

**Chenango Forks Central
School District
School Counseling/Guidance
Program**

Adopted 2020-2021 School Year

***Please Note: For the 2020-2021 School Year of Hybrid Learning, all curriculum lessons will be delivered virtually through Schoology.**

School Counseling Program Philosophy

The Chenango Forks School Counseling Department is committed to providing support to the school community which enhances the educational experiences of its students, promotes success, and facilitates the development of fully functioning members of society.

We are committed to providing a comprehensive, developmental program that plays an integral role in the total learning experience for all students through the implementation of the American School Counseling Association (ASCA) Mindsets and Behaviors and the New York State Learning Standards. Students will benefit from a preventative school counseling program designed to promote social-emotional, academic, and career development as set forth by the national standards for school counseling programs.

School Counselor Role Definition

Areas of delivery:

- Curriculum: includes grade level lessons on various topics related to academic, career, social-emotional learning standards. Delivered by School Counselor in collaboration with classroom teachers when applicable.
- Individual Planning: annual individual progress review for all students on caseload- grades 6-12
- Counseling: counseling services based on data/identified need. Providing responsive counseling on per needed basis.
- Indirect Services: consultation with teachers, parents and outside agencies. Attendance at team level meetings, CSE meetings and referrals to other providers.
- Program Management: data collection and analysis, program revisions, contribute to annual BOE outcomes report

Commissioner's Regulations Part 100.2(j)

j. Guidance programs and comprehensive developmental school counseling/guidance programs.

1. Guidance programs for public schools for school years prior to the 2019-2020 school year and for non-public schools.

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

(a) In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.

(b) In grades 7-12, the guidance program shall include the following activities or services:

(1) an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;

(2) instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;

(3) other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors, or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and

(4) the services of personnel certified or licensed as school counselors.

(c) Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

Our School Counseling services are delivered to our students in alignment with the following standards:

- *American School Counseling Association (ASCA) Mindsets and Behaviors:*
<https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>
- *New York State Career Development and Occupational Studies (CDOS):*
<http://www.p12.nysed.gov/cte/cdlearn/documents/cdoslea.pdf>
- *New York State Framework for Mental Health Education Instruction:*
<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/continuumofwellbeingguide.pdf>
- *New York State Social Emotional Learning Standards:*
<http://www.p12.nysed.gov/sss/documents/NYSSELBenchmarks.pdf>

Chenango Forks Elementary School Counseling Plan

| Program Activity or Service | Program Objective | Timeline | Student Focus | Staff and Resources | District/Program Goal | Assessment |
|---|---|----------|---|--|---|--|
| Individual Counseling | Provide on-going support to students experiencing behavioral, social, and emotional difficulties in order to increase positive interactions with peers and instructional time in classroom or through virtual learning | On-Going | K-5 as mandated by IEP/504 Plan and/or teacher recommendation or parent request | School Social Worker and School Psychologist In person or remote | School Climate/ Safety | Progress Monitoring of IEP/504 goals, discipline referrals, classroom management system -Teacher observation -Improved student overall academic performance based on assessment scores and improved attendance |
| Small Group Counseling (anxiety, adapting to changing situations, attendance, anger management, social skills, conflict resolution, etc.) | To allow students to share experiences and learn coping skills helpful with dealing with presenting issues. Provide on-going support to students experiencing behavioral, social and emotional difficulties in order to increase positive interactions with peers and instructional time in classroom or at home. | On-Going | Grade K-5 | School Psychologist, Social Worker and behavior teacher. In person or remote | School Climate/ Safety | Decreased discipline referrals, increased engagement for remote learning students, healthy social and emotional well-being. Improved overall academic scores and improved attendance. |
| Consultation: PBIS meetings, parent/teacher conferences, RtI meetings, CSE meetings, referrals to outside agencies, grade level meetings, alternative education | Collaborate with teachers, staff, administrators, and outside agencies. Improve communication and relationships between staff and student in the school environment and | On-Going | Grades K-5 | School Social Worker, Psychologist, teachers, administrators, directors In person or remote | Teaching and Learning and School Climate/Safety | Meeting minutes, referrals to outside agencies, discipline referrals, parent contact logs, meeting IEP goals, increase in student academic performance |

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| programs, concerns regarding students | the virtual learning environment. | | | | | |
| Collection and Delivery of counseling related resources | Increase knowledge of relative topics and programs, increase use of available resources, increase communication between school and community | On-Going | Grades K-5 | Social Worker, Psychologist, teachers, administrators, community-based agencies, Community Schools Coordinator In person or remote | Teaching and Learning School Climate/Safety | Meeting minutes and logs, collaboration with outside agencies, virtual or in person conferences, webinars, or other PD opportunities. |
| Transitional Planning- 5 th Grade Moving up Day | Collaborate with Middle School Counselor and School Psychologist and 6 th grade teachers. Offer students a chance to ask questions or tour in small groups. | May-June | Grade 5 | School Counselor/Social Worker/School Psychologist/5 th grade teachers/6 th grade teachers In person or remote | Teaching and Learning School Climate/Safety | Attendance, Report Cards, School Profile, Parent Feedback |
| Record Keeping | Keep records on students being serviced by School Social Worker and/or Psychologist. Both formal (Students with IEP's or 504 plans) and informal. | On-Going | Grades K-5 | School Social Worker/School Psychologist/Office Staff/Administration | Teaching and Learning School Climate/Safety | Counseling log/binder, maintenance of accurate report cards, Releases of Information |
| Open House | To provide families with information on School Pupil Personnel Services | September | Grades K-5 | School Psychologist/School Social Worker/Behavioral Support Teacher | Parent and Community Engagement | Interactions with families regarding available services within the school |

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| | | | | TBD (in person or remote) based on health guidelines | | |
| Committee Involvement, Safety Committee, RTI/CSE, PBIS, and OLWEUS | Parent input and Information based on each committee's function within building and school-wide programs to promote healthy decision-making skills and character education | On-Going | Grades K-5 | School Social Worker/School Psychologist/Behavior Support Teacher/Administrators/Teachers In person or remote | Parent and Community Engagement School Climate/Safety | Decrease in safety concerns and bullying incidences, participation and attendance at meetings, and meeting minutes |
| Community Outreach, Newsletters, Kindergarten Orientation, Parent Teacher Conferences, Backpack Program, Developing Relationships between School and Community | Increase involvement in school and community activities. | On-Going | Grades K-5 students and parents | School Psychologist/School Social Worker/Administrators/Community School Coordinator In school or remote | Parent and Community Engagement | Increased involvement in school and collaboration with community partners |
| Check In/Check Out | Providing support to students who are at-risk | On-Going | Grades K-5 | Behavior Support Teacher/School Psychologist/School Social Worker/Teachers/Support Staff In person or remote | School Climate/Safety | Academic, Social/Emotional success of students |
| Scheduling | Individual/Group Counseling, Parent Conferences, Community Agency and Wraparound Meetings, PBIS Meetings | On-Going | Grades K-5 | Teachers/RTI Committee/School Social Worker/School Psychologist/Behavior Support Teacher | Teaching and Learning | Percentage of students in appropriate academic program to meet success |

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| School-Wide Character Development | Word of the month, recognition assemblies, school ticket system, classroom lessons, Character Kick Off | On-Going | Grades K-5 | Behavior Support Teacher/Teachers/Admin/Character Ed Team In person or remote | School Climate/Safety | Decrease in discipline referrals, increase in student participation and classroom activities, increase in students earning Character Awards |
| Accessing Community Services | Increase awareness of local resources-connecting families with agencies, NYS Child Abuse Hotline Registry, DSS | On-Going | Grades K-5 | School Psychologist/School Social Worker/Community Schools Coordinator/Administration | School Climate/Safety | Social/Emotional well-being and support to families and students. Increased use of agency resources based on referrals |

Grade 6 and 7

| Grade Level | Start Date/End Date | Lesson Topic | Lesson Objective(s) |
|-------------|---------------------|-----------------------------|---|
| 6 | September 2020 | Welcome/ Intro to Counselor | B-SS 3.Create relationships with adults that support success |
| 7 | September 2020 | Welcome/ Intro to Counselor | B-SS 3.Create relationships with adults that support success |
| 6 | September 2020 | Cybersafety | B- LS 5: Apply media and technology skills B-SMS 9. Demonstrate personal safety skills |
| 7 | September 2020 | Cybersafety | B- LS 5: Apply media and technology skills B-SMS 9. Demonstrate personal safety skills |
| 6 | October 2020 | Cyberbullying awareness | B-SS 2. Create positive and supportive relationships with other students B-SS 4. Demonstrate empathy B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary |
| 7 | October 2020 | Cyberbullying awareness | B-SS 2. Create positive and supportive relationships with other students |

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| | | | B-SS 4. Demonstrate empathy B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary |
| 6 | November 2020 | Stress Management | B-SMS 7: Demonstrate effective coping skills when faced with problem |
| 7 | November 2020 | Mindfulness | B-SMS 7: Demonstrate effective coping skills when faced with problem |
| 6 | December 2020 | Organization/ Time Management | B- LS 5: Apply media and technology skills B-LS 3: Use time management, organizational and study skills |
| 7 | December 2020 | Organization/ Time Management | B- LS 5: Apply media and technology skills B-LS 3: Use time management, organizational and study skills |
| 6 | January 2021 | Goal Setting | B-LS 7. Identify long- and short-term academic, career and social/emotional goals |
| 7 | January 2021 | Growth Mindset | B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards |
| 6 | February 2021 | Positive Social Media | B- LS 5: Apply media and technology skills B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment |
| 7 | February 2021 | Positive Social Media | B- LS 5: Apply media and technology skills B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment |
| 6 | March 2021 | College/ Career | M4: Understanding that post-secondary education and lifelong learning are necessary for long term career success B-LS 7. Identify long- and short-term academic, career and social/emotional goals |
| 7 | March 2021 | College/ Career | M4: Understanding that post-secondary education and lifelong learning are necessary for long term career success B-LS 7. Identify long- and short-term academic, career and social/emotional goals |
| 6 | April 2021 | Individual Plans- maybe a google form? | B-LS 7. Identify long- and short-term academic, career and social/emotional goals |
| 7 | April 2021 | Individual Plans- maybe a google form? | B-LS 7. Identify long- and short-term academic, career and social/emotional goals |

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| 6 | May 2021 | Scheduling/course requests? | |
| 7 | May 2021 | Scheduling/course requests? | |
| 5 | May 2021 | Transition to Middle School | B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibility |

*Objectives retrieved from <https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

| | Grade 8 | |
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| DELIVERY | SERVICES | FREQUENCY |
| Academic | 8 th to 9 th grade scheduling in classrooms | Spring- February |
| Career | FACS Classroom Lessons using Choices360 Careers Program | Ongoing (twice for each 10-week marking period) |
| Academic/Career | 8 th to 9 th grade individual planning meetings- parents invited | Spring- March, April, May |
| Social-Emotional | Classroom guidance lesson(s)- Internet Safety, Mental Health, Friendship/Relationships | Ongoing |
| Academic | Classroom guidance lesson(s)- Study Skills, Organization (adapted from current MS plan) | Ongoing |
| Social-Emotional/Academic/Career | 8 th grade individual planning meetings per NYS Guidance Regulations | Fall- September & October |
| Social-Emotional | Individual responsive counseling | Ongoing |
| Social-Emotional | Mental health counseling referrals and consultation with outside mental health counselors | As needed/ongoing |
| Social-Emotional/Academic/Career | Consultation with Special Ed staff, attending CSE meetings, scheduling assistance, referrals | Ongoing |
| Social-Emotional/Academic/Career | 8 th Grade Team Meetings | Weekly throughout year |
| Academic/Career | Responsive counseling at risk students (attendance, academic failure) | Ongoing |
| Academic | Facilitating parent/teacher conferences & communication | As needed |
| Academic | High School Tour- Transition | June |

Grade 9

| DELIVERY SYSTEM | SERVICES | FREQUENCY |
|-----------------------------------|--|--------------------|
| Academic/Career | Consultation regarding enrollment, academic/career planning for out of district students | Ongoing |
| Academic/Career/Social/Emotional | Freshman Orientation for students/parents | Summer- August |
| Academic | Summer School registration/coordination | End of school year |
| Academic | Enrollments of new students (schedule, grades, credits) | Ongoing |
| Academic/Career | Future planning for 10th grade (course loads, credits, scheduling), in classrooms | Spring |
| Academic/Career/Social/Emotional | Freshman individual planning meetings with optional parent attendance | Spring |
| Social/Emotional | Individual responsive counseling | Ongoing |
| Social/Emotional/Academic, Career | Enrollment, referrals, and consultation with Upward Bound Staff | Ongoing |
| Social/Emotional | Mental health counseling referrals and consultation with outside mental health counselors | As needed/Ongoing |
| Social/Emotional/Academic/Career | Consultation with Special Ed staff, attending CSE meetings, scheduling assistance, referrals | Ongoing |
| Academic/Career | Responsive counseling at risk students (attendance, academic failure) | Ongoing |
| Academic | Facilitating parent/teacher conferences | As needed |

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| Social/Emotional/Academic/Career | Transition services meeting with 8th grade team to discuss student transition | End of school year |
| Career | Classroom guidance lesson(s) through Choices 360.com, Career Cluster Survey | Ongoing |
| Academic | Classroom guidance lesson(s) (Study skills, time management, organization, goal setting, scheduling, graduation requirements) | Ongoing |
| Social/Emotional | Classroom guidance lesson(s) (internet safety, cyberbullying, mental health, coping skills, healthy relationships, respect) | Ongoing |
| Social/Emotional/Academic/Career | Freshman Connection, 1-day orientation, monthly remedial meetings/activities on assigned topics | Monthly |
| Social/Emotional/Academic | Needs Assessment delivered on Personal Best Day | Personal Best Day |

Grade 10

| DELIVERY SYSTEM | SERVICES | FREQUENCY |
|-----------------------------------|---|--------------------|
| Academic/Career/Social/Emotional | Sophomore individual planning meetings (optional parent attendance) | Spring |
| Academic/Career | Consultation, enrollment, regarding the academic/career planning for out of district students | Ongoing |
| Academic | Summer school registration/coordination | End of School Year |
| Academic | New student enrollment | Ongoing |
| Academic/Career | Future planning lessons in sophomore classrooms (ASVAB, PSAT, career exploration, curriculum, scheduling) | Ongoing |
| Social/Emotional | Ongoing individual responsive counseling | Ongoing |
| Academic/Career/Social/Emotional | Consultation, enrollments, and referrals with Upward Bound counselors | Ongoing |
| Social/Emotional | Ongoing mental health referrals | Ongoing |
| Social/Emotional | Consultation with outside mental health counselors | Ongoing |
| Academic/Careers/Social/Emotional | Consult with Special Education staff (CSE meetings, referrals, scheduling) | Ongoing |
| Academic | PSAT: pre-test lesson, test, post-test lesson | Fall |
| Academic/Career | ASVAB: pre-test lesson, test, post-test lesson | Fall |

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| Social/Emotional | Emotional health lessons in Health classes | Fall/Spring |
| Career | Choices 360 lessons | Ongoing |
| Academic/Career | Responsive counseling for at risk students (Attendance, academic failure) | Ongoing |
| Academic | Facilitating parent/teacher conferences | Ongoing |
| Academic | Coordinate BOCES CTE visitation and enrollment | Winter/Spring |

Grade 11

| DELIVERY SYSTEM | SERVICES | FREQUENCY |
|----------------------------------|---|--------------------|
| Academic/Career/Social/Emotional | Junior individual planning meetings (optional parent attendance) | Spring |
| Academic/Career | Consultation, enrollment, regarding the academic/career planning for out of district students | Ongoing |
| Academic | Summer school registration/coordination | End of School Year |
| Academic | New student enrollment | Ongoing |
| Academic/Career | Future planning lessons in Junior classrooms (College applications, SAT/ACT, leadership opportunities, intro to FASFA/scholarships, NCAA, curriculum, scheduling) | Fall |
| Social/Emotional | Ongoing individual responsive counseling | Ongoing |
| Academic/Career/Social/Emotional | Consultation, enrollments and referrals with Upward Bound counselors | Ongoing |
| Social/Emotional | Ongoing mental health referrals | Ongoing |
| Social/Emotional | Consultation with outside mental health counselors | Ongoing |
| Academic/Career/Social/Emotional | Consult with Special Education staff (CSE meetings, referrals, scheduling) | Ongoing |
| Academic | PSAT: pre-test lesson, test, post- test lesson | Fall |
| Career | College Day | Fall |
| Academic | Nominations for Junior scholarships | Spring |

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| Career | Resume writing lesson through Choices 360 | Ongoing |
| Academic/Career | Responsive counseling for at risk students (attendance, academic failure) | Ongoing |
| Academic | Facilitating parent/teacher conferences | Ongoing |
| Academic | Select students for RYLA, Boys & Girls State | Spring |

Grade 12

| DELIVERY SYSTEM | SERVICES | FREQUENCY |
|----------------------------------|--|--------------------|
| Academic/Career/Social/Emotional | Senior individual planning meetings (optional parent attendance) | Fall |
| Academic/Career | Consultation, enrollment, regarding the academic/career planning for out of district students | Ongoing |
| Academic | Summer school reg/coordination | End of School Year |
| Academic | New student enrollment | Ongoing |
| Academic/Career | Future planning lessons in Senior classrooms (Graduation requirements, applying to college, FASFA, NCAA, scholarships, military) | Fall |
| Social/Emotional | Ongoing individual responsive counseling | Ongoing |
| Academic/Career/Social/Emotional | Consultation, enrollments and referrals with Upward Bound counselors | Ongoing |
| Social/Emotional | Ongoing mental health counseling referrals | Ongoing |
| Social/Emotional | Consultation with outside mental health counselors | Ongoing |
| Academic/Career/Social/Emotional | Consult with Special Education staff (CSE meetings, referrals, scheduling) | Ongoing |
| Academic | Admissions Representative visits | Fall |

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| Academic | Instant Admit Day field trip (SUNY Broome) | Fall |
| Academic | Coordination/nomination of local scholarships, presentation at graduation/Senior Awards | Spring |
| Career | Choices 360 lessons | Ongoing |
| Academic/Career | Responsive counseling for at risk students (attendance, academic failure, senior at risk parent meetings) | Ongoing |
| Academic | Financial Aid Night | Fall |
| Academic | Facilitating parent/teacher conferences | Ongoing |