept.-June	X	D/S		
Consulting with PPS staff	PPS staff	Counselors	Administration, Lotus Notes	Ongoing	X	D/S		
Instructional Support Team meetings	Identified K-5	IST members	Parents, all staff as needed	Sept.-June	X	D/S		
Character Education Committee	All staff	Committee members	Parents, administration	Sept.-June	X	D/S		
Wellness Committee	All staff	Committee members	Parents, administration	Sept.-June	X	D/S		
Safety Committee	All staff	Committee members	Parents, administration	Sept.-June	X	D/S		
Parent/teacher/counselor conference	K-5 parents	Counselor, teacher	PPS staff, administration	Sept.-June	X	D/S		
Communications with community agencies	Identified K-5 students	Counselors	PPS staff, administration	Sept.-June	X	D/S		
Communication with counseling associations	Counselors	Counselors	Administration	Ongoing	X	D/S		
Crisis Response Teams building level/district level	All Staff	Counselors	PPS Staff	Ongoing	X	D/S		

**Program Objective:**            **Encourage Parental Involvement in Their Children's School Program**

**Target Population:**            **Parents of students in Grades K-5**

**Expected Outcomes:**

1. Parents will be informed of their children's academic progress, abilities, interests, and social/emotional development.
2. Parents will become aware of and participate in ways to remediate any academic and/or behavior problems their child might be experiencing.
3. Parents will be encouraged to participate in the elementary school academic and co-curricular programs.
4. Parents will be encouraged to attend parenting workshops.

**Assessment and Program Results:**

1. Parent communication with school staff.
2. Staff observations and reports.
3. PTO membership and attendance.
4. Parent attendance at school functions.
5. Parent volunteering at school.

**Program Description:    Encourage Parental Involvement in Their Children’s School Program**

Activities	Target Group or Subgroup	Staff Assigned and Times	Other Resources Assigned	Dates of Activity	ESSA	ALIGNMENT		ASCA
						D/S	NYSLs	
Kindergarten registration/ orientation (Windom)	Parents of pre-kindergarten students	Counselor, nurse, PPS, administrator, reading specialist	PTO	March-June	X			
Kindergarten screening (Windom)	Pre-kindergarten students and parents	Counselor, AIS teacher, reading specialist,	PPS staff administrator, kindergarten teacher, nurse	May-June	X			
Open House	K-5 parents	K-5 faculty, administrator (2 hours)	Counselor, selected instructional staff, PPS staff	Sept.-Oct.	X			
Parent/teacher conference	All K-5 parents	Teacher (time varies)	Counselor, selected instructional and PPS staff, administrator	Sept.-June	X			
Special information programs/ workshops	All parents K-5	Teachers, counselors, administrators, support staff (time varies)	Community resources, all other staff	Sept.-June	X			
Report cards	Parents	Teachers (time varies)	Counselor, PPS and instructional support staff	Three (3) marking periods		X		
Written communication to parents	Identified students, parents	Teachers/counselors (time varies)	Administrators	Sept.-June	X			

Activities	Target Group or Subgroup	Staff Assigned and Times	Other Resources Assigned	Dates of Activity	ESSA	D/S	ALIGNMENT	
							NYSLS	ASCA
Orientation to Middle School	Grade 5 parents	Middle School staff, counselors (Gr. 6-8)	Administrators, counselors (K-5)	May-June	X			
Parent notification of academic, social, behavioral program issues	All parents	Teacher, administrator, counselor (time varies)	Special education staff, PPS and support staff	Sept.-June	X			
Parent Involvement/ Blast Off (Windom)	Incoming pre-kindergarten parents	Counselor, AIS teacher, resource teacher, reading specialist, administrator, physical therapist, occupational therapist kindergarten teacher. (time varies)	PPS support staff, ESL teacher Blast Off designed curriculum	July-August	X			



## **Middle School Counseling Plan - Grades 6-8**

**Program Objective:**      **Annual Review of Student Progress Target**

**Population:**              **Students in Grades 6, 7, and 8 Expected**

**Outcomes:**

1. Students will demonstrate an understanding of their current academic status, achievements to date, interests and abilities, educational requirements, and possible career goals.
2. Students will demonstrate an understanding of the role of the school counselor in the Middle School.
3. Students will develop an appreciation for the process of self-evaluation.
4. Students will review teacher and counselor evaluations concerning their strengths and weaknesses.

**Assessment and Program Results:**

1. Review student records to check that they contain information concerning steps needed to implement plans.
2. Students will make self-referrals to counselors regarding educational and career plans.
3. Parent feedback regarding their child's educational and career planning progress.

**Program Description: Annual Review of Student Progress**

Activities	Target Group or Subgroup	Staff Assigned and Times	Other Resources Assigned	Dates of Activity	ESSA	D/S	ALIGNMENT	
							NYSLs	ASCA
Meet with students to discuss students' interests, strengths, weaknesses, plans for the future and describe role of the school counselor	Grade 6	Counselors	Student records, secretarial assistance, nurse, attendance officer, administrators	July-June	X	D/S	HPEFCS:3 ELA:1	A:A P/S:A
Conference with individual students to review attendance records, academic achievement, plans for the future	Grade 7	Counselors, teachers	Student records, secretarial assistance, nurse, attendance officer	July-June	X	D/S	HPEFCS:3 ELA:1	A:A P/S:A
Conference with individual students to discuss career interest inventory, attendance, current achievement and future plans	Grade 8	Counselors, teachers	Student records, secretarial assistance, test results, nurse, attendance officer	July-June	X	D/S	HPEFCS:3 ELA:1	A:A P/S:A
Conference with individual students to plan high school program	Grade 8	Counselors, teachers	Curriculum handbook, teacher recommendation sheets, parent input, support staff	Dec.-March	X	D/S	CDOS:1 HPEFCS:3 ELA:1	A:A,B,C C:A, B P/S:B
Facilitate referral to MS Instructional Support Team	Students identified as in need of additional assistance	Counselors, teachers	Administrator, social worker, psychologist, nurse, teacher	Ongoing	X	D/S	HPEFCS:2,3 ELA:1	A:A,C C:A,B,C P/S:A,B,C

**Program Objective:**            **Instruction at Each Grade Level - Careers and Career Planning Skills Including Transitional Program**

**Target Population:**        **Students in Grade 5**

**Expected Outcomes:**

1. Students will become familiar with the facilities, programs, and policies of the Middle School.
2. Students will learn the value of extracurricular activities which help to make the student a more involved school citizen.
3. Students will feel comfortable when entering the Middle School as sixth graders and will make an appropriate adjustment to the Middle School.
4. Students will understand the circumstances which call for the help of the school counselor and the procedures for contacting the counselor to receive support.

**Assessment of Program:**

1. Sixth grade teacher and administrator feedback.
2. Staff, parent, and peer feedback.
3. Student reports, Fall of sixth grade.

**Program Description: Instruction at Each Grade Level - Careers and Career Planning Skills Including Transitional Program**

<b>Activities</b>	<b>Target Group or Subgroup</b>	<b>Staff Assigned and Times</b>	<b>Other Resources Assigned</b>	<b>Dates of Activity</b>	<b>ESSA</b>	<b>D/S</b>	<b>ALIGNMENT NYSLS</b>	<b>ASCA</b>
Meetings with 5th grade teachers and support staff to discuss students	Grade 5 students	Counselors, 5th grade teachers, elementary administrators and support staff	Psychologists, social workers, reading specialists, nurse, administrators	April-June	X	S	HPEFCS:3 CDOS:1	A:A P/S:A,C
Meeting with four (4) elementary school staff on Special Education	Grade 5 students w/special educational needs	Subcommittee on Special Education - Elementary schools, counselors, support staff	Psychologists, social workers, speech therapists, occupational therapists, special education teachers, nurse, administrators, parents	July.-June	X	S		
Fifth grade orientation - explanation of curriculum	Grade 5 students and parents	Counselors, administrators	Teachers, student orientation, student handbook, multi-media	Juy-June	X	S	HPEFCS:3 ELA:1	A:A,C C:A  P/S:A,C
<ul style="list-style-type: none"> <li>- parent information meetings</li> <li>- 6th grade alumni panel</li> <li>- counselor presentations</li> <li>- middle school walk-through</li> </ul>								

**Program Objective: Instruction at Each Grade Level - Careers and Career Planning Skills**

**Target Population: Students in Grades 6, 7, and 8**

**Expected Outcomes:**

1. Students will make an appropriate adjustment to the Middle School.
2. Grades 6 and 7 will continue to develop positive self-awareness and an understanding of personal strengths and character traits.
3. Students will gain a clear understanding of Grade 7 and 8 programs and will be able to make appropriate choices for seventh and eighth grade courses.
4. Middle School students will begin to identify areas of career interest.
5. Students will gain a clear understanding of high school programs, options available to them in high school and how these relate to their individual career interests.

**Assessment of Program:**

1. Counselor/teacher/administrator feedback of students.
2. Student contacts.

**Program Description: Instruction at Each Grade Level - Careers and Career Planning Skills**

Activities	Target Group or Subgroup	Staff Assigned and Times	Other Resources Assigned	Dates of Activity	ESSA	D/S	ALIGNMENT	
							NYSLS	ASCA
Sixth to seventh grade orientation. Explanation of curriculum and choices for Grade 7.	Grade 6 students and parents	Counselor, team meetings	Teacher, teacher recommendation, social workers, psychologist, PPS	Spring - usually May	X	S	HPEFCS:2,3 ELA:1  CDOS:1	A:A,C C:A,C  P/S:A,B,C
Sixth grade Life and Careers: decision-making, problem-solving and career exploration	Grade 6 students	Life and Careers teacher	Counselors, teachers	Ongoing Sept.-June	X	S	HPEFCS:2,3 ELA:1 CDOS:1,2,3A	A:A,B,C C:A,B,C P/S:A,B,C
Seventh to eighth grade orientation/explanation of curriculum, accelerated course selection process and choices for Grade 8	Grade 7 students and parents	Counselor, team meetings, Acceleration Parent Night	Teacher, teacher recommendation, social workers, psychologist, PPS	Spring - Usually May	X	S	HPEFCS:2,3 ELA:1 CDOS:1	A:A,C C:A,C P/S:A,B,C
Standardized testing and how it relates to students' academic strengths and weaknesses (NYS Assessment)	Grades 6, 7 and 8 students and parents	Counselor	Administrators, teachers, PPS	Ongoing Sept.-Aug	X			
Seventh grade Life & Careers: decision-making, problem-solving and career exploration	Grade 7 students	Life and Career teacher	Counselors, teachers, Library Media staff	Ongoing Sept.-June	X	S	HPEFCS:2,3 ELA:1 CDOS:1,2,3A	A:A,B,C C:A,B,C P/S:A,B,C
Eighth grade Life and Careers: decision-making, problem-solving and career	Grade 8 students	Life and Career teacher	Counselors, teachers, Library Media staff	Ongoing Sept.-June	X	S	HPEFCS:2,3 ELA:1 CDOS:1,2,3A	A:A,B,C C:A,B,C P/S:A,B,C
Interpretation and explanation of the NYS academic assessments	Grade 8 students	Administrators, counselors, staff	Teachers	When designated by State Ed. Dept.	X			
Eighth to ninth grade orientation, overview and an introduction to vocational options in high school w/new terminology, curriculum, and graduation requirements	Grade 8 students	HS Counselor meet with Grade 8 students	Teachers, ms counselors, administrators, support staff, PPS	January-Feb.	X	S	HPEFCS:2,3 ELA:1 CDOS:1	A:A,C C:A,C P/S:A,B,C

**Program Description: Instruction at Each Grade Level - Careers and Career Planning Skills (continued)**

Activities	Target Group or Subgroup	Staff Assigned and Times	Other Resources Assigned	Dates of Activity	ESSA	D/S	ALIGNMENT	
							NYSLS	ASCA
Teacher Recommendation for high school courses	Grade 8 students	Grade 8 teachers meet with each student to make recommendations for Grade 9	Administrators, counselors	Dec.-June	X		HPEFCS:3 ELA:1  CDOS:1,2	A:A,C C:B  P/S:B

**Program Objective:**        **Consult, Coordinate, Counsel, and Collaborate Academic/Curriculum/Career Plans**

**Target Population:**        **Students in Grades 6, 7, and 8 identified as being in need of additional assistance (AIS)**

**Expected Outcomes:**

1. Students will be made aware of outside as well as in-school resources for assistance.
2. Students will obtain needed assistance.
3. Students will recognize the consistent completion of class work and daily preparation of homework as vital to academic success.
4. Students will recognize that appropriate, positive attitudes toward learning, themselves and their teachers will result in academic success.

**Assessment of Program Results:**

1. Feedback from students.
2. Feedback by parents, teachers, and other persons that student appears to be handling diagnosed problem.
3. Improved student academic performance.



**Program Objective:      Consult, Coordinate, Counsel, and Collaborate Academic/Curriculum/Career Plans**

Activities	Target Group or Subgroup	Staff Assigned and Times	Other Resources Assigned	Dates of Activity	ESSA	D/S	ALIGNMENT	
							NYSLS	ASCA
Scheduling - Create bases including during the year	All students Gr. 6, 7, 8	Counselor (time varies)	Curriculum handbook, PowerSchool, faculty report, student records and portfolios	Ongoing	X			
Complete applications for students attending private schools	Identified Grade 6, 7, 8 students	Counselor (time varies)	Private school application teachers, teacher recommendations	Ongoing	X			
Maintenance of student records, culling test information, report cards, interim reports, etc.	All students Gr. 6, 7, 8	Counselor (time varies)	Guidance secretary	Ongoing	X			
Administer standardized Tests	All students Gr. 6, 7, 8	Counselor (time varies)	Faculty, administrators Tests: NYS Assessments	April-June	X			
In-school consultation,	Students identified	Counselors as needed	Social workers, psychologist,CPS	Ongoing	X	S	HPEFCS:2,3	

**Program Objective:**

**Consult, Coordinate, Counsel, and Collaborate Academic/Curriculum/Career Plans (continued)**

<b>Activities</b>	<b>Target Group or Subgroup</b>	<b>Staff Assigned and Times</b>	<b>Other Resources Assigned</b>	<b>Dates of Activity</b>	<b>ESSA</b>	<b>D/S</b>	<b>ALIGNMENT NYSLS</b>	<b>ASCA</b>
Meet with individual or groups of students to discuss course selection, curriculum, and future career and educational goals	Gr 6,7,8 & SASA students	Counselor (time varies)	Student records, Curriculum Handbook, Student Handbook	Feb.-June	X	S	HPEFCS:2,3 ELA:1  CDOS:1,2	A:A C:A,C  P/S:A,B,C
Facilitate referral to MS Instructional Support Team	Students identified as in need of additional assistance	Counselors and teachers	Administrator, social worker, psychologist, nurse, teacher	Ongoing	X	S	HPEFCS:2,3 ELA:1	A:A,C C:A,B,C P/S:A,B,C

**Program Objective:**        **Consult, Coordinate, Counsel, and Collaborate for Attendance Problems**

**Target Population:**        **Students in Grades 6, 7, and 8 identified as having attendance problems**

**Expected Outcomes:**

1. Students and guardians will understand the critical relationship between attending school and academic achievement.
2. Students and guardians will understand the relationship between attending school and becoming a successful student.
3. Students and guardians will be made aware of outside as well as in-school resources for support.
4. Students and guardians will obtain needed support.
5. Student's attendance will improve.
6. Students and guardians will understand the role of CPS as it is related to school attendance/truancy.

**Assessment of Program Results:**

1. Feedback from student indicating satisfaction with guidance and other resource assistance.
2. Feedback by parents, teachers, and other persons that student appears to be handling diagnosed problem.
3. Student's attendance improves.

**Program Description: Consult, Coordinate, Counsel and Collaborate Attendance Problems**

<b>Activities</b>	<b>Target Group or Subgroup</b>	<b>Staff Assigned and Times</b>	<b>Other Resources Assigned</b>	<b>Dates of Activity</b>	<b>ESSA</b>	<b>D/S</b>	<b>ALIGNMENT NYSLs</b>	<b>ASCA</b>
Review daily attendance lists	Students identified in need of additional assistance with attendance problems	Attendance aide, counselor, teachers PPS	Absentee lists, attendance cards	Ongoing	X	D/S		
In-school consultation, coordination, counseling, and collaboration	Students identified as in need of additional assistance with attendance problems	Counselors as needed, Instructional Support Team	Social workers, psychologist, nurse, teachers, administrators	Ongoing	X	D/S	HPEFCS:2,3 ELA:1	A:A C:B P/S:A,B,C
Facilitate referral to MS Instructional Support Team	Students identified as in need of additional assistance with attendance problems	Counselors and teachers	Administrator, social worker, psychologist, nurse, teacher	Ongoing	X	D/S	HPEFCS:2,3 ELA:1	A:A,C C:A,B,C P/S:A,B,C
Outside referrals	Students identified as in need of additional assistance with attendance problems	Counselors, psychologist, social worker, administrators initiate referrals	Variety of agencies including: Child Protective Services, Catholic Charities, Child and Family Services, WNY Institute for the Psychotherapies, Child & Adolescent Clinics, etc.	Ongoing	X	D/S	HPEFCS:2,3 ELA:1	A:A,C C:A,B,C P/S:A,B,C
Daily follow-up of student Absences	Identified students	Attendance aide, nurse, counselor, PPS	PowerSchool	Ongoing	X	D/S		
Teacher/parent/nurse conferences to discuss medical problems	Identified Grade 6, 7, 8 students	Counselor, teachers, nurse	Social worker, psychologist	Ongoing	X	D/S		

**Program Objective: Help Students Who Exhibit School Behavioral Adjustment Issues or Bullying Through Consultation,**

## **Coordination, Counseling, and Collaboration**

**Target Population: Students in Grades 6, 7, and 8 identified as having behavior or adjustment problems**

### **Expected Outcomes:**

1. Ability to identify behavior problems and possible solutions.
2. Ability to identify character traits and their relationships to behavior.
3. Ability to recognize strengths and weaknesses and their relationship to exhibited behavior.
4. Ability to deal more effectively with emotional issues and resources available.
5. Improved self-image.
6. Improved social relationships at school and home.
7. Improved academic performance.
8. Improved attendance.
9. Acceptance of responsibility for one's own behavior.
10. Ability to identify goals and how they relate to behavior.
11. Appropriate use of Technology.

### **Assessment of Program Results:**

1. Counselor/teacher/staff observation.
2. Analysis of school records.
3. Student self-report.
4. Follow-up conferences with students.
5. Parent observation.

6. Evaluations by appropriate referral agencies.
7. Testing.

**Program Description: Help Students Who Exhibit School Behavioral Adjustment Issues or Bullying Through Consultation, Coordination, Counseling, and Collaboration**

<b>Activities</b>	<b>Target Group or Subgroup</b>	<b>Staff Assigne and Times</b>	<b>Other Resources Assigned</b>	<b>Dates of Activity</b>	<b>ESSA</b>	<b>D/S</b>	<b>ALIGNMEN T NYSLs</b>	<b>ASCA</b>
Identify students with behavior, bullying and adjustment issues	Grade 6, 7, 8 students	Counselors, administrators, social workers, psychologist team teachers, and staff	Students, parents, community agencies,	Ongoing	X	D/S	HPEFCS:2,3 ELA:1,4	A:A,C C:A,B, P/S:A,B
Individual counseling	Identified students Grades 6, 7, 8	Counselors as needed	Psychological services, social workers, community agencies	Ongoing	X	D/S	HPEFCS:2,3 ELA:1,4 CDOS:1,2	A:A,C C:A,B,C P/S:A,B,C
Group counseling	Identified students Grades 6, 7, 8	Counselors, psychologist, social worker as needed,	Administration, teachers	Ongoing	X	D/S	HPEFCS:2,3 ELA:1,4	A:A,C C:A,B,C P/S:A,B,C
Case conferences	Identified students Grades 6, 7, 8	IST meetings with counselors, teachers, and administrators, Sub-Committee on Spec. Ed.	Community agencies, behavior specialists	Ongoing	X	D/S	HPEFXS:2,3 ELA:1	A:A,C C:A,B,C P/S:A,B
Facilitate referral to MS Instructional Support Team	Students identified as in need of additional assistance	Counselors, teachers	Administrator, social worker, psychologist, nurse, teacher	Ongoing	X	D/S	HPEFCS:2,3 ELA:1	A:A,C C:A,B,C P/S:A,B,C
Alternative school screening	SASA (referred students) Grades 6, 7, 8	Counselors, teachers, administrators, psycholo- gist	Occupational Skills Program, Alternative Education	Ongoing	X	D/S	HPEFCS:2,3 ELA:1	A:A,C C:A,B,C P/S:A,B,C
Development of student referrals	Grades 6, 7, 8 students	Counselors, teachers, and staff	Outside agencies, psychologist, social worker, teachers	Ongoing	X	D/S	HPEFCS:2,3 ELA:1	A:A,C C:A,B,C P/S:A,B
Conference w/parents to resolve problems experienced by students	Grades 6, 7, 8 students	Counselors	Counselors, outside agencies, psychologist, social worker, teachers	Ongoing	X	D/S	HPEFCS:2,3 ELA:1	A:A,C C:A,B,C P/S:A,B
Encourage students to partici- pate in extracurricular activities	Identified students  Grades 6, 7, 8	Counselors, teachers	Boys Club, teachers	Ongoing	X	D/S	HPEFCS:2,3  CDOS:1	A:A,C  C:A,B P/S:A,B





**Program Objective:**        **Individual or Group Counseling Support - Academic/Curriculum/Career Plan**

**Target Population:**        **Students in Grades 6, 7, and 8**

**Expected Outcomes:**

1. Improvement of school performance.
2. Ability to identify career goals and make plans.
3. Reduced incidence of unacceptable behavior.
4. Improved self-image.
5. Improved social relationships.
6. Acceptance of responsibility for student behavior.
7. Awareness of strengths and weaknesses in academic and non-academic areas.
8. Identification and use of support system appropriate to student needs.
9. Knowledge of curriculum offerings.
10. Selection of students for Acceleration and or Honors Programs.
11. Develop healthy responses in a variety of settings when peers present inappropriate behaviors
12. Identify unhealthy behaviors and positive alternatives

**Assessment of Program Results:**

1. Counselor observation of student.
2. Teacher/staff observation of student.
3. Student self-report.
4. Student academic, social and emotional improvement.
5. Parental feedback

6. Successful Participation in Acceleration and Honors Programs and subject mastery.

**Program Description: Individual or Group Counseling Support - Academic/Curriculum/Career Plans**

<b>Activities</b>	<b>Target Group or Subgroup</b>	<b>Staff Assigned and Times</b>	<b>Other Resources Assigned</b>	<b>Dates of Activity</b>	<b>ESSA</b>	<b>D/S</b>	<b>ALIGNMENT NYSLS</b>	<b>ASCA</b>
Counseling support	students	administrators, psychologist, social workers, (time varies)	parents, community agencies PPS	Ongoing		D/S	ELA:1,4	C:A,B,C P/S:A,B,C
Individual counseling	Identified students	School counselors as needed (time varies)	Psychologist, social workers	Ongoing	X	D/S	HPEFCS:2,3 ELA:1,4 CDOS:1,2	A:A,C C:A,B,C P/S:A,B,C
Group counseling	Identified students	Counselors, psychologist, social worker (time varies)	Teacher, administrators	Ongoing	X	D/S	HPEFCS:2,3 ELA:1,4	A:A,C C:A,B,C P/S:A,B
Facilitate referral to MS Instructional Support Team	Students identified as in need of additional assistance	Counselors, teachers	Administrator, social worker, psychologist, nurse, teacher	Ongoing	X	D/S	HPEFCS:2,3 ELA:1	A:A,C C:A,B,C P/S:A,B,C
Referral of students to appropriate alternative educational settings or district resources	Identified students	Counselor (time varies)	Psychologist, social workers, BOCES, administrators	Ongoing	X	D/S	HPEFCS:2,3 ELA:1	A:A,C C:A,B P/S:A,B,C
Services for new students including individual counseling screening and guided tours of the building	New students Grades 6, 7, 8	Counselor (time varies)	Student guides, clerical assistance, Student Handbook, student agenda	Ongoing	X	D/S	HPEFCS:2,3 ELA:1	A:A,C C:A,B P/S:A,B,C
Individual/group meetings with students	Grades 6, 7, 8 students	Counselor (time varies)	Student Handbook, Curriculum Handbook, student agenda	Feb.-March	X	D/S	HPEFCS:2,3 ELA:1 CDOS:1,2	A:A,C C:A,B,C P/S:A,B,C

**Program Objective:**        **Facilitate Parental Involvement**

**Target Population:**        **Parents of Students in Grades 5, 6, 7, and 8**

**Expected Outcomes:**

1. Parents will receive communication about and have an understanding of their child's academic progress, social/emotional development and educational potential. Parents will be aware of and participate in the middle school program and grade level transitions.
2. Parents will understand and become involved in any process designed to remediate academic or behavioral problems their child might have. Parents will recognize that their involvement is critical to their child's success.
3. Parents will be encouraged to obtain assistance from sources within and outside the school when their child exhibits adjustment, behavioral, academic, or attendance problems.
4. Parents will be encouraged to make frequent contact with school personnel involved with the development of their child.
5. Students will value the learning process and exhibit a better attitude towards learning because of increased parental involvement.
6. Parents will have access to the parent portal and team web pages.

**Assessment of Program Results:**

1. Evaluation methods - guidance/administration/teacher observation; Parent Night Evaluation Forms.
2. Parental feedback.
3. Increased attendance of parents at parent/teacher conferences, meetings, and school activities.
4. Increase usage of parent portal and team web pages.

**Program Description:**        **Facilitate Parental Involvement**

Activities	Target Group or Subgroup	Staff Assigned and Times	Other Resources Assigned	Dates of Activity	ESSA	S/D	ALIGNMENT		
							NYSLs	ASCA	
Fifth Grade Orientation	Grade 5 parents	Counselors	Administrators, PTO	Spring		X	S/D	HPEFCS:2.3	
Individual parent meetings	MS Parents	Counselors	Administrators, staff	Ongoing	X	S/D	HPEFCS:2.3		
Acceleration Parent Meeting	7th grade parents	Counselors	Administrators, students	Ongoing	X	S/D	HPEFCS:2.3		
Parent Conference Days	All MS Parens	Counselors	Administrators, staff,	Ongoing	X	S/D	HPEFCS:2.3	A:A,C C:A,B,C P/S:A,B,C	
Team and teacher Meetings	All MS Parents	Counselors	Administrators, staff,	Ongoing	X	S/D	HPEFCS:2.3	A:A,C C:A,B,C P/S:A,B	
Interim Report Review	All MS Parents	Counselors	Administrators, staff,	4time/yr	X	S/D	HPEFCS:2.3	A:A,C C:A,B,C P/S:A,C	
Potential Failure Letters	All MS Parents	Counselors	Administrators, staff,	End of Q3		X	S/D		
AIS Entrance and Exit Letters	All MS Parents	Counselors	Administrators, staff,	Ongoing	X	S/D	HPEFCS:2.3	A:A,C C:A,B,C P/S:A,B,C	
Regular communication, Notifications and, request for parent feedback	All MS Parents	Counselors	Parent Portal, PTO Bulletin, Open House	Ongoing	X	S/D	HPEFCS:2.3	A:A,C C:A,B,C P/S:A,B,C	
Current schedule and grades	All MS Parents	Counselors	Staff, Parent Portal	Ongoing	X	S/D	HPEFCS:2.3	A:A,C C:A,B,C P/S:A,,C	
Test interpretation	All MS Parents	Counselors	Testing material, PP	Ongoing		X			



**Program Objective:**        **Meet Student Crisis, Bullying or Issues Requiring Support Utilizing Consultation, Coordination, Counseling, and Collaboration Skills**

**Target Population:**        **Students in Grades 6, 7, and 8**

**Expected Outcomes:**

1. Students will receive support to address issues.
2. Students will experience success due to involvement of school, family, and community services.
3. Bullying will cease

**Assessment of Program Results:**

1. Feedback from students.
2. Feedback by all stakeholders.
3. Eliminate or reduce the need for Individualized Behavior Modification Plans and/or Functional Behavioral Assessments.

**Program Description: Meet Student Crisis, Bullying or Issues Requiring Support Utilizing Consultation, Coordination, Counseling, and Collaboration Skills**

Activities	Target Group or Subgroup	Staff Assigned and Times	Other Resources Assigned	Dates of Activity	ESSA	ALIGNMENT		ASCA
						D/S	NYSLs	
Meet with student referred by self or others	Grade 6, 7, and 8 students	Counselor	Administrator, staff, PPS, teachers, community supports, family	Ongoing	X	D/S	HPEFCS:2,3 ELA:1  CDOS:1,2	A:A,C C:B,C  P/S:A,B,C
Involvement in court/probation/CPS cases	Grade 6, 7, and 8 students	Counselor	Administrator, staff, PPS, community supports, family	Ongoing	X	D/S		A:A,C P/S:A,B,C
Identifying home/community issues	Current Grade 6, 7, and 8 students and new registrants	Counselor	Administration, staff, community supports, family	Ongoing	X			
Coordinate crisis needs:	Grades 6, 7, and 8 students, SASA	Counselor	Administration, staff, PPS community supports, family	Ongoing	X	D/S	HPEFCS:2,3 ELA:1  CDOS:1,2,3	A:A,C C:B,C  P/S:A,B,C

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## **High School Counseling Plan - Grades 9-12**

**Program Objective:** Annual Review of Each Student's Educational Program and Career Plans

**Target Population:** Students in Grades 9-12

**Expected Outcomes:**

1. Students will develop and continue a productive relationship with their counselors.
2. Students will demonstrate an awareness of their present academic status, interests, and abilities as they relate to educational requirements for graduation, post-secondary educational plans, and future career goals.
3. Students will develop a program of study based on curriculum offerings that relate to future career and educational goals.
4. Students will discuss and continually refine their career plan on at least an annual basis.
5. Parents will have increased knowledge via parent portal.

**Assessment of Program Results:**

1. Counselor, student, teacher, and parental feedback indicating student progress toward educational and career plans.

**Program Description:**

**Annual Review of Each Student's Educational Program and Career Plans**

<b>Activities</b>	<b>Target Group or Subgroup</b>	<b>Staff Assigned and Times</b>	<b>Other Resources Assigned</b>	<b>Dates of Activity</b>	<b>ALIGNMENT</b>			
					<b>ESSA</b>	<b>D/S</b>	<b>NYSLs</b>	<b>ASCA</b>
Annual meeting with student to review academic progress and future plans	All students in Grades 9-12	Counselors	Counselor, teachers, parents (as needed), student data	Sept.-Aug.	X	S	CDOS: 2, 3a	A: A, B, C C: A, B, C P/S: B
CSE and 504 Annual Reviews	Identified students Grades 9-12	Counselors, CSE chairs	PPS staff, agency reports General Education Teachers	Ongoing Annual Review	X	S	ELA: 1 CDOS: 2, 3a	A: A, B, C C: A, B, C P/S: A, B

**Program Objective:**            **Career Planning Skills**

**Target Population:**        **Students in Grades 9-12**

**Expected Outcomes:**

1. Students will develop and maintain an ongoing Career Plan.
2. Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, values, and abilities to future career decisions.
3. Students will demonstrate how academic knowledge and skills are related to workplace requirements.
4. Students will understand the importance of extracurricular activities and experiences in formulating a career plan.
5. Students will become familiar with post-secondary and career resources available online.
6. Students will see school counselors as resources for developing their educational and career plans.
7. Students will use the decision-making process to identify and change educational and career goals.

**Assessment of Program Results:**

1. Counselor/student annual review of each student's career plan.
2. Successful completion of career instructional activities at each grade level.
3. Student feedback received during program planning.
4. Counselor/student review of student academic records in PowerSchool
5. Counselor/student/teacher/parent conferences and evaluations as needed.

**Program Description: Career Planning Skills**

Activities	Target Group or Subgroup	Staff Assigned and Times	Other Resources Assigned	Dates of Activity	ESSA	ALIGNMENT		
						D/S	NYSLs	ASCA
Freshman Boost Program	All Grade 9 students	Counselors, teachers, administrators	Online resources, career plan materials	Fall				A: A, B, C C: A, B, C P/S: A, B
Freshman Boost-Portfolio lesson	All Grade 9 students	Counselors	Online resources, Google template	Fall				A: A, B, C C: A, B, C P/S: B
Freshman Boost-Career/Personality Lesson	All Grade 9 students	Counselors	Online resources, Wufoo personality test, Occupational Outlook Handbook	Fall				A: A, B, C C: A, B, C P/S: A, B
Career Lesson- O*Net	Grade 10 students	Counselors	Online resources, career plan materials	Spring		S	ELA:1 MST:2,5,7 SS:4 CDOS:1,2,3a	A:A,B,C C:A,B,C P/S:A,B
Students complete a guided College Search	Grade 11 students	Counselors	Online resources, career plan materials	Spring		S	ELA:1 MST:2,5,7 SS:4 CDOS:1,2,3a	A:A,B,C C:A,B,C P/S:A, B
Junior appointment	Grade 11 students	Counselors, parents (as requested)	Career plan materials, online resources	Spring				A: A, B, C C: A, B, C P/S: A, B
Senior Check-In appointment	Grade 12 students	Counselors	Career plan materials	Fall		S	ELA:1 CDOS:1,2,3a	A:A,B,C C:A,B,C P/S:A, B
Advise students with special talents (i.e. athletics, music, etc.)	All students grades 9-12	Counselors, teachers, coaches, activity advisors	NCAA website, college coaches, teachers, college reps.	Sept. -Aug.				A: A, B, C C: A, B, C P/S: A, B

**Program Objective:**        **Curricular and Academic Advisement**

**Target Population:**        **Students in Grades 9-12**

**Expected Outcomes:**

1. Students will learn the requirements for a New York State Regents diploma, Advanced Regents diploma, and Local Diploma.
2. Students will learn about course offerings and their relationship to post-secondary and career plans.
3. Students will learn how to effectively use the Curriculum Handbook.
4. Students will learn decision-making skills as they make the course selections.
5. Students will learn that extracurricular and co-curricular activities in school relate to personal growth and enhance the school environment.
6. Students will understand that a positive attitude toward learning, self, faculty, and peers results in improved academic success.
7. Students will learn how to improve their study skills at home and in school in order to maximize their academic potential.
8. Students will learn the value of regular school attendance, consistent completion of homework, studying for exams, class participation, and a positive attitude.
9. Students will learn the meaning of various standardized tests as they relate to educational achievement, aptitudes, and potential educational and career plans.
10. Students will learn the value of teacher, parental, and counselor advice in course selection from the Curriculum Handbook.
11. Parents will have increased knowledge via parent portal.

**Assessment of Program Results:**

1. Improved student performance.
2. Increased student participation and success in classes.
3. Increased student participation in extracurricular activities.
4. Student self-evaluation.
5. Teacher, administrator, and parent feedback.

**Program Description: Curricular and Academic Advisement**

Activities	Target Group or Subgroup	Staff Assigned and Times	Other Resources Assigned	Dates of Activity	ESSA	ALIGNMENT		
						D/S	NYSLs	ASCA
Parent Scheduling Night	Parents of 8th grade students	Counselors, parents, high school administrators	Curriculum handbook, scheduling form	January	X		ELA:1 CDOS:2,3a	A:A,B,C C:A,B,C P/S:A,B
Scheduling appointments	Grade 8, 9, 10, & 11 students	Counselors, teachers, parents	Curriculum handbook, scheduling form	February - March	X		ELA:1	A:A,B,C C: A, B, C P/S: A, B
New student orientation	Incoming 9th graders and new upperclass students	Counselors, teachers, administrators, student volunteers, other staff as needed		August				P/S: A/B
Freshman Boost-scheduling lesson	Grade 9 students	Counselors	Curriculum handbook, graduation requirements, scheduling form	January				A: A, B, C C: A, B, C P/S: A, B
Freshman Boost-scavenger hunt	Grade 9 students	Counselors, all staff	Building scavenger hunt	September				P/S: A, C
Scheduling assemblies	Grade 8, 9, 10, & 11 students	Counselors	Scheduling form and curriculum handbook	January-February				A: A, B, C C: A, B, C P/S: A, B
Counselor discussion with teachers reviewing scheduling process	HS & MS faculty	Counselors	Curriculum handbook, Powerschool	ongoing				
Individual meetings with students who are new to the Orchard Park district	New high school students and their families	Counselors	Curriculum Handbook, scheduling form, Student activities handbook, online resources	Sept.-Aug.	X	S	ELA:1	A:A,B,C P/S: B, C
Counselor meets with students about academic progress/concerns	Deficient and self-referred students grades 9-12	Counselor, parents (as needed), other staff/administrators (as needed)	Report cards, student data, failure reports, referral to tutor or outside help (as needed)	Sept.-Aug.	X	S	HPEFCS:1,2	A:A,B,C C: B, C P/S: B
CTE assembly and field trip	Selected 10th grade students	Counselors	CTE center faculty, field trip to CTE center(s).	Nov. & Dec.	X		ELA:1 CDOS: 1, 2, 3a	A:A,B,C C: A, B, C P/S: A, B
Review of student progress	Students placed in	Counselors	Staff at alternative sites	Spring	X		ELA:1	A:A,B,C

**Program Objective:**      **Development and Implementation of Post-secondary Education and Career Plans**

**Target Population:**      **Students in Grades 9-12**

**Expected Outcomes:**

1. Students will become aware of the educational opportunities that are appropriate to their interests, abilities and career plans.
2. Students will learn and be prepared to participate effectively in the college admission process.
3. Students will be prepared to locate, secure, and retain employment after high school.
4. Students will acknowledge that they can return to high school for post-secondary educational and career counseling.
5. Students will become knowledgeable of and use current educational and career resources.
6. Students will develop a Career Plan that includes an analysis of their personal interests, abilities, possible career, and educational plans.

**Assessment of Program Results:**

1. Student and parent feedback.
2. Senior survey sheets.
3. Counselor coordination.

**Program Description:**      **Development and Implementation of Post-secondary Education and Career Plans**



Activities	Target Group or Subgroup	Staff Assigned and Times	Other Resources Assigned	Dates of Activity	ALIGNMENT			
					ESSA	D/S	NYSLs	ASCA
Utilization of career and online resources	Grades 9-12 students	Counselors	Online resources, Career Assessment Inventory	Sept.-June	X		HPEFCS:3 MST:2,7 ELA:2 CDOS:1,2,3a	A:A,B,C C:A,B,C P/S:A,B
Job Board	Grades 9-12 students	Counselors	Job board in cafeteria, resources as provided by outside contacts, Q-TV announcements	Sept.-Aug.	X		ELA:1 CDOS:1,2,3a	A:A,C C:A,B,C P/S:A
Scholarships	Grade 12 students	Counselors, outside organizations/committees	Online scholarship listing, Local scholarship listing, Universal scholarship application, other online resources, faculty, Q-TV announcements	Sept. - Aug.				A: A, C C: B P/S: B
National College Fair (Buffalo Convention Center)	Grade 11 students (other grades as desired)	Counselors	College representatives	Spring	X		ELA:1,3,4 CDOS:1,2,3a	A:A,B, C C:A, B, C P/S:A,B,C
College information assemblies	Grade 11 & 12 students	Counselors	Online resources	September	X		ELA:1,3,4 CDOS:1,2,3a MST:7	A:A,B C:B P/S:B
College Nights	Parents and students	Counselors	College representatives	Fall & Spring	X		ELA:1,3,4 MST:7 CDOS:1,2,3a	A:A,B,C C:A,B,C P/S:A,B
Western New York College Consortium	Grade 11-12 students	Counselors	College representatives	Fall	X		ELA:1,3,4 CDOS:1,2,3a	A:A,B,C C:A,B,C P/S:A,B
Financial Aid Night	Parents	Counselors	Financial Aid Officer from local college	Spring	X		ELA:1,3,4 CDOS:1,2,3a	A:A,B,C C:A,B,C P/S:A,B
NCAA Night	Interested Parents and Students Grades 8-11	Counselors, NCAA representative	Online resource	Fall				C:B P/S: B
Small-group sessions w/college representatives, armed services	Interested students Grades 9-12	Counselors	College reps, armed services recruiters	Sept.-June	X		ELA:1 CDOS:1,2,3a	A:A,B,C C:A,B,C P/S:A,B
Orchard Park Pride Program	Grade 12 students	Counselors	OP Chamber of Commerce, parents, administrators, teachers, community representatives	Sept.-June	X		CDOS:1,2,3a ELA:1,4	A:A,B,C C:A,B,C P/S:A,B

**Program Objective:**      **Interventions to Prevent and Address Student Attendance Concerns**

**Target Population:**      **Students in Grades 9-12**

**Expected Outcomes:**

1. Students will be able to describe the relationship between regular school attendance and academic achievement.
2. Students will be able to describe the relationship between regular school attendance and successful employment.
3. Students will be informed of attendance and absentee procedures.
4. Students identified as having an attendance concern will reduce the number of days they are absent.
5. Parents will have increased knowledge via parent portal.

**Assessment of Program Results:**

1. Counselor, teacher, administrator evaluation.
2. Reports from attendance secretaries and attendance committee members.
3. Reduction of the drop-out rate.
4. Improvement of the attendance rate and a reduction in the amount of student tardiness.

**Program Description: Interventions to Prevent and Address Student Attendance Concerns**

<b>Activities</b>	<b>Target Group or Subgroup</b>	<b>Staff Assigned and Times</b>	<b>Other Resources Assigned</b>	<b>Dates of Activity</b>	<b>ESSA</b>	<b>ALIGNMENT D/S</b>	<b>NYSLs</b>	<b>ASCA</b>
Review of student attendance records	Students with attendance problems Grades 9-12	Attendance secretaries, attendance committee rep, administrators, teachers, counselors, PPS staff, parent	Attendance lists, report cards, PowerSchool attendance reports	Sept.-June	X	X		A, A, B, C C: A, B, C P/S: A, B, C
Student conferences held to discuss excessive absenteeism	Students with attendance concerns Grades 9-12	Attendance committee rep, administrators, teachers, counselors, PPS staff, parent	Administrator, teacher, parent, as needed, student data, PPS staff as needed	Sept.-June	X	X	ELA:1 CDOS:2,3a HPEFCS:2	A:A,B,C C:A, B,C P/S:A,B,C
Student counseling	Student at risk Grades 9-12	Counselors	Parents, faculty, principals, PPS staff as needed, Powerschool data, house office secretaries, SRO, Attendance committee	Sept.-June	X		ELA:1 HPEFCS:2 CDOS:1,2,3a	A:A,B,C C:A,B,C P/S:A,B,C

**Program Objective: Interventions to Prevent and Address Student Academic Concerns**

**Target Population: Students in Grades 9-12**

**Expected Outcomes:**

1. Students will be able to identify and discuss academic issues..
2. Students will receive assistance to resolve their academic problems.
3. Students will learn several positive ways to deal with academic problems.
4. Students will identify alternatives and evaluate consequences of academic problems.
5. Students will learn to utilize support systems to handle academic issues.
6. Parents will have increased knowledge via parent portal.

**Assessment of Program Results:**

1. Improved academic performance of identified students.
2. Improved homework and assignment completion rate for identified students.
3. Teacher, student, parent, and counselor evaluations.
4. Parent Portal data.
5. Reduction in drop-out rate
6. Increase in number of students meeting NYS standards.

**Program Description: Interventions to Prevent and Address Student Academic Concerns**

Activities	Target Group or Subgroup	Staff Assigned and Times	Other Resources Assigned	Dates of Activity	ESSA	D/S	ALIGNMENT	ASCA
							NYSLS	
Student notification regarding academic concerns	Identified students Grades 9-12	Teacher and/or counselor	Student interim reports, report card,	Sept.-June	X		ELA:1 CDOS:1,2,3a	A:A,B,C C:A, B,C P/S:A,B
Individual and/or Group Conferences	Identified students Grades 9-12	Counselor	Powerschool records, teachers, parents, administrators, PPS staff as needed	Sept.-June	X		ELA:1 CDOS:1,2,3a	A:A,B,C C:A, B,C P/S:A,B
Assigned remediation and after-school help	Identified students Grades 9-12	Teachers, parents, and counselors	Faculty, referrals to private tutors, scheduling into remedial labs, NHS tutoring	Sept.-June	X			A: A P/S: A
Senior Failure Letters	Identified students Grade 12	Counselors	Faculty, Powerschool records, house principal, secretaries, parents	Every 5 weeks	X			A: A, C P/S: B
Grade 9-11 Failure Letters	Identified students Grades 9-11	Counselor	Faculty, Powerschool records, house principal, secretaries, parents	Every 10 weeks	X			A: A, C P/S: B
Referral to school psychologist and CSE for possible special education placement	Identified students Grades 9-12	Counselor, teachers, parents, school psychologist	CSE, social workers, faculty, student history, Powerschool data	Sept.-August	X	X		A: A
Referral for alternative education placement.	Identified students Grades 9-12	Counselor, Alternative Education Committee, Alternative Education placement staff, parent.	Teachers and Powerschool data.	Sept.-August				A: A C: B P/S: A, B, C
Transition meeting between MS & HS counselors	Incoming Grade 9 students	MS & HS counselors, PPS staff	Administrators as needed	Spring	X	X		

**Program Objective:**            **Interventions to Prevent and Address Student Behavioral Concerns**  
**Target Population:**        **Students in Grades 9-12**

**Expected Outcomes:**

1. Students will recognize and understand the relationship between behavioral problems and academic proficiency.
2. Students will discuss and seek alternative ways of behaving and will exhibit the following results:
  - Improvement of academic course selection and performance
  - Improvement of social adjustment and peer relationships
  - Improvement of positive self-image
  - Acceptance of responsibility for behavior
  - More appropriate expression of negative emotions
  - A productive, interested, and cooperative attitude in school
  - Development of decision-making skills
  - Utilization of support systems appropriate to their individual problems

**Assessment of Program Results:**

1. Students/faculty/counselor/administration/parental evaluations.
2. Reduction in the number of teacher referrals.
3. Improved academic outcomes.
4. Improved school climate.

**Program Description: Interventions to Prevent and Address Student Behavioral Concerns**

Activities	Target Group or Subgroup	Staff Assigned and Times	Other Resources Assigned	Dates of Activity	ALIGNMENT			
					ESSA	D/S	NYSLs	ASCA
Individual student/counselor meeting	Identified Grade 9-12 students	Counselor	PPS staff as needed	Sept.-June	X	X	ELA:1 CDOS:3a HPEFCS:2	A:A, C C:A,BC P/S:A,B,C
Conferences	Identified Grade 9-12 students	Counselor, parent, teacher, administrator, PPS staff (as needed)	Powerschool data, teacher comments	Sept.-June	X	X	ELA:1 CDOS:3a HPEFCS:2	A:A, C C:A,B,C P/S:A,B,C
Counselor referral to school psychologist for evaluation and possible CSE classification	Identified Grade 9-12 students	Counselor	School psychologist, teacher comments, referral forms, Powerschool data	Sept.-June	X	X		A:A
Referral to Building CSE for possible classification	Identified Grade 9-12 students	Counselor	CSE, social workers, faculty, student history, Powerschool data	Sept.-June	X	X		A: A
Counselor referral to outside agencies	Identified Grade 9-12 students	Counselor	PPS staff, administrator, teacher comments, Powerschool data	Sept.-Aug.	X	X		P/S: A, B, C
Referral to BOCES Alternative Education Program (Erie 1 and Erie 2)	Identified Grade 9-12 students	Counselor, administrator, Alternative Ed. screening team, Alt. Ed. staff	PPS staff, teacher reports, psychological and social worker reports, parents, Powerschool data	Sept.-Aug.	X	X		A: A, B, C C: A, B, C P/S: A, B, C



**Program Objective:** Educate, Enrich, and Support High School Counselors to Grow in the Knowledge of Their Field

**Target Population:** High School Counselors

**Expected Outcomes:**

1. Counselors are aware of new and changing practices within their field.
2. Counselors will be encouraged to participate in Professional Development.
3. Counselors will be informed of practices which directly enhance student success.

**Assessment and Program Results:**

1. Annual Professional Performance Review (APPR)
2. Annual Goal Sheet (individual and departmental)
3. Feedback from students, teachers, and parents

**Program Description:** Educate, Enrich, and Support High School Counselors to Grow in the Knowledge of Their Field

Activities	Target Group or Subgroup	Staff Assigned and Times	Other Resources Assigned	Dates of Activity	ALIGNMENT			
					ESSA	D/S	NYSLS	ASCA
High School Counselors Association of WNY (HSCAWNY) Membership	Counselors	Counselors	College reps, local businesses, industry professionals, online resources, workshops, publications	Sept.-June				A: A, B, C C: A, B, C P/S: A, B, C
Workshops & Training(outside organizations)	Counselors	Counselors	PPS staff as needed, online resources, publications	Sept.- June				A: A, B, C C: A, B, C P/S: A, B, C
Workshops & Training (organized through the district)	Counselors	Counselors	PPS staff as needed, online resources, publications	Fall & Spring				A: A, B, C C: A, B, C P/S: A, B, C
K-12 District Counseling Department	Counselors (all grade levels)	Counselors (all grade levels)		Sept.-June				A: A, B, C C: A, B, C P/S: A, B, C
American School Counselor Association (ASCA) Membership	Counselors	Counselors	Online resources, workshops, publications	Sept.-August				A: A, B, C C: A, B, C P/S: A, B, C
New York State School Counselor Association (NYSSCA) Membership	Counselors	Counselors	Online resources, workshops, publications	Sept. - August				A: A, B, C C: A, B, C P/S: A, B, C
New York State Association for College Admission Counseling (NYSACAC) Membership	Counselor (at least 1 member at the high school)	Counselors	Online resources, workshops, publications, involvement in decision-making process	Sept.- August				A: A, B, C C: A, B, C P/S: A, B, C

# APPENDICES

**Part 100 and School  
Counseling Programs**

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

- (1)** Public Schools: Each school district shall have a guidance program for all students
  - (i)** 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.
  - (ii)** In Grades 7-12, the guidance program shall include the following activities and 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 post-secondary educational and career plans; to help students who exhibit any attendance, academic, behavioral or adjustment problems; and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling shall be provided by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and
    - d.** The services of personnel certified or licensed as school counselors.
  - (iii)** Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division, and for the Special Education Division. Such plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specifications of staff members and other resources assigned to accomplish the objectives; 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.

## **NEW YORK STATE CERTIFICATION REQUIREMENTS FOR SCHOOL COUNSELORS**

The strategic goal of the Board of Regents is to provide New York State Educational systems with certified, qualified, and well trained professionals to serve all students. School counselors in New York State must meet the following requirements:

### **Provisional certification:**

- 1) A Baccalaureate Degree from a regionally accredited institution of higher education.
- 2) Graduate Study in School Counseling: 30 credits: School counseling courses are specifically for individuals preparing for a career as a school counselor.
- 3) College Internship/Supervised Practice: The college supervised internship must be a part of an approved school counselor program.  
The internship/practice is generally the culminating experience of program leading to a state certificate in school counseling.
- 4) Child Abuse Identification Workshop
- 5) School Violence Prevention Workshop
- 6) Fingerprinting Clearance

### **Permanent certification:**

- 1) Satisfaction of the above requirements
- 2) Master's Degree
- 3) Additional Graduate Work - 30 additional semester hours in school counseling
- 4) Experience: Two years in a pupil personnel service position in a public or approved independent elementary and/or secondary school
- 5) United States Citizenship

Please note that additional provisions may be required by certain school districts or localities. Certification requirements are currently under revision.

SCHOOL COUNSELOR ASSOCIATION

ASCA Ethical Standards for School Counselors

(Adopted 1984; revised 1992, 1998, 2004 and 2010, 2016)

PURPOSE

Preamble The American School Counselor Association (ASCA) is a professional organization supporting school counselors, school counseling students/interns, school counseling program directors/supervisors and school counselor educators. School counselors have unique qualifications and skills to address preK-12 students' academic, career and social/emotional development needs. These standards are the ethical responsibility of all school counseling professionals.

School counselors are advocates, leaders, collaborators and consultants who create systemic change by providing equitable educational access and success by connecting their school counseling programs to the district's mission and improvement plans, School counselors demonstrate their belief that all students have the ability to learn by advocating for an education system that provides optimal learning environments for all students. All students have the right to:

Be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including but not limited to: ethnic/racial identity, nationality, age, social class, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity, emancipated minors, wards of the state, homeless youth and incarcerated youth. School counselors as social-justice advocates support students from all backgrounds and circumstances and consult when their competence level requires additional support. Receive the information and support needed to move toward self-determination, self-development and affirmation within one's group identities. Special care is given to improve overall educational outcomes for students who have been historically underserved in educational services. Receive critical, timely information on college, career and postsecondary options and understand the full magnitude and meaning of how college and career readiness can have an

impact on their educational choices and future opportunities.

- Privacy that should be honored to the greatest extent possible, while balancing other competing interests (e.g., best interests of students, safety of others, parental rights) and adhering to laws, policies and ethical standards pertaining to confidentiality and disclosure in the school setting.

A safe school environment promoting autonomy and justice and free from abuse, bullying, harassment and other forms of violence.

In this document, ASCA specifies the obligation to the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism. The ASCA Ethical Standards for School Counselors were developed in consultation with state school counseling associations, school counselor educators, school counseling state and district leaders and school counselors across the nation to clarify the norms, values and beliefs of the profession,

The purpose of this document is to:

- Serve as a guide for the ethical practices of all school counselors, supervisors/directors of school counseling programs and school counselor educators regardless of level, area, population served or membership in this professional association.

Provide support and direction for self-assessment, peer consultation and evaluations regarding school counselors' responsibilities to students, parents/guardians, colleagues and professional associates, schools district employees, communities and the school counseling profession.

- Inform all stakeholders, including students, parents/guardians, teachers, administrators, community members and courts of justice of best ethical practices, values and expected behaviors of the school counseling professional.

A. RESPONSIBILITY TO STUDENTS A.1. Supporting Student Development School counselors: a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals. b. Aim to provide counseling to students in a brief context and support students and families/guardians in obtaining outside services if the student needs long-term clinical counseling. C. Do not diagnose but remain acutely aware of how a student's diagnosis can potentially affect the student's academic success. d. Acknowledge the vital role of parents/guardians and families. e. Are concerned with students' academic, career and social/ emotional needs and encourage each student's maximum development. f. Respect students and families' values, beliefs, sexual orientation, gender identification/expression and cultural background and exercise great care to avoid imposing personal beliefs or values rooted in one's religion, culture or ethnicity.

Are knowledgeable of laws, regulations and policies affecting students and families and strive to protect and inform students and families regarding their rights.

h. Provide effective, responsive interventions to address student needs. i. Consider the involvement of support networks, wraparound services and educational teams needed to best serve students. j. Maintain appropriate boundaries and are aware that any sexual or romantic relationship with students whether legal or illegal in the state of practice is considered a grievous breach of ethics and is prohibited regardless of a student's age. This prohibition applies to both in-person and electronic interactions and relationships.

g. Promote the autonomy of students to the extent possible and use the most appropriate and least intrusive method to breach confidentiality, if such action is warranted. The child's developmental age and the circumstances requiring the breach are considered, and as appropriate, students are engaged in a discussion about the method and timing of the breach. Consultation with peers and/or supervision is recommended. h. In absence of state legislation expressly forbidding disclosure, consider the ethical responsibility to provide information to an identified third party who, by his/her relationship with the student, is at a high risk of contracting a disease that is commonly known to be communicable and fatal. Disclosure requires satisfaction of all of the following conditions:

1) Student identifies partner, or the partner is highly identifiable

A.2. Confidentiality School counselors: a. Promote awareness of school counselors' ethical standards and legal mandates regarding confidentiality and the appropriate rationale and procedures for disclosure of student data and information to school staff. - b. Inform students of the purposes, goals, techniques and rules of procedure under which they may receive counseling. Disclosure includes informed consent and clarification of the limits of confidentiality. Informed consent requires competence, voluntariness and knowledge on the part of students to understand the limits of confidentiality and, therefore, can be difficult to obtain from students of certain developmental levels, English-language learners and special-needs populations. If the student is able to give assent/consent before school counselors share confidential information, school counselors attempt to gain the students assent/consent. c. Are aware that even though attempts are made to obtain informed consent, it is not always possible. When needed, school counselors make counseling decisions on students' behalf that promote students' welfare. d. Explain the limits of confidentiality in developmentally appropriate terms through multiple methods such as student handbooks, school counselor department websites, school counseling brochures, classroom curriculum and/or verbal notification to individual students.

e. Keep information confidential unless legal requirements demand that confidential information be revealed or a breach is required to prevent serious and foreseeable harm to the student. Serious and foreseeable harm is different for each minor in schools and is determined by students' developmental and chronological age, the setting, parental rights and the nature of the harm. School counselors consult with appropriate professionals when in doubt as to the validity of an exception. f. Recognize their primary ethical obligation for confidentiality is to the students but balance that obligation with an understanding of parents/guardians' legal and inherent rights to be the guiding voice in their children's lives. School counselors understand the need to balance students' ethical rights to make choices, their capacity to give consent or assent, and parental or familial legal rights and responsibilities to make decisions on their child's behalf.

2) School counselor recommends the student notify partner

and refrain from further high-risk behavior 3) Student refuses 4) School counselor informs the student of the intent to noti

fy the partner 5) School counselor seeks legal consultation from the school

district's legal representative in writing as to the legalities

of informing the partner i. Request of the court that disclosure not be required when the school counselor's testimony or case notes are subpoenaed if the

release of confidential information may potentially harm a student or the counseling relationship. 1. Protect the confidentiality of students' records and release

personal data in accordance with prescribed federal and state laws and school board policies. k. Recognize the vulnerability of confidentiality in electronic

communications and only transmit student information electronically in a way that follows currently accepted security standards and meets federal, state and

local laws and board policy. 1. Convey a student's highly sensitive information (e.g., a student's suicidal ideation) through personal contact such as a phone call'

or visit and not less-secure means such as a notation in the educational record or an e-mail. Adhere to state, federal and school board policy when conveying

sensitive information. m. Advocate for appropriate safeguards and protocols so highly sensitive student information is not disclosed accidentally to individuals

who do not have a need to know such information. Best practice suggests a very limited number of educators would have access to highly sensitive information

on a need-to-know basis.

n. Advocate with appropriate school officials for acceptable encryption standards to be utilized for stored data and currently acceptable algorithms to be utilized

for data in transit. 0. Avoid using software programs without the technological capabilities to protect student information based upon currently acceptable security

standards and the law.

A.3. Comprehensive Data-Informed Program School counselors: a. Collaborate with administration, teachers, staff and decision makers around school-

improvement goals. b. Provide students with a comprehensive school counseling program that ensures equitable academic, career and social/ emotional

development opportunities for all students. c. Review school and student data to assess needs including, but not limited to, data on disparities that may exist

related to gender, race, ethnicity, socio-economic status and/or other relevant classifications, d. Use data to determine needed interventions, which are then

delivered to help close the information, attainment, achievement and opportunity gaps. e. Collect process, perception and outcome data and analyze the data to

determine the progress and effectiveness of the school counseling program. School counselors ensure the school counseling program goals and action plans

are aligned with district's school improvement goals. f. Use data-collection tools adhering to confidentiality standards as expressed in A.2. g. Share data

outcomes with stakeholders.

b. Establish and maintain appropriate professional relationships with students at all times. School counselors consider the risks and benefits of extending current

school counseling relationships beyond conventional parameters, such as attending a student's distant athletic competition. In extending these boundaries,

school counselors take appropriate professional precautions such as informed consent, consultation and supervision. School counselors document the nature of

interactions that extend beyond conventional parameters, including the rationale for the interaction, the potential benefit and the possible positive and negative



consequences for the student and school counselor. c. Avoid dual relationships beyond the professional level with school personnel, parents/guardians and students? other family members when these relationships might infringe on the integrity of the school counselor/student relationship. Inappropriate dual relationships include, but are not limited to, providing direct discipline, teaching courses that involve grading students and/ or accepting administrative duties in the absence of an administrator.

d. Do not use personal social media, personal email accounts or personal texts to interact with students unless specifically encouraged and sanctioned by the school district. School counselors adhere to professional boundaries and legal, ethical and school district guidelines when using technology with students, parents/guardians or school staff. The technology utilized, including, but not limited to, social networking sites or apps, should be endorsed by the school district and used for professional communication and the distribution of vital information.

#### A.4. Academic, Career and Social/Emotional Plans

School counselors: a. Collaborate with administration, teachers, staff and decision makers to create a culture of postsecondary readiness b. Provide and advocate for individual students' pre-k post secondary college and career awareness, exploration and postsecondary planning and decision making, which supports the students' right to choose from the wide array of options when students complete secondary education. c. Identify gaps in college and career access and the implications of such data for addressing both intentional and unintentional biases related to college and career counseling: d. Provide opportunities for all students to develop the mindsets and behaviors necessary to learn work-related skills, resilience, perseverance, an understanding of lifelong learning as a part of long-term career success, a positive attitude toward learning and a strong work ethic.

A.6. Appropriate Referrals and Advocacy School counselors: a. Collaborate with all relevant stakeholders, including students, educators and parents/guardians when student assistance is needed, including the identification of early warning signs of student distress. b. Provide a list of resources for outside agencies and resources in their community to student(s) and parents/guardians when students need or request additional support. School counselors provide multiple referral options or the district's vetted list and are careful not to indicate an endorsement or preference for one counselor or practice. School counselors encourage parents to interview outside professionals to make a personal decision regarding the best source of assistance for their student, c. Connect students with services provided through the local school district and community agencies and remain aware of state laws and local district policies related to students with special needs, including limits to confidentiality and notification to authorities as appropriate. d. Develop a plan for the transitioning of primary counseling services with minimal interruption of services. Students retain the right for the referred services to be done in coordination with the school counselor or to discontinue counseling services with the school counselor while maintaining an appropriate relationship that may include providing other school support services. e. Refrain from referring students based solely on the school counselor's personal beliefs or values rooted in one's religion, culture, ethnicity or personal worldview. School counselors

#### A.5. Dual Relationships and Managing Boundaries

School counselors:

a. Avoid dual relationships that might impair their objectivity and increase the risk of harm to students (e.g., counseling one's family members or the children of close friends or associates). If a dual relationship is unavoidable, the school counselor is responsible for taking action to eliminate or reduce the potential for harm to the student through use of safeguards, which might include informed consent, consultation, supervision and documentation continuously monitor students who are giving peer support and reinforce the confidential nature of their work. School counselors inform peer-support students about the parameters of when students need to report information to responsible adults.

maintain the highest respect for student diversity. School counselors should pursue additional training and supervision in areas where they are at risk of imposing their values on students, especially when the school counselor's values are discriminatory in nature. School counselors do not impose their values on students and/or families when making referrals to outside resources for student and/or family support: f. Attempt to establish a collaborative relationship with outside service providers to best serve students. Request a release of information signed by the student and/or parents/guardians before attempting to collaborate with the student's external provider. g. Provide internal and external service providers with accurate, objective, meaningful data necessary to adequately evaluate, counsel and assist the student. h. Ensure there is not a conflict of interest in providing referral resources. School counselors do not refer or accept a referral to counsel a student from their school if they also work in a private counseling practice.

A.7. Group Work School counselors: a. Facilitate short-term groups to address students' academic, career and/or social/emotional issues. b. Inform parent/guardian(s) of student participation in a small group. c. Screen students for group membership. d. Use data to measure member needs to establish well-defined expectations of group members. e. Communicate the aspiration of confidentiality as a group norm, while recognizing and working from the protective posture that confidentiality for minors in schools cannot be guaranteed. f. Select topics for groups with the clear understanding that some topics are not suitable for groups in schools and accordingly take precautions to protect members from harm as a result of interactions with the group. g. Facilitate groups from the framework of evidence-based or research-based practices. h. Practice within their competence level and develop professional competence through training and supervision. i. Measure the outcomes of group participation (process, perception and outcome data). j. Provide necessary follow up with group members.

A.9. Serious and Foreseeable Harm to Self and Others School counselors: a. Inform parents/guardians and/or appropriate authorities when a student poses a serious and foreseeable risk of harm to self or others. When feasible, this is to be done after careful deliberation and consultation with other appropriate professionals. School counselors inform students of the school counselor's legal and ethical obligations to report the concern to the appropriate authorities unless it is appropriate to withhold this information to protect the student (e.g. student might run away if he/she knows parents are being called). The consequence of the risk of not giving parents/guardians a chance to intervene on behalf of their child is too great. Even if the danger appears relatively remote, parents should be notified. b. Use risk assessments with caution. If risk assessments are used by the school counselor, an intervention plan should be developed and in place prior to this practice. When reporting risk-assessment results to parents, school counselors do not negate the risk of harm even if the assessment reveals a low risk as students may minimize risk to avoid further scrutiny and/or parental notification. School counselors report risk assessment results to parents to underscore the need to act on behalf of a child at risk; this is not intended to assure parents their child isn't at risk, which is something a school counselor cannot know with certainty. c. Do not release a student who is a danger to self or others until the student has proper and necessary support. If parents will not provide proper support, the school counselor takes necessary steps to underscore to parents/guardians the necessity to seek help and at times may include a report to child protective services. d. Report to parents/guardians and/or appropriate authorities when students disclose a perpetrated or a perceived threat to their physical or mental well-being. This threat may include, but is not limited to, physical abuse, sexual abuse, neglect, dating violence, bullying or sexual harassment. The school counselor follows applicable federal, state and local laws and school district policy.

A.8. Student Peer-Support Program School counselors: a. Safeguard the welfare of students participating in peer-to-peer programs under their direction. b. Supervise students engaged in peer helping, mediation and other similar peer-support groups. School counselors are responsible for appropriate skill development for students serving as peer support in school counseling programs. School counselors

A.10. Underserved and At-Risk Populations School counselors:

- a. Strive to contribute to a safe, respectful, nondiscriminatory school environment in which all members of the school community demonstrate respect and civility.
- b. Advocate for and collaborate with students to ensure students remain safe at home and at school. A high standard of care includes determining what

information is shared with parents/ guardians and when information creates an unsafe environment for students. c. Identify resources needed to optimize education.

d. Collaborate with parents/guardians, when appropriate, to establish communication and to ensure students' needs are met.

e. Understand students have the right to be treated in a manner consistent with their gender identity and to be free from any form of discipline, harassment or discrimination based on their gender identity or gender expression. f. Advocate for the equal right and access to free, appropriate public education for all youth, in which students are not stigmatized or isolated based on their housing status, disability, foster care, special education status, mental health or any other exceptionality or special need. g. Recognize the strengths of students with disabilities as well as their challenges and provide best practices and current research in supporting their academic, career and social/emotional needs.

d. Recognize that sole-possession records and case notes can be subpoenaed unless there is a specific state statute for privileged communication expressly protecting student/school counselor communication e, Recognize that electronic communications with school officials regarding individual students, even without using student names, are likely to create student records that must be addressed in accordance with FERPA and state laws. f. Establish a reasonable timeline for purging sole-possession records or case notes. Suggested guidelines include shredding paper sole-possession records or deleting electronic sole-possession records when a student transitions to the next level, transfers to another school or graduates. School counselors do not destroy sole-possession records that may be needed by a court of law, such as notes on child abuse, suicide, sexual harassment or violence, without prior review and approval by school district legal counsel. School counselors follow district policies and procedures when contacting legal counsel.

A. 11. Bullying, Harassment and Child Abuse School counselors: a. Report to the administration all incidents of bullying, dating violence and sexual harassment as most fall under Title IX of the Education Amendments of 1972 or other federal and state laws as being illegal and require administrator interventions. School counselors provide services to victims and perpetrator as appropriate, which may include a safety plan and reasonable accommodations such as schedule change, but school counselors defer to administration for all discipline issues for this or any other federal, state or school board violation. b. Report suspected cases of child abuse and neglect to the proper authorities and take reasonable precautions to protect the privacy of the student for whom abuse or neglect is suspected when alerting the proper authorities. c. Are knowledgeable about current state laws and their school system's procedures for reporting child abuse and neglect and methods to advocate for students' physical and emotional safety following abuse/neglect reports. d. Develop and maintain the expertise to recognize the signs and indicators of abuse and neglect. Encourage training to enable students and staff to have the knowledge and skills needed to recognize the signs of abuse and neglect and to whom they should report suspected abuse or neglect: €. Guide and assist students who have experienced abuse and neglect by providing appropriate services.

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A. 13. Evaluation, Assessment and Interpretation School counselors:

a. Use only valid and reliable tests and assessments with concern for bias and cultural sensitivity.

b. Adhere to all professional standards when selecting, administering and interpreting assessment measures and only utilize assessment measures that are within the scope of practice for school counselors and for which they are licensed, certified and competent.

c. Are mindful of confidentiality guidelines when utilizing paper or electronic evaluative or assessment instruments and programs.

d. Consider the student's developmental age, language skills and level of competence when determining the appropriateness of an assessment.

e. Use multiple data points when possible to provide students and families with accurate, objective and concise information to promote students' well-being.

- f. Provide interpretation of the nature, purposes, results and potential impact of assessment/evaluation measures in language the students and parents/guardians can understand.
- g. Monitor the use of assessment results and interpretations and take reasonable steps to prevent others from misusing the information.
- h. Use caution when utilizing assessment techniques, making evaluations and interpreting the performance of populations not represented in the norm group on which an instrument is standardized.
- i. Conduct school counseling program evaluations to determine the effectiveness of activities supporting students' academic, career and social/emotional development through accountability measures, especially examining efforts to close information, opportunity and attainment gaps.

A.12. Student Records School counselors:

- a. Abide by the Family Educational Rights and Privacy Act (FERPA), which defines who has access to students' educational records and allows parents the right to review and challenge perceived inaccuracies in their child's records.
- b. Advocate for the ethical use of student data and records and inform administration of inappropriate or harmful practices.
- c. Recognize the difficulty in meeting the criteria of sole-possession records

A. 14. Technical and Digital Citizenship School counselors:

- a. Demonstrate appropriate selection and use of technology and software applications to enhance students' academic, career and social/emotional development. Attention is given to the ethical and legal considerations of technological applications, including confidentiality concerns, security issues, potential limitations and benefits and communication practices in electronic media.
- b. Take appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted through the use of computers, social media, facsimile machines, telephones, voicemail, answering machines and other electronic technology,
- c. Promote the safe and responsible use of technology in collaboration with educators and families.
- d. Promote the benefits and clarify the limitations of various appropriate technological applications.
- e. Use established and approved means of communication with students, maintaining appropriate boundaries. School counselors help educate students about appropriate communication and boundaries.
- f. Advocate for equal access to technology for all students.
- g. Respect the rights and responsibilities of custodial and noncustodial parents/guardians and, as appropriate, establish a collaborative relationship with parents/guardians to facilitate students' maximum development
- h. Adhere to laws, local guidelines and ethical practice when assisting parents/guardians experiencing family difficulties interfering with the student's welfare.
- i. Are culturally competent and sensitive to diversity among families. Recognize that all parents/guardians, custodial and noncustodial, are tested with certain rights and responsibilities for their children's welfare by virtue of their role and according to law.
- j. Inform parents of the mission of the school counseling program and program standards in academic, career and social/ emotional domains that promote and enhance the learning process for all students.
- k. Inform parents/guardians of the confidential nature of the school counseling relationship between the school counselor and student. g. Respect the confidentiality of parents/guardians as appropriate and in accordance with the student's best interests. h. Provide parents/guardians with accurate, comprehensive and relevant information in an objective and caring manner, as is appropriate and consistent with ethical and legal responsibilities to the student

and parent. i. In cases of divorce or separation, follow the directions and stipulations of the legal documentation, maintaining focus on the student. School counselors avoid supporting one parent over another

A.15. Virtual/Distance School Counseling School counselors: a. Adhere to the same ethical guidelines in a virtual/distance setting as school counselors in face-to-face settings. b. Recognize and acknowledge the challenges and limitations of virtual/distance school counseling. c. Implement procedures for students to follow in both emergency and nonemergency situations when the school counselor is not available d. Recognize and mitigate the limitation of virtual/distance school counseling confidentiality, which may include unintended viewers or recipients. e. Inform both the student and parent/guardian of the benefits and limitations of virtual/distance counseling. f. Educate students on how to participate in the electronic school counseling relationship to minimize and prevent potential misunderstandings that could occur due to lack of verbal cues and inability to read body language or other visual cues that provide contextual meaning to the school counseling process and school counseling relationship.

B.2. Responsibilities to the School School counselors: a. Develop and maintain professional relationships and systems of communication with faculty, staff and administrators to support students. b. Design and deliver comprehensive school counseling programs that are integral to the school's academic mission; driven by student data; based on standards for academic, career and social/emotional development; and promote and enhance the learning process for all students. C, Advocate for a school counseling program free of non-school-counseling assignments identified by "The ASCA National Model: A Framework for School Counseling Programs" as inappropriate to the school counselor's role. d. Provide leadership to create systemic change to enhance the school. e. Collaborate with appropriate officials to remove barriers that may impede the effectiveness of the school or the school counseling program. f. Provide support, consultation and mentoring to professionals in need of assistance when in the scope of the school counselor's role. g. Inform appropriate officials, in accordance with school board policy, of conditions that may be potentially disruptive or

B. RESPONSIBILITIES TO PARENTS/ GUARDIANS, SCHOOL AND SELF B.1. Responsibilities to Parents/Guardians School counselors: a. Recognize that providing services to minors in a school setting requires school counselors to collaborate with students' parents/ guardians as appropriate. Deming damaging to the school's mission, personnel and property while honoring the confidentiality between the student and the school counselor to the extent feasible, consistent with applicable law and policy. h. Advocate for administrators to place in school counseling positions certified school counselors who are competent, qualified and hold a master's degree or higher in school counseling from an accredited program. i. Advocate for equitable school counseling program policies and practices for all students and stakeholders. j. Strive to use translators who have been vetted or reviewed and bilingual/multilingual school counseling program materials representing languages used by families in the school community. k. Affirm the abilities of and advocate for the learning needs of all students. School counselors support the provision of appropriate accommodations and accessibility. 1. Provide workshops and written/digital information to families to increase understanding, improve communication and promote student achievement.

m. Promote cultural competence to help create a safer more inclusive school environment. n. Adhere to educational/psychological research practices, confidentiality safeguards, security practices and school district policies when conducting research. o. Promote equity and access for all students through the use of community resources. p. Use culturally inclusive language in all forms of communication.

4. Collaborate as needed to provide optimum services with other professionals such as special educators, school nurses, school social workers, school psychologists, college counselors/ admissions officers, physical therapists, occupational therapists, speech pathologists, administrators. 1. Work responsibly to remedy work environments that do not reflect the profession's ethics. s. Work responsibly through the correct channels to try and remedy work conditions that do not reflect the ethics of the profession.

Role Statements, school board policies and relevant laws. When laws and ethical codes are in conflict school counselors work to adhere to both as much as possible. e. Engage in professional development and personal growth throughout their careers, Professional development includes attendance at state and national conferences and reading journal articles. School counselors regularly attend training on school counselors' current legal and ethical responsibilities. f. Monitor their emotional and physical health and practice wellness to ensure optimal professional effectiveness. School counselors seek physical or mental health support when needed to ensure professional competence. g. Monitor personal behaviors and recognize the high standard of care a professional in this critical position of trust must maintain on and off the job. School counselors are cognizant of and refrain from activity that may diminish their effectiveness within the school community. h. Seek consultation and supervision from school counselors and other professionals who are knowledgeable of school counselors' ethical practices when ethical and professional questions arise. i. Monitor and expand personal multicultural and social-justice advocacy awareness, knowledge and skills to be an effective culturally competent school counselor. Understand how prejudice, privilege and various forms of oppression based on ethnicity, racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity expression, family type, religious/spiritual identity, appearance and living situations (e.g., foster care, homelessness, incarceration) affect students and stakeholders. j. Refrain from refusing services to students based solely on the school counselor's personally held beliefs or values rooted in one's religion, culture or ethnicity. School counselors respect the diversity of students and seek training and supervision when prejudice or biases interfere with providing comprehensive services to all students. k. Work toward a school climate that embraces diversity and promotes academic, career and social/emotional development for all students. l. Make clear distinctions between actions and statements (both verbal and written) made as a private individual and those made as a representative of the school counseling profession and of the school district. m. Respect the intellectual property of others and adhere to. copyright laws and correctly cite others' work when using it.

B.3. Responsibilities to Self School counselors: a. Have completed a counselor education program at an accredited institution and earned a master's degree in school counseling. b. Maintain membership in school counselor professional organizations to stay up to date on current research and to maintain professional competence in current school counseling issues and topics. School counselors maintain competence in their skills by utilizing current interventions and best practices. c. Accept employment only for those positions for which they are qualified by education, training, supervised experience and state/national professional credentials. d. Adhere to ethical standards of the profession and other official policy statements such as ASCA Position Statements.

C. SCHOOL COUNSELOR ADMINISTRATORS/SUPERVISORS School counselor administrators/supervisors support school counselors in their charge by: a. Advocating both within and outside of their schools or districts for adequate resources to implement a comprehensive school counseling program and meet their students' needs. b. Advocating for fair and open distribution of resources among programs supervised, An allocation procedure should be developed that is nondiscriminatory, informed by data and consistently applied.

c. Taking reasonable steps to ensure school and other resources are available to provide appropriate staff supervision and training. d. Providing opportunities for professional development in current research related to school counseling practice and ethics. e. Taking steps to eliminate conditions or practices in their schools or organizations that may violate, discourage or interfere with compliance with the ethics and laws related to the profession. f. Monitoring school and organizational policies, regulations and procedures to ensure practices are consistent with the ASCA Ethical Standards for School Counselors.

g. Are aware of supervisee limitations and communicate concerns to the university/college supervisor in a timely manner. h. Assist supervisees in obtaining remediation and professional development as necessary. i. Contact university/college supervisors to recommend dismissal when supervisees are unable to demonstrate competence as a school counselor as defined by the ASCA School Counselor Competencies and state and national standards. Supervisors consult

with school administrators and document recommendations to dismiss or refer a supervisee for assistance. Supervisors ensure supervisees are aware of such decisions and the resources available to them. Supervisors document all steps taken,

**D. SCHOOL COUNSELING INTERN SITE SUPERVISORS** Field/intern site supervisors: a. Are licensed or certified school counselors and/or have an understanding of comprehensive school counseling programs and the ethical practices of school counselors. b. Have the education and training to provide clinical supervision. Supervisors regularly pursue continuing education activities on both counseling and supervision topics and skills. c. Use a collaborative model of supervision that is on-going and includes, but is not limited to, the following activities: promoting professional growth, supporting best practices and ethical practice, assessing supervisee performance and developing plans for improvement, consulting on specific cases and assisting in the development of a course of action. d. Are culturally competent and consider cultural factors that may have an impact on the supervisory relationship. e. Do not engage in supervisory relationships with individuals with whom they have the inability to remain objective. Such individuals include, but are not limited to, family members and close friends. f. Are competent with technology used to perform supervisory responsibilities and online supervision, if applicable. Supervisors protect all electronically transmitted confidential information. g. Understand there are differences in face-to face and virtual communication (e.g., absence of verbal and nonverbal cues) that may have an impact on virtual supervision. Supervisors educate supervisees on how to communicate electronically to prevent and avoid potential problems. h. Provide information about how and when virtual supervisory services will be utilized. Reasonable access to pertinent applications should be provided to school counselors. i. Ensure supervisees are aware of policies and procedures related to supervision and evaluation and provide due-process procedures if supervisees request or appeal their evaluations. j. Ensure performance evaluations are completed in a timely, fair and considerate manner, using data when available and based on clearly stated criteria. k. Use evaluation tools measuring the competence of school counseling interns. These tools should be grounded in state and national school counseling standards. In the event no such tool is available in the school district, the supervisor seeks out relevant evaluation tools and advocates for their use.

#### **E, MAINTENANCE OF STANDARDS**

When serious doubt exists as to the ethical behavior of a colleague(s) the following procedures may serve as a guide: a. School counselors consult with professional colleagues to discuss the potentially unethical behavior and to see if the professional colleague views the situation as an ethical violation. School counselors understand mandatory reporting in their respective district and states. b. School counselors discuss and seek resolution directly with the colleague whose behavior is in question unless the behavior is unlawful, abusive, egregious or dangerous, in which case proper school or community authorities are contacted. c. If the matter remains unresolved at the school, school district or state professional practice/standards commission, referral for review and appropriate action should be made in the following sequence:

- State school counselor association
- American School Counselor Association (Complaints should

be submitted in hard copy to the ASCA Ethics Committee, co the Executive Director, American School Counselor Association, 1101 King St., Suite 310, Alexandria, VA 22314.)

**F. ETHICAL DECISION MAKING** When faced with an ethical dilemma, school counselors and school counseling program directors/supervisors use an ethical decision-making model such as Solutions to Ethical Problems in Schools (STEPS) (Stone, 2001): a. Define the problem emotionally and intellectually b. Apply the ASCA Ethical Standards for School Counselors and the law c. Consider the students' chronological and developmental levels d. Consider the setting, parental rights and minors' rights e. Apply the ethical principles of beneficence, autonomy, nonmaleficence, loyalty and justice f. Determine potential courses of action and their consequences g. Evaluate the selected action h. Consult i, Implement the course of action. Disclosure the act or an instance of exposure or

revelation. Diversity the inclusion of individuals representing more than one national origin, gender/gender identity, color, religion, socioeconomic stratum, sexual orientation and the intersection of cultural and social identities.

**GLOSSARY OF TERMS** Advocate a person who speaks, writes or acts to promote the well-being of students, parents/guardians and the school counseling profession. School counselors advocate to close the information, opportunity, intervention and attainment gaps for all students. Assent to demonstrate agreement when a student is not competent to give informed consent to counseling, or other services the school counselor is providing. Assessment collecting in-depth information about a person to develop a comprehensive plan that will guide the collaborative counseling and service provision process. Boundaries something that indicates or affixes an extent or limits. Breach disclosure of information given in private or confidential communication such as information given during counseling. Competence the quality of being competent; adequacy; possession of required skill, knowledge, qualification or capacity. Confidentiality the ethical duty of school counselors to responsibly protect a student's private communications shared in counseling. Conflict of Interest a situation in which a school counselor stands to personally profit from a decision involving a student.

Consent permission, approval or agreement; compliance. Consultation a professional relationship in which individuals meet to seek advice, information and/or deliberation to address a student's need. Conventional Parameters general agreement or accepted standards regarding limits, boundaries or guidelines. Cultural Sensitivity a set of skills enabling you to know, understand and value the similarities and differences in people and modify your behavior to be most effective and respectful of students and families and to deliver programs that fit the needs of diverse learners. Data Dialogues inquiry with others around student information to uncover inequities, promote informed investigations and assist in understanding the meaning of data and the next steps to have an impact on

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Dual Relationship a relationship in which a school counselor is concurrently participating in two or more roles with a student. Empathy the action of understanding, being aware of, being sensitive to and vicariously experiencing the feelings, thoughts and experience of another without having the feelings, thoughts and experience fully communicated in an objectively explicit manner. Emancipated Minor a minor who is legally freed from control by his or her parents or guardians, and the parents or guardians are freed from any and all responsibility toward the child. Encryption process of putting information into a coded form to control and limit access to authorized users. Ethics the norms and principles of conduct and philosophy governing the profession. Ethical Behavior actions defined by standards of conduct for the profession. Ethical Obligation a standard or set of standards defining the course of action for the profession. Ethical Rights the fundamental normative rules about what is allowed of people or owed to people, according to some legal system, social convention or ethical theory. Feasible capable of being done, effected or accomplished. Gender Expression the ways in which students manifest masculinity or femininity in terms of clothing, communication patterns and interests, which may or may not reflect the student's gender identity. Gender Identity One's personal experience of one's own gender. When one's gender identity and biological sex are not congruent, the student may identify as transsexual or transgender. Harassment the act of systematic and/or continued unwanted disturbing or troubling persecution.

Informed Consent assisting students in acquiring an understanding of the limits of confidentiality, the benefits, facts and risks of entering into a counseling relationship. Intervention to provide modifications, materials, advice, aids, services or other forms of support to have a positive impact on the outcome or course of a condition.

Data Informed accessing data, applying meaning to it and using data to have an impact on student success. Developmental Level/ Age the age of an individual determined by degree of emotional, mental and physiological maturity as compared with typical behaviors and characteristics of that chronological age.

Relationship a connection, association or involvement,



Legal Mandates a judicial command or precept issued by a court or magistrate, directing proper behavior to enforce a judgment, sentence or decree. Legal Rights those rights bestowed onto a person by a given legal system. Mandatory Reporting the legal requirement to report to authorities. Minors persons under the age of 18 years unless otherwise designated by statute or regulation. Perception A mental image or awareness of environment through a physical sensation. A capacity for understanding or a result of an observation. Peer Helper peer-to-peer interaction in which individuals who are of approximately the same age take on a helping role assisting students who may share related values, experiences and lifestyles. Peer Support programs that enhance the effectiveness of the school counseling program while increasing outreach and raising student awareness of services. Privacy the right of an individual to keep oneself and one's personal information free from unauthorized disclosure, Privileged Communication conversation that takes places within the context of a protected relationship, such as that between an attorney and client, a husband and wife, a priest and penitent, a doctor and patient and, in some states, a school counselor and a student. Professional Development the process of improving and increasing capabilities through access to education and training opportunities. Risk Assessment a systematic process of evaluating potential risks School Counseling Supervisor a qualified professional who provides guidance, teaching and support for the professional development of school counselors and school counseling candidates. Serious and Foreseeable when a reasonable person can anticipate significant and harmful possible consequences. Sole-Possession Records exempted from the definition of educational records and the protection of FERPA, are records used only as a personal memory aid that are kept in the sole possession of the maker of the record and are not accessible or revealed to any other person except a temporary substitute for the maker of the record and provide only professional opinion or personal observations. Stakeholder a person or group that shares an investment or interest in an endeavor. Supervision a collaborative relationship in which one person promotes and/ or evaluates the development of another. Title IX of the Education Amendments of 1972 a law that demands that no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of or be subjected to discrimination under any education program or activity receiving federal financial assistance. Virtual/Distance Counseling counseling by electronic means.

# ASCA National Standards for Students (COMPETENCIES AND INDICATORS)

Legend: A:A-1.1 = Academic Domain, Standard A,  
Competency 1 and Indicator 1.

## **Academic Development**

ASCA National Standards for academic development guide school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.

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

### **A:A1 Improve Academic Self-concept**

- A:A1.1 Articulate feelings of competence and confidence as learners
- A:A1.2 Display a positive interest in learning

- A:A1.3 Take pride in work and achievement
- A:A1.4 Accept mistakes as essential to the learning process
- A:A1.5 Identify attitudes and behaviors that lead to successful learning

### **A:A2 Acquire Skills for Improving Learning**

- A:A2.1 Apply time-management and task-management skills
- A:A2.2 Demonstrate how effort and persistence positively affect learning
- A:A2.3 Use communications skills to know when and how to ask for help when needed
- A:A2.4 Apply knowledge and learning styles to positively influence school performance

### **A:A3 Achieve School Success**

- A:A3.1 Take responsibility for their actions
- A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- A:A3.3 Develop a broad range of interests and abilities
- A:A3.4 Demonstrate dependability, productivity and initiative
- A:A3.5 Share knowledge

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

### **A:B1 Improve Learning**

- A:B1.1 Demonstrate the motivation to achieve individual potential
- A:B1.2 Learn and apply critical-thinking skills
- A:B1.3 Apply the study skills necessary for academic success at each level
- A:B1.4 Seek information and support from faculty, staff, family and peers
- A:B1.5 Organize and apply academic information from a variety of sources
- A:B1.6 Use knowledge of learning styles to positively influence school performance
- A:B1.7 Become a self-directed and independent learner

## **A:B2 Plan to Achieve Goals**

- A:B2.1 Establish challenging academic goals in elementary, middle/jr. high and high school
- A:B2.2 Use assessment results in educational planning
- A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement
- A:B2.4 Apply knowledge of aptitudes and interests to goal setting
- A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
- A:B2.6 Understand the relationship between classroom performance and success in school
- A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

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

### **A:C1 Relate School to Life Experiences**

- A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
- A:C1.2 Seek co-curricular and community experiences to enhance the school experience
- A:C1.3 Understand the relationship between learning and work
- A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
- A:C1.5 Understand that school success is the preparation to make the transition from student to community member
- A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

## **Career Development**

ASCA National Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.

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

**C:A1 Develop Career Awareness**

- C:A1.1 Develop skills to locate, evaluate and interpret career information
- C:A1.2 Learn about the variety of traditional and nontraditional occupations
- C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
- C:A1.4 Learn how to interact and work cooperatively in teams
- C:A1.5 Learn to make decisions
- C:A1.6 Learn how to set goals
- C:A1.7 Understand the importance of planning
- C:A1.8 Pursue and develop competency in areas of interest
- C:A1.9 Develop hobbies and vocational interests
- C:A1.10 Balance between work and leisure time

**C:A2 Develop Employment Readiness**

- C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
- C:A2.2 Apply job readiness skills to seek employment opportunities
- C:A2.3 Demonstrate knowledge about the changing workplace
- C:A2.4 Learn about the rights and responsibilities of employers and employees
- C:A2.5 Learn to respect individual uniqueness in the workplace
- C:A2.6 Learn how to write a résumé
- C:A2.7 Develop a positive attitude toward work and learning
- C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
- C:A2.9 Utilize time- and task-management skills

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

**C:B1 Acquire Career Information**

- C:B1.1 Apply decision-making skills to career planning, course selection and career transition
- C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
- C:B1.3 Demonstrate knowledge of the career-planning process
- C:B1.4 Know the various ways in which occupations can be classified
- C:B1.5 Use research and information resources to obtain career information
- C:B1.6 Learn to use the Internet to access career-planning information
- C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
- C:B1.8 Understand how changing economic and societal needs influence employment trends and future training

**C:B2 Identify Career Goals**

- C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
- C:B2.2 Assess and modify their educational plan to support career
- C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience
- C:B2.4 Select course work that is related to career interests
- C:B2.5 Maintain a career-planning portfolio

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

**C:C1 Acquire Knowledge to Achieve Career Goals**

- C:C1.1 Understand the relationship between educational achievement and career success
- C:C1.2 Explain how work can help to achieve personal success and satisfaction
- C:C1.3 Identify personal preferences and interests influencing career choice and success
- C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills

- C:C1.5 Describe the effect of work on lifestyle
- C:C1.6 Understand the importance of equity and access in career choice
- C:C1.7 Understand that work is an important and satisfying means of personal expression

### **C:C2 Apply Skills to Achieve Career Goals**

- C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals
- C:C2.2 Learn how to use conflict management skills with peers and adults
- C:C2.3 Learn to work cooperatively with others as a team member
- C:C2.4 Apply academic and employment readiness skills in work based learning situations such as internships, shadowing and/or mentoring experiences

## **Personal/Social Development**

ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students progress through school and into adulthood.

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

### **PS:A1 Acquire Self-knowledge**

- PS:A1.1 Develop positive attitudes toward self as a unique and worthy person
- PS:A1.2 Identify values, attitudes and beliefs
- PS:A1.3 Learn the goal-setting process
- PS:A1.4 Understand change is a part of growth
- PS:A1.5 Identify and express feelings
- PS:A1.6 Distinguish between appropriate and inappropriate behavior
- PS:A1.7 Recognize personal boundaries, rights and privacy needs

- PS:A1.8 Understand the need for self-control and how to practice it
- PS:A1.9 Demonstrate cooperative behavior in groups
- PS:A1.10 Identify personal strengths and assets
- PS:A1:11 Identify and discuss changing personal and social roles
- PS:A1.12 Identify and recognize changing family roles

**PS:A2 Acquire Interpersonal Skills**

- PS:A2.1 Recognize that everyone has rights and responsibilities
- PS:A2.2 Respect alternative points of view
- PS:A2.3 Recognize, accept, respect and appreciate individual differences
- PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity
- PS:A2.5 Recognize and respect differences in various family configurations
- PS:A2.6 Use effective communications skills
- PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior
- PS:A2.8 Learn how to make and keep friends

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

**PS:B1 Self-knowledge Application**

- PS:B1.1 Use a decision-making and problem-solving model
- PS:B1.2 Understand consequences of decisions and choices
- PS:B1.3 Identify alternative solutions to a problem
- PS:B1.4 Develop effective coping skills for dealing with problems
- PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
- PS:B1.6 Know how to apply conflict resolution skills
- PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
- PS:B1.8 Know when peer pressure is influencing a decision
- PS:B1.9 Identify long- and short-term goals
- PS:B1.10 Identify alternative ways of achieving goals



- PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
- PS:B1.12 Develop an action plan to set and achieve realistic goals

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

### **PS:C1 Acquire Personal Safety Skills**

- PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact).
- PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual
- PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
- PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
- PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
- PS:C1.6 Identify resource people in the school and community, and know how to seek their help
- PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
- PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse
- PS:C1.9 Learn how to cope with peer pressure
- PS:C1.10 Learn techniques for managing stress and conflict
- PS:C1.11 Learn coping skills for managing life events

### **About ASCA**

The American School Counselor Association (ASCA) is a worldwide nonprofit organization based in Alexandria, Va. Founded in 1952, ASCA supports school counselors' efforts to help students focus on academic, personal/social and career development so they not only achieve success in school but are prepared to lead fulfilling lives as responsible members of society. With a motto of "One Vision, One Voice," the association provides professional development, publications and other resources, research and advocacy to professional school counselors around the globe.

For more information on ASCA, or to order "The ASCA National Model: A Framework for School Counseling Programs," visit [www.schoolcounselor.org](http://www.schoolcounselor.org), or call (703) 683-ASCA (2722).

AMERICAN SCHOOL COUNSELOR ASSOCIATION  
1101 King St., Suite 625,

Alexandria, VA 22314  
(703) 683-ASCA, (800) 306-4722  
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*[www.schoolcounselor.org](http://www.schoolcounselor.org)*

7/27/2018

NYS Learning Standards:CI&IT:NYSED

## **NYSED.gov**

### **C&I**

#### **Curriculum and Instruction**

#### **Learning Standards of New York State**

The Arts, Career Development and Occupational Studies, English Language Arts, Health, Physical Education and Family and Consumer Science, Languages Other Than English, Mathematics, Science and Technology, Social Studies

#### **The Arts**

Standard 1: Creating, Performing, and Participating in the Arts Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Standard 2: Knowing and using Arts Materials and Resources Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Standard 3: Responding to and Analyzing Works of Art Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Standard 4: Understanding the Cultural Contributions of the Arts Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

#### **Career Development and Occupational Studies**

Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills,

aptitudes, and abilities to future career decisions.

Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: Universal Foundation Skills Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Standard 3b: Career Majors Students who choose a career major will acquire the career specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

## **English Language Arts**

Standard 1: Language for Information and Understanding Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

Standard 2: Language for Literary Response and Expression Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

Standard 3: Language for Critical Analysis and Evaluation Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Standard 4: Language for Social Interaction Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

Note: All school districts are expected to have their local curriculum aligned to the P-12 Common Core Learning Standards for English Language Arts & Literacy, by school year 2012-13. During the 2012-13 school year, student achievement expectations for English Language Arts will be based on the P-12 Common Core Learning Standards for English Language Arts & Literacy. The timeline for district implementation is available at <http://engageny.org/resource/common-core-implementation-timeline/>

## **Health, Physical Education, and Family and Consumer Science**

Standard 1: Personal Health and Fitness Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Standard 2: A Safe and Healthy Environment Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3: Resource Management Students will understand and be able to manage their personal and community resources.

## **Languages Other Than English**

Standard 1: Communication Skills Students will be able to use a language other than English for communication.

Standard 2: Cultural Understanding Students will develop cross-cultural skills and understandings.

## **Mathematics, Science, and Technology Education**

Standard 1: Analysis, Inquiry, and Design Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Standard 2: Information Systems Students will access, generate, process, and transfer information using appropriate technologies.

Standard 3: Mathematics (Revised 2005) Students will understand the concepts of and become proficient with the skills of mathematics; communicate and reason mathematically; become problem solvers by using appropriate tools and strategies; through the integrated study of number sense and operations, algebra, geometry, measurement, and statistics and probability.

Standard 4: Science Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 5: Technology Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Standard 6: Interconnectedness: Common Themes Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Standard 7: Interdisciplinary Problem Solving Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

Note: All school districts are expected to have their local curriculum aligned to the P-12 Common Core Learning Standards for Mathematics by school year 2012-13. During the 2012-13 school year, student achievement expectations for Mathematics will be based on the P-12 Common Core Learning Standards for Mathematics. The timeline for district implementation is available at <http://engageny.org/resource/common-core-implementation-timeline/>

## **Social Studies**

Standard 1: History of the United States and New York Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 2: World History Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

Standard 4: Economics Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Standard 5: Civics, Citizenship, and Government Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

<http://www.p12.nysed.gov/ciai/standards.html>

# PROJECT SAVE-SAFE SCHOOLS AGAINST VIOLENCE IN EDUCATION

## COMPONENTS

### 1. District Wide School Safety Plan

The board of education of every school district must develop a comprehensive safety plan to include:

Policies and procedures for:

- Responding to threats
- Responding to acts of violence
- Appropriate prevention/intervention strategies, such as:
  - Training for security personnel (for example: de-escalate potentially violent situations)
  - Conflict resolution
  - Peer mediation,
  - Youth courts
  - Extended day programs
- Contacting law enforcement,
- Contacting parents and/or guardians
- School building security
- Dissemination of informative materials regarding early detection of potentially violent behaviors
- Annual school safety training for staff and students
- Protocol for responding to bomb threats, hostage taking, intruders and kidnappers
- Developing strategies to improve communication among students and between students and staff
- Description of duties of hall monitors and other school safety personnel.

### 2. Building Level Emergency Response Plans

This team is appointed by the principal under guidelines established by the board of education. Team membership shall include teachers, administrators, parent organizations, school safety personnel, community members, law enforcement and local ambulance or other emergency response agencies. This plan needs to be submitted to local law enforcement agencies and the New York State Police.

**Plan must include:**

- Policies and procedures for safe evacuation, to include evacuation routes, shelter sites, procedures for addressing medical needs, transportation, and emergency notification to parents
- Designation of an emergency response team
- Access to floor plans, blueprints, schematics of school interior, grounds, and road maps of surrounding area
- Internal and external communication system
- Implementation of incident command system (ICS)
- Coordination with Statewide Disaster Mental Health Plan (1997),
- Procedures to review and conduct drills and exercises to test components of plan
- Policies and procedures for securing and restricting access to crime scene.

### **3. Codes of Conduct**

Requires schools to adopt codes of conduct for the maintenance of order on school grounds and to file such codes with the New York State Education Department. Applies to teachers, students, personnel and visitors.

- Minimum elements include:
- Appropriate dress and language
- Security issues
- Removal from classroom
- Disciplinary procedures for violators
- Policies and procedures for detention, suspension, and removal of disruptive pupil,
- Procedures for reporting code violations and imposing penalties
- Provisions to ensure compliance with state and federal laws relating to students with disabilities
- Provisions for notifying law enforcement of violations (e.g., violent crimes)
- Procedures for parental notification
- Committee to review actions relating to the code
- Procedures regarding PINS petitions and juvenile delinquency provisions
- Procedures for referral to human services agencies
- Minimum suspension periods for students who are repeatedly substantially disruptive
- Minimum suspension periods for acts that qualify a student as violent

District-wide School Safety Plans, Building Level Emergency Response Plans, and Codes of Conduct, are subject to a public hearing, are reviewed and updated annually, and filed with the commissioner of education no later than 30 days after adoption.

### **4. Teacher Authority/Principal Authority**



Allows teachers to remove disruptive or violent pupils from the classroom, consistent with district codes of conduct, with appropriate procedural safeguards for affected students.

Adds principals to those empowered to suspend pupils from school entirely, without specific board delegation of that authority.

Requires districts to include, in their codes of conduct, minimum periods of suspension for violent or repeatedly disruptive pupils.

**Disruptive pupil is defined as one who:**

- Is substantially disruptive of the educational process or interferes with the teacher's authority over the classroom.

**Violent pupil is defined as one who:**

- Commits an act of violence on a teacher, other school district employee, or fellow student
- Possesses, displays, or threatens to use a gun, knife, or other dangerous weapon
- Knowingly and intentionally destroys the personal property of a teacher or other school district employee
- Knowingly and intentionally destroys school district property

**Removal procedures:**

- Teachers report and refer violent pupil to administration for minimum suspension period
- Administration has authority to suspend for up to five days without delegation from board of education
- District shall implement policies and procedures to provide for continued educational programming for removed pupil
- Student must be informed of reason for removal by teacher
- Principal must be informed of reason for student removal by teacher
- Sets timelines for negotiations of removal to student and parent
- Requires notification of charges and an explanation for suspension with timelines as required by legislation

**5. Uniform Violent Incident Reporting**

Established by the New York State Education Department and the New York State Department of Criminal Justice Services. Schools shall report annually to the commissioner of education:

- . Number and types of violent incidents
- Number of suspensions and other forms of discipline
- Location where the incident occurred . Whether the incident involved a weapon
- Actions taken by the school
- Ages and grades of disciplined pupils

- The nature of the victim and victim's age where appropriate

This includes an annual report to the governor and the legislature regarding the prevalence of violent incidents on school grounds and at school-sponsored functions, and inclusion of such information on school report cards.

## **6. Instruction in Civility, Citizenship, and Character Education**

Requires districts to include a civility, citizenship, and character education component in the K-12 course of instruction concerning the principles of honesty, tolerance, personal responsibility, respect for others, observance of laws and rules, courtesy, dignity, and other positive traits.

## **7. Health Curriculum**

Requires the Board of Regents to review the current health curriculum requirements to ensure that students have sufficient time and instruction to develop skills to address issues of violence prevention and mental health.

## **8. Interpersonal Violence Prevention Education**

Commissioner shall develop and distribute an interpersonal violence prevention package to schools for use in health and related areas.

## **9. School Violence Prevention Training**

- Must be included in Superintendent's Conference Days annually.
- All individuals seeking certification as of February 2001 must have completed a two-hour course in violence prevention.
- Must address violence prevention training for current staff in the yearly professional development plan.

## **10. Whistle Blower Protection**

Protection for those employees who report violent incidents, whereby an employee may not be disciplined or fired for reporting these incidents and is protected from any civil liability.

## **11. Fingerprinting**

- Requires prospective school district employees and applicants for certification to be fingerprinted for a criminal history background check in order to be cleared for employment.
- Does not apply to volunteers.
- Does not apply to current employees of a school district. However, if a current employee terminates employment and seeks employment in a different school district, the individual must undergo the fingerprinting process. This law will also apply if a currently certified individual applies for additional certification, such as a teacher applying for an administrator's certificate
- The New York State Education Department will collect fingerprints and a \$99 processing fee from each applicant and submit to the New York State Department of Criminal Justice Services. Provisions exist for a waiver of the fee for applicants for employment who demonstrate to the district that payment of the fee would create a financial hardship. Criminal history records, if any, will be sent by the New York State Department of Criminal Justice Services and FBI to the New York State Education Department for review and consideration of whether any convictions or outstanding arrests justify denial of clearance for employment or certification. Applicants who are denied clearance will be afforded an opportunity to challenge the determination by

the New York State Department of Criminal Justice Services process. New York State Education Department and to review and challenge content of criminal history records through the New York State Department of Criminal Justice Services Process.

## **12. Assaults on Teachers**

Increases assaults to a Class D felony from Class A misdemeanor.

## **13. Child Abuse Reporting**

- Defines child abuse in an educational setting.
- Requires the immediate reporting of allegations of child abuse in an educational setting to school authorities, parents, and law enforcement.
- Defines mandatory reporters
- Requires a written report of allegations transmitted to school administrator.
- Administrator determines whether there is reasonable suspicion, notifies parents if determination is made, and forwards report to law enforcement.
- District attorney required to notify superintendent of the filing of an indictment, conviction, suspension, or determination of a criminal investigation.
- District attorney notifies the commissioner of conviction of a certified individual.

## **14. Prohibiting Silent Resignations**

- Ends practice of allowing person to resign rather disclose allegations of child abuse.
- Class E, felony, punishable by up to four years in prison, civil penalty not to exceed \$20,000.00 for those superintendents who allow employee to resign under these circumstances.
- Individuals who in good faith comply with the reporting requirements will be entitled to immunity from any civil or criminal liability that might otherwise result from such actions.

## **15. Teacher Discipline**

Provides for a range of discipline measures. In addition to revocation of a teaching certificate, discipline will now include suspension, continuing education, limitation on certificates and monetary fines.

## **16. Court Notification**

- Requires family and criminal courts to notify schools about juvenile delinquency adjudications.
- Increases coordination between the juvenile justice system and schools.
- Requires school to appoint a Designated Educational Official (DEO) to receive records and coordinate student's participation in programs.
- Cannot be part of permanent record.
- Information can only be used in the execution of student's educational plan.

For further information contact: New York State Center for School Safety

175 Route 32 North

New Paltz, NY 12561 Phone: 845-255-8989 Fax: 845-255-3836. [scss@ulsterboces.org](mailto:scss@ulsterboces.org). <http://nyscenterforschoolsafety.org>

## **Implementation of New York's Approved ESSA Plan to Comply with the Provisions of the Every Student Succeeds Act**

PURSUANT TO THE PROVISIONS OF THE State Administrative Procedure Act, NOTICE is hereby given of the following proposed rule:

**Proposed Action:** Amendment of sections 100.2(ff), (m), 100.18, 100.19, Part 120; addition of section 100.21 to Title 8 NYCRR.

**Statutory authority:** Education Law, sections 101, 112(1), 207, 210, 215, 305(1), (2), (20), 309, 3713(1), (2); The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015, 20 U.S.C. sections 6301 et seq. (Public Law 114-95, 129 STAT, 1802)

**Subject:** Implementation of New York's approved ESSA plan to comply with the provisions of the Every Student Succeeds Act

**Purpose:** To implement New York's approved ESSA plan and to comply with the provisions of the Every Student Succeeds Act.

Substance of proposed rule (Full text is posted at the following State website:<http://www.counsel.nysed.gov/rulesandregs>): The Commissioner of Education proposes to amend sections 100.2(ff), 100.2(m), 100.18, 100.19 and Part 120 of the Regulations of the Commissioner of Education relating to Relating to the implementation of the State's Approved Every Student Succeeds Act (ESSA) Plan. The following is a summary of the proposed rule:

The proposed amendment to subdivision 100.2(ff) relates to the enrollment of youth released or conditionally released from residential facilities. This amendment clarifies the existing requirement that districts designate an employee(s) to be the transition liaison(s) with residential facility personnel, parents, students, and State and other local agencies for the purpose of facilitating a student's effective educational transition into, between, and out of such facilities to ensure that each student receives appropriate educational and appropriate supports, services, and opportunities; and this amendment also provides an overview of the duties of the liaison(s).

The proposed amendment to subdivision 100.2(m) relates to requirements for the New York State report card for schools and districts. This amendment updates the information to be provided in report cards to align with the provisions of ESSA and requires local educational agencies (LEAs) to post the local report cards on their website, where one exists, to satisfy ESSA's local report card requirements. If an LEA does not

operate a website, the LEA must provide the information to the public in another manner determined by the LEA.

The proposed amendments to 100.18 clarify that this section, which contains provisions relating to implementation of New York's approved ESEA flexibility waiver, only applies to accountability designations made prior to July 1, 2018, except as otherwise provided in the new section 100.21.

In order to implement the State's approved ESSA plan, the proposed amendments to section 100.19 clarify that Failing Schools means schools that have been identified as Priority Schools and/or Comprehensive Support and Improvement Schools (CSI) for at least three consecutive years. (See Attachment A for criteria for identification of a Comprehensive Support and Improvement School.) These amendments also clarify that beginning with the 2018-19 school year, removal from receivership will be based upon a school's status as a CSI rather than as a Priority School.

The proposed creation of section 100.21 implements the new accountability and support and interventions of the State's approved ESSA plan commencing with the 2018-2019 school year. Such provisions shall include, but not be limited to, the following:

- Subdivision (a) sets forth an applicability clause which says that section 100.21 supersedes paragraphs (p)(1) through (11) and (14) through (16) of section 100.2 and section 100.18, which are the provisions of Commissioner's Regulations that were in place under the No Child Left Behind Act (NCLB) and the Department's Elementary and Secondary Education Act (ESEA) flexibility waiver, and that the new section 100.21 shall apply in lieu of such provisions during the period of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act, and any revisions and extensions thereof, except as otherwise provided in section 100.21. If a provision of section 100.2(p) or of section 100.18 conflicts with section 100.21, the provisions of section 100.21 shall prevail.
- Subdivision (b) defines various terms, which are divided into general definitions, definitions related to school and district accountability, definitions related to school and district accountability designations, and definitions related to interventions for designated schools and districts to implement the new accountability system in New York State's approved ESSA plan.
- Subdivision (c) outlines the procedures and requirements for registration of public schools, which remain the same as under the previous accountability regulations.
- Subdivision (d) relates to the requirements for the registration of public schools.
- Subdivision (e) provides that, commencing with the 2017-2018 school year results, the Commissioner will annually review the performance of all public schools, charter schools, and school districts in the State. The Commissioner shall determine whether such public school, charter school or school district shall be identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or identified as a Target District in accordance with the criteria set forth in subdivision (1) of the regulation.
  - Subdivision (f) specifies the differentiated accountability methodology by which schools will be identified as either CSI (which will be identified every three years beginning with the 2018-2019 school year using 2017-2018 school year results) or TSI (which will be identified annually

beginning with the 2018-2019 school year), and the methodology for identifying Target Districts. This section describes how six indicators (composite performance, student growth, combined composite performance and growth, English language proficiency, academic progress, and chronic absenteeism) are used in the methodology for identification of elementary and middle schools. This section also details how seven indicators (composite performance; graduation rate; combined composite performance and graduation rate; English language proficiency; academic progress; chronic absenteeism; and college, career, and civic readiness) are used in the methodology for identifying high schools. This subdivision also explains how each of these indicators is computed, how these computations are converted into a Level 1-4 for each accountability group for which a school or district is accountable, and how these levels assigned to the accountability groups are used to determine whether a school will be identified as in Good Standing, TSI, or CSI, and whether a district will be identified as a District in Good Standing or a Target District. This subdivision also contains provisions regarding the identification of high schools for CSI based on graduation rates below 67% . beginning with 2017-18 school year results. In addition, this subdivision contains provisions regarding the identification of TSI schools for additional support as required by ESSA if an accountability group for which a school is identified performs at a level that would have caused the school to be identified as CSI if this had been the performance of the "all students' group.

- Subdivision (g) provides that preliminarily identified CSI and TSI schools and Target Districts shall be given the opportunity to provide the Commissioner with any additional information concerning extenuating or extraordinary circumstances faced by the school or district that should be cause for the Commissioner to not identify the school as CSI or TSI or the district as a Target District.
  - Subdivision (h) establishes the public notification requirements upon receipt of a designation of CSI or TSI school or a Target District.
- Subdivision (i) specifies the interventions that must occur in schools identified as CSI or TSI, as well as districts identified as Target Districts. This section describes the requirements for identified schools as they relate to parental involvement, participatory budgeting, school comprehensive improvement plans, and school choice. This subdivision also describes the increased support and oversight that schools that fail to improve will receive. This subdivision also outlines the interventions for schools that, beginning with 2017-18 and 2018-19 school year results, fail for two consecutive years to meet the 95% participation rate requirement for annual state assessments for the same accountability group for the same accountability measure and are not showing improvement in the participation rate for that accountability group. This subdivision also specifies the support that districts must provide to a school that is not CSI or TSI but has performed at Level 1 for an accountability group for an accountability measure.
- Subdivision (j) establishes the criteria for a school's or a district's removal from an accountability designation.
- Subdivision (k) provides the criteria for the identification of schools for public school registration review. Under this subdivision, the Commissioner may place under preliminary registration review any school identified for receivership, any school that is identified as CSI for three consecutive years, and any school that has been id subdivision, a school under registration review shall also be identified as a CSI school, and subject to all the requirements of that designation.
- Subdivision (1) specifies the process by which the Commissioner will place a school under registration review; and the required actions of the district and the school related to the designation. This subdivision also describes the requirements for receivership schools that have also been

identified for registration review.

- Subdivision (m) specifies the criteria and process for removal of schools from registration review, school phase-out or closure.

The proposed amendments to Part 120 update provisions in the existing regulations pertaining to the sunset of No Child Left Behind requirements regarding highly qualified teachers and provide for the continuation under ESSA of provisions pertaining to persistently dangerous schools and unsafe school choice and updates to public school choice provisions.

Text of proposed rule and any required statements and analyses may be obtained from: Kirti Goswami, Education Department, 89 Washington Avenue, Room 148, Albany, NY 12238, (518) 474-6400, email: legal@nysed.gov

Data, views or arguments may be submitted to: Dr. Lisa Long, Education Department, Office of Accountability, 55 Hanson Place, 4th Floor, Brooklyn, NY 11217, (718) 722-4553, email: ESSAREGCOMMENT@nysed.gov

Public comment will be received until: 60 days after publication of this notice.

*Summary of Regulatory Impact Statement (Full text is posted at the following State website:<http://www.counsel.nysed.gov/rulesandregs>):*

#### 1. STATUTORY AUTHORITY:

Ed.L. § 101 continues existence of Education Department, with Board of Regents as its head, and authorizes Regents to appoint Commissioner of Education as Department's Chief Administrative Officer, which is charged with general management and supervision of all public schools and educational work of State.

Ed.L. § 112(1) authorizes Commissioner to require schools and school districts to facilitate the prompt enrollment of children who are released or conditionally released from residential facilities.

Ed.L. § 207 empowers Regents and Commissioner to adopt rules and regulations to carry out State education laws and functions and duties conferred on the Department.

Ed.L. § 210 authorizes Regents to register domestic and foreign institutions in terms of State standards, and fix the value of degrees, diplomas and certificates issued by institutions of other states or countries and presented for entrance to schools, colleges and professions in the State.

Ed.L. § 215 authorizes Commissioner to require schools and school districts to submit reports containing such information as Commissioner shall prescribe.

Ed.L. § 305(1) and (2) provide Commissioner, as chief executive officer of the State's education system, with general supervision over all schools and institutions subject to the Education Law, or any statute relating to education, and responsibility for executing all educational policies of the Regents.

Ed.L. § 305(20) provides Commissioner shall have such further powers and duties as charged by the Regents.



Ed.L. § 309 charges the Commissioner with the general supervision of boards of education and their management and conduct of all departments of instruction.

Ed.L. § 3713(1) and (2) authorize State and school districts to accept federal law making and appropriations for educational purposes and authorize Commissioner to cooperate with federal agencies to implement such law.

The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015, 20 U.S.C. sections 6301 et seq.(Public Law 114-95, 129 STAT. 1802).

## 2. LEGISLATIVE OBJECTIVES:

The proposed rule is consistent with the above statutory authority and is necessary to implement New York's approved ESSA plan and to comply with the provisions of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015, 20 U.S.C. sections 6301 et seq. (Public Law 114-95, 129 STAT, 1802).

## 3. NEEDS AND BENEFITS:

On December 10, 2015, ESSA was signed into law by President Obama. This bipartisan measure reauthorized the 50-year-old ESEA, which provides federal funds to improve elementary and secondary education in the nation's public schools and requires states and school districts, as a condition of funding, to take a variety of actions to ensure all children, regardless of race, income, background, or where they live, receive the education they need to prepare them for success in postsecondary education, careers, and citizenship. New York State receives approximately \$1.6 billion annually in funding through ESSA.

After an extensive, 18-month long public engagement process, the Department, with Board approval, submitted New York State's ESSA plan to the USDE for review on September 17, 2018. On January 17, 2018, the USDE approved the State's plan. In April 2018, the Department provided the Board of Regents with a description of the draft regulatory terms and the Board directed the Department to finalize the draft regulatory terms for publication in the State Register.

The rule will ensure a seamless transition to the revised accountability plan as authorized under the approved ESSA plan, and provide school districts with the opportunity to demonstrate improvements by creating improvement plans that address the needs and resource issues found in identified schools.

For a more complete explanation please see the Regulatory Impact Statement posted here: <http://www.counsel.nysed.gov/rulesandregs>

## 4. COSTS:

Cost to the State: The proposed rule does not generally impose any new costs beyond those consistent with the provisions of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015, 20 U.S.C. sections 6301 et seq. (Public Law 114-95, 129 STAT. 1802).

Costs to local government: The rule does not generally impose any new costs beyond those consistent with the provisions of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015, 20 U.S.C. sections 6301 et seq. (Public Law 114-95, 129 STAT. 1802), but rather requires, in some instances, that school districts spend a portion of their Title I, Title IIA, and Title III funds on specific programs and activities, except that a school identified for Comprehensive Support and Improvement may in some cases need to spend an amount that is anticipated to be less than \$10,000 per year in state and/or local funds to meet the participatory budgeting requirements of the regulations. The rule also provides school districts with substantial additional flexibility in how they use program funds compared to current regulations pertaining to schools identified as Priority or Focus.

Based upon the requirements described in the rule to implement certain activities based upon a school or district's accountability status, there may be some associated costs. These activities, include, but are not necessarily limited to, annual notifications of accountability status; participation in comprehensive needs assessments; conduct of parent, staff and student surveys; and development and implementation of improvement plans. For school districts with schools receiving Title I, IIA or III funding, these funds may be used to pay the associated costs. School districts with Title I funded schools that are designated as Comprehensive Support and Improvement (CSI) schools or Targeted Support and Improvement (TSI) schools, will also be required to use their Title I, TIA, III funding to implement programs and services in CSI and TSI schools that address the needs and resource limitations found as New York State Register a result of the needs assessments conducted at the schools. CSI schools that fail to show progress on their Annual Achievement Progression targets for two consecutive years will be required to enter into a partnership with a BOCES, Regional Bilingual Education Resource Network, Teacher Center or other Regional Technical Assistance Center, or other technical assistance provider as determined by the Commissioner to support the implementation of the Comprehensive Education Plan. Depending on the nature of such partnership, and whether such partnership already exists, a school district may incur costs to implement this provision of the regulations.

In some instances, school districts newly identified as Target Districts with schools that are designated as CSI or TSI that do not receive Title I funding may incur costs. These costs will generally be limited to the cost of site visits and implementation of any elements of District Comprehensive Education Plans and Comprehensive Education Plans that involve activities that are in addition to the district's or the school's regular educational program and that the district chooses not to fund through reallocation of existing resources. However, it is anticipated that non-Title I schools will be eligible to receive federal 1003 School Improvement Grants that can be used to fund these activities.

Districts that have schools that fail to meet the 95% participation rate requirements must develop a participation rate improvement plan, which in some cases beginning in the 2021-22 school year shall include partnering with a BOCES or other technical assistance provider to conduct a participation rate audit and to update the participation rate improvement plan. Because these partnerships will likely vary significantly in cost based on the number of schools for which a plan is required no estimate can be made at this time regarding required costs. Similarly districts that have schools that will be closed or phased out as a consequence of these regulations may incur costs in developing and implementing a closure or phase out plan.

In other instances, school districts and their schools will be designated as in Good Standing, when under the present accountability system these school districts and schools might otherwise have been designated as Priority, Focus or Local Assistance Plan schools. In these cases, school districts may incur cost savings as they will no longer be required to participate in site visits or in the other previously required interventions for districts with such designations. In addition, a number of previous requirements for schools identified as Priority or Focus have been reduced or eliminated, thereby providing districts with increased flexibility in use of funds. For example, the current requirement for Title Schools that are designated as Priority and Focus Schools to offer public school choice has been replaced by a substantially more limited public school choice program for a subset of Comprehensive Support and Improvement Schools. Because of the number of school districts and schools involved, and the fact that the allowable services and activities to be provided will vary greatly from district-to-district, as well as school-to-school, depending on the school and district designation, the district's choices, and the needs presented in each school, a complete cost statement cannot be provided. No additional costs have been identified with respect to the implementation of the updated accountability system, given the similarities in current requirements and an inability to determine differences aside from those in respect to depth of focus.

Cost to private regulated parties: None.

Cost to regulating agency for implementation and continued administration of this rule: None.

#### 5. LOCAL GOVERNMENT MANDATES:

The rule is necessary to assist school districts to be able to meet the provisions of New York's approved ESSA plan. The proposed regulation will require districts with schools identified as CSI or TSI to make significant changes to these schools' educational programs. See the response to Question #3, Needs and Benefits in the full Regulatory Impact Statement available here: <http://www.counsel.nysed.gov/rulesandregs>

#### 6. PAPERWORK:

The proposed rule generally contains paperwork requirements consistent with those in existing regulations and does not generally impose any new paperwork requirements beyond those consistent with the above statutory authority and the provisions of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015, 20 U.S.C. sections 6301 et seq. (Public Law 114-95, 129 STAT. 1802). For further information please see the above response to Question #3, Needs and Benefits in the full Regulatory Impact Statement available here: <http://www.counsel.nysed.gov/rulesandregs>

#### 7. DUPLICATION:

The rule does not duplicate existing State or federal regulations.

#### 8. ALTERNATIVES:

After an extensive, 18-month long public engagement process, the Department, with Board approval, submitted New York State's ESSA plan to the USDE for review on September 17, 2018 which was approved on January 17, 2018. The proposed rule is necessary conform Commissioner's Regulations to New York's approved ESSA plan.

#### 9. FEDERAL STANDARDS:

The rule is necessary to conform regulations to New York's approved ESSA plan and the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015, 20U.S.C. § 6301 et seq. (Public Law 114-95, 129 STAT.1802).

#### 10. COMPLIANCE SCHEDULE:

It is anticipated that parties will be able to timely implement the rule's requirements beginning with its effective date.

#### *Regulatory Flexibility Analysis Small Businesses:*

The proposed rule relates to public school and school district accountability and is necessary to implement New York's approved ESSA plan and to comply with the provisions of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015, 20 U.S.C. sections 6301 et seq. (Public Law 114-95, 129 STAT. 1802). Commissioner's Regulations to New York State's Elementary and Secondary Education Act (ESEA) Flexibility Waiver Request; which was approved by the Secretary to the United States Education Department on May 29, 2012 pursuant to ESEA section 9401.

The purpose of the proposed rule is to ensure a seamless transition to the revised accountability plan as authorized under the approved ESSA plan, and provide school districts with the opportunity to demonstrate improvements by creating improvement plans that address the needs and resource issues found in identified schools. The State and local educational agencies (LEAs) are required to comply with the ESSA as a condition to their receipt of federal funds under Title of the ESEA Act of 1965, as amended by the Every Student Succeeds Act of 2015.

The rule applies to public schools, school districts and charter schools that receive funding as LEAs pursuant to the ESSA, and does not impose any adverse economic impact, reporting, record keeping or any other compliance requirements on small businesses. Because it is evident from the nature of the proposed amendment that it does not affect small businesses, no further measures were needed to ascertain that fact and none were taken. Accordingly, a regulatory flexibility analysis for small businesses is not required and one has not been prepared.

Local Governments:

1. EFFECT OF RULE:

The rule applies to public schools, school districts and charter schools that receive funding as LEAs pursuant to the Elementary and Secondary Education Act of 1965, as amended.

2. COMPLIANCE REQUIREMENTS:

See the response to Question #3, Needs and Benefits in the full Regulatory Impact Statement available here: <http://www.counsel.nysed.gov/rulesandregs>

3. PROFESSIONAL SERVICES:

The rule imposes no additional professional service requirements.

4. COMPLIANCE COSTS:

For further information related to the costs of implementation please see the response to Question #4, Costs in the full Regulatory Impact Statement available here: <http://www.counsel.nysed.gov/rulesandregs>

5. ECONOMIC AND TECHNOLOGICAL FEASIBILITY:

The rule imposes no technological requirements on school districts. Costs are discussed under the Compliance Costs section above.

6. MINIMIZING ADVERSE IMPACT:

The proposed rule is necessary to implement New York's approved ESSA plan and to comply with the provisions of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015, 20 U.S.C. sections 6301 et seq.

Flexibility Waiver Request; which was approved by the Secretary to the United States Education Department on May 29, 2012 pursuant to ESEA section 9401. The State and local educational agencies (LEAS) are required to comply with the ESEA as a condition to their receipt of federal funds under Title I of the ESEA Act of 1965, as amended.

The rule adds a new section 100.21 and revises sections 100.2(m), 100.00.18, 100.19 and Part 120 of the Commissioner's Regulations to align New York's public school and school district accountability system to the approved ESSA plan and to ensure a seamless transition to the revised accountability plan as authorized under the approved ESSA plan. The rule has been carefully drafted to meet specific federal and State requirements.

#### 7. LOCAL GOVERNMENT PARTICIPATION:

Copies of the proposed rule have been provided to District Superintendents with the request that they distribute it to school districts within their supervisory districts for review and comment. Copies were also provided for review and comment to the chief school officers of the five big city school districts and to charter schools.

#### Rural Area Flexibility Analysis

##### 1. TYPES AND ESTIMATED NUMBERS OF RURAL AREAS:

The proposed rule applies to public schools, school districts and charter schools that receive funding as LEAs pursuant to the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA), including those located in the 44 rural counties with less than 200,000 inhabitants and the 71 towns in urban counties with a population density of 150 per square mile or less.

##### 2. REPORTING, RECORDKEEPING AND OTHER COMPLIANCE REQUIREMENTS; AND PROFESSIONAL SERVICES:

The rule is necessary to necessary to implement New York's approved ESSA plan and to comply with the provisions of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015, 20 U.S.C. sections 6301 et seq. (Public Law 114-95, 129 STAT. 1802). For a more complete explanation please see the Regulatory Impact Statement posted here:  
<http://www.counsel.nysed.gov/rulesandregs>

##### 3. COSTS:

Cost to the State: The proposed rule does not generally impose any new costs beyond those consistent with the provisions of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015, 20 U.S.C. sections 6301 et seq. (Public Law 114-95, 129 STAT. 1802).

Costs to local government: The rule does not generally impose any new costs beyond those consistent with the provisions of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015, 20 U.S.C. sections 6301 et seq. (Public Law 114-95, 129 STAT. 1802), but rather requires, in some instances, that school districts spend a portion of their Title I, Title IIA, and Title III funds on specific programs and activities, except that a school identified for Comprehensive Support

View Document - New York State Register improvement may in some cases need to spend an amount that is anticipated to be less than \$10,000 per year in state and/or cal funds to meet the participatory budgeting requirements of the regulations. The rule also provides school districts with substantial additional flexibility in how they use program funds compared to current regulations pertaining to schools identified as Priority or Focus.

Based upon the requirements described in the rule to implement certain activities based upon a school or district's accountability status, there may be some associated costs. These activities, include, but are not necessarily limited to, annual notifications of accountability status; participation in comprehensive needs assessments, conduct of parent, staff and student surveys, and development and implementation of improvement plans. For school districts with schools receiving Title I, IIA or III funding, these funds may be used to pay the associated costs. School districts with Title I funded schools that are designated as Comprehensive Support and Improvement (CSI) schools or Targeted Support and Improvement (TSI) schools, will also be required to use their Title 1, TIA, III funding to implement programs and services in CSI and TSI schools that address the needs and resource limitations found as a result of the needs assessments conducted at the schools. C\$I schools that fail to show progress on their Annual Achievement Progression targets for two consecutive years will be required to enter into a partnership with a BOCES, Regional Bilingual Education Resource Network, Teacher Center or other Regional Technical Assistance Center, or other technical assistance provider as determined by the Commissioner to support the implementation of the Comprehensive Education Plan. Depending on the nature of such partnership, and whether such partnership already exists, a school district may incur costs to implement this provision of the regulations.

In some instances, school districts newly identified as Target Districts with schools that are designated as CSI or TSI that do not receive Title I funding may incur costs. These costs will generally be limited to the cost of site visits and implementation of any elements of District Comprehensive Education Plans and Comprehensive Education Plans that involve activities that are in addition to the district's or the school's regular educational program and that the district chooses not to fund through reallocation of existing resources. However, it is anticipated that non-Title | schools will be eligible to receive federal 1003 School Improvement Grants that can be used to fund these activities.

Districts that have schools that fail to meet the 95% participation rate requirements must develop a participation rate improvement plan, which in some cases beginning in the 2021-22 school year shall include partnering with a BOCES or other technical assistance provider to conduct a participation rate audit and to update the participation rate improvement plan. Because these partnerships will likely vary significantly in cost based on the number of schools for which a plan is required no estimate can be made at this time regarding required costs. Similarly districts that have schools that will be closed or phased out as a consequence of these regulations may incur costs in developing and implementing a closure or phase out plan.

In other instances, school districts and their schools will be designated as in Good Standing, when under the present accountability system these school districts and schools might otherwise have been designated as Priority, Focus or Local Assistance Plan schools. In these cases, school districts may incur cost savings as they will no longer be required to participate in site visits or in the other previously required interventions for districts with such designations. In addition, a number of previous requirements for schools identified as Priority or Focus have been reduced or eliminated, thereby providing districts with increased flexibility in use of funds. For example, the current requirement for Title I Schools that are

designated as Priority and Focus Schools to offer public school choice has been replaced by a substantially more limited public school choice program for a subset of Comprehensive Support and. Because of the number of school districts and schools involved, and the fact that the allowable services and activities to be provided will vary greatly from district-to-district, as well as school-to-school, depending on the school and district designation, the district's choices, and the needs presented in each school, a complete cost statement cannot be provided. No additional costs have been identified with respect to the implementation of the updated accountability system, given the similarities in current requirements and an inability to determine differences aside from those in respect to depth of focus.

Cost to private regulated parties: None.

Cost to regulating agency for implementation and continued administration of this rule: None.

#### 4. MINIMIZING ADVERSE IMPACT:

The rule is necessary to conform the Commissioner's Regulations to New York State's approved ESSA plan and to comply with the provisions of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015, 20 U.S.C. sections 6301 et seq. (Public Law 114-95, 129 STAT. 1802).

The rule adds a new section 100.21 and revises sections 100.2(m), 100.2(ff), 100.18, 100.19 and Part 120 of the Commissioner's Regulations to align New York's public school and school district accountability system to the approved ESSA plan and to ensure a seamless transition to the revised accountability plan as authorized under the approved ESSA plan. The rule has been carefully drafted to meet specific federal and State requirements. Since these requirements apply to all local educational agencies in the State that receive ESSA funds, it is not possible to adopt different standards for school districts in rural areas.

#### 5. RURAL AREA PARTICIPATION:

The rule was submitted for review and comment to the Department's Rural Education Advisory Committee, which includes representatives of school districts in rural areas.

**Job Impact Statement** The proposed rulemaking relates to public school and school district accountability and is necessary to implement New York's approved ESSA plan and to comply with the provisions of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015, 20 U.S.C. sections 6301 et seq. (Public Law 114-95, 129 STAT. 1802).

The purpose of the proposed rule is to ensure a seamless transition to the revised accountability plan as authorized under the approved ESSA plan, and provide school districts with the opportunity to demonstrate improvements by creating improvement plans that address the needs and resource issues found in identified schools. The State and local educational agencies (LEAs) are required to comply with the ESSA as a condition to their receipt of federal funds under Title I of the ESEA Act of 1965, as amended by the Every Student Succeeds Act of 2015.

The proposed rule applies to public schools, school districts and charter schools that receive funding as LEAs pursuant to the ESSA, and will not



have an adverse impact on jobs or employment opportunities. Because it is evident from the nature of the proposed rule that it will have no impact, on jobs or employment opportunities, no further steps were needed to ascertain those facts and none were taken. Accordingly, a job impact statement is not required and one has not been prepared.

END OF DOCUMENT

**DIGNITY FOR ALL STUDENTS ACT**

**The Dignity for All Students Act Effective July 1<sup>st</sup>, 2012**

**Curriculum:** Curriculum must include instructions that supports the development of a school environment free of discrimination and harassment.

**Code of Conduct:** The code of Conduct must be amended to include provisions prohibiting discrimination and harassment against any student by employees and students and provisions for responding to such acts.

**Reporting:** Material incidents of discrimination and or harassment on school ground or at school functions must be report to NYSED annually.

**Dignity Act Coordinator:** At least one staff member at every school must be designated and trained to handle human relations in the areas of race, color, religion, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex.

**Employee Training:** Employees must receive training to raise awareness and sensitivity to potential acts of discrimination and/or harassment and to enable employees to prevent and respond to incidents of discrimination and harassment.

**Cyberbullying:** Cyberbullying will be defined as harassment or bullying by any form of electronic communication, and include incidents occurring off school property that create or would foreseeably create a risk of substantial disruption within the school environment.

**Reports of Harassment, Bullying and Discrimination:** The principal, superintendent, or designee must be charged with receiving reports.

**Investigation of Reports:** The principal, superintendent, or designee must lead or supervise the prompt and thorough investigation of reports.

**Response to Verified Reports:** The school must take prompt actions reasonably calculated to end the harassment, bullying or discrimination, eliminate any hostile environment, and ensure the safety of the student(s) toward whom harassment, bullying or discrimination was directed.

**Employee Reporting:** School employees who witness or receive a report of harassment, bullying or discrimination must notify the principal, superintendent or designee within one school day after witnessing the incident or receiving the report and must file a written report within two school days thereafter.

**Notification of Law Enforcement:** The Principal, Superintendent or designee will be required to notify appropriate local law enforcement when they believe that any harassment, bullying or discrimination constitutes criminal conduct. Professionals applying for certificate or license, including by but limited to classroom teachers, school counselors, school psychologists, school social works, school administrators or supervisors, and superintendents of schools, must complete training on the social patterns of harassment, bullying and discrimination, and strategies for effectively addressing exclusion, bias and aggression in educational settings.

**Curriculum:** Curriculum must include instruction in safe and responsible use of the internet and electronic communication and emphasize discouraging acts of harassment, bullying and discrimination.

**Guidance and Educational Materials:** The State Education Department will provide guidance and educational materials, including best practices in addressing cyberbullying, and best practices in helping families and communities to work cooperatively with schools in addressing cyberbullying.

## **Requirements and Guidance: McKinney-Vento Homeless Education Assistance Act**

The McKinney-Vento Homeless Education Assistance Act is a federal law that ensures immediate enrollment and educational stability for homeless children and youth. McKinney-Vento provides federal funding to states for the purpose of supporting district programs that serve homeless students.

### **Defining Homeless**

The McKinney-Vento Act defines homeless children as "individuals who lack a fixed, regular, and adequate nighttime residence." The act provides examples of children who would fall under this definition:

Children and youth sharing housing due to loss of housing, economic hardship or a similar reason

Children and youth living in motels, hotels, trailer parks, or campgrounds due to lack of alternative accommodations  
Children and youth living in emergency or transitional shelters

Children and youth abandoned in hospitals  
Children and youth awaiting foster care placement

Children and youth whose primary nighttime residence is not ordinarily used as a regular sleeping accommodation (e.g. park benches, etc.)

Children and youth living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations  
Migratory children and youth living in any of the above situations

### **Awaiting Foster Care Placement**

The McKinney-Vento Act draws a distinction between children and youth who are "in" foster care, and those who are "awaiting" foster care. Washington state defines "awaiting" foster care as the period of time between the initial placement of the child into state care and the 30- day shelter care hearing.

OSPI Memorandum March 13, 2012: McKinney-Vento Homeless Education Assistance Act and Awaiting Foster Care

### **Enrollment and Transportation**

The McKinney-Vento Act requires schools to enroll homeless children and youth immediately, even if they lack normally required documents, such as immunization records or proof of residence. The act ensures that homeless children and youth have transportation to and from their school of origin if it is in the child's or youth's best interest.

## **OPCSD CERTIFIED SCHOOL COUNSELORS**

### **Elementary School Counselor (Grades K-5)**

Kristen Hutschenreuter

Angela Sanita

### **Middle School Counselors (Grades 6-8)**

Bernadette Clarke

Mary Jo Kajfasz

Elizabeth Nobel

Sarina Scaccia

### **High School Counselors (Grades 9-12)**

Aaron Bove

Michael Behm

AnnMarie Cervoni

Ann Linder

Amy See

Jennifer Stahl

## **Plan on File**

A copy of the District School Counseling Plan is on file in the following locations: OPCSD Web  
Page, Building Principals' Offices  
Assistant Superintendent's Office

## **Review and Revision of Plan**

The intent is for this plan to be evaluated on an ongoing basis.

