



## **Williamson Central School District**

### **K-12 Guidance Plan**

Updated January 2019

*Providing Direction . . .*

*. . . Achieving Potential*

## **Guidance Plan Revision Team**

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# **Williamson Central School District**

## **Mission**

*To provide a learning community that inspires character, service, knowledge and wisdom.*

## **Vision**

*Active learning in a supportive, respectful environment.*

## **Imperative**

*Doing what's best for children.*

Williamson Central School district has an approximate enrollment of 1200 students in K-12. Guidance services at Williamson Central School District are concerned with the educational and vocational direction of students as well as their overall adjustment in the school setting. Our counselors are devoted to creating an educational program that will meet the needs of all students. The counselors at Williamson Central School District believe that all individuals have a right to equality of opportunity regardless of their sex, religion, color, national origin, or handicapping condition. Our services are readily available to all students and all students are encouraged to set goals for themselves based upon their own interests and abilities. The Williamson Central School District Guidance program is dedicated to providing students with the skills and knowledge needed to explore, investigate and shape their future pathways.

# Guidance Plan

## Introduction

Guidance and counseling are integral parts of each school's total educational program. Developmental by design, they include sequential activities organized and implemented by certified school counselors with the support of teachers, administrators, student services personnel, students, parents, and support personnel. The guidance plan is an essential component of the total instructional program through which all students have maximum opportunity for development. The plan is designed to meet the needs of all students by helping them acquire competencies and knowledge of self and others via the plan content areas of:

- Academic Achievement
- Career Development
- Social/Personal Development

In accordance with New York State Education Guidelines, the following guidance goals will be addressed in the Williamson Central School District's Guidance Plan:

## Kindergarten – Grade 5

1. Prepare students to participate effectively in their current and future educational programs.
2. To educate students concerning the avoidance of child sexual abuse.
3. To assist students who exhibit any attendance, academic, behavioral or adjustment problems.
4. To encourage parental involvement.
5. Exposure and information on college and careers.

## Grades 6-12

1. Conduct an annual review of each student's educational progress and career plans individually or in small groups.
2. Instruction at each grade level to help students learn about various careers and about career planning skills.
3. Provide advisory or counseling services to enable students to benefit from the curriculum.
4. To assist students in the development and implementation of postsecondary education and career plans.
5. To assist students who exhibit any attendance, academic, behavioral or adjustment problems.
6. To encourage parental involvement.

The plan will be reviewed annually. Specific activities for each level are outlined on the following pages.

**Williamson Central School District  
Grades K-6**

<i>Delivery</i>	<i>Foundation</i>			<i>Management</i>			<i>Accountability</i>	
	<b>Student Standard</b>							
<b>*Program Activity or Service</b>	<b>*Program Objective</b>	<b>ASCA Mindset</b>	<b>NYSED CDOS</b>	<b>Timeline</b>	<b>Student Focus</b>	<b>*Staff &amp; Resources</b>	<b>District/ Program Goal</b>	<b>*Assessment</b>
<i>*A required criteria per current NYSED Regulation 100.2 (j)</i>								
UPK/K Parent Orientation	Orientation for parents to learn about the expectations and routines of UPK/Kindergarten	M2, M3, M6 B-SS 3	n/a	Spring	Grades K and UPK incoming students & families	Principal, K & UPK teachers	Increase comfort for students entering new school	Statistics on parental attendance at functions
Project TRY	To improve attendance, academics, behavior and adjustment in targeted students	M 1, 2,6 B-SS 3 B-SMS 6,7	3a.2 3a.4	October to May	Grades K-4 Targeted Students	Principal, Social Worker, Project TRY associates	Support students in developing positive attitude towards self and others	Discipline Referrals, Teacher observations, Pre-post checklist data
Mindfulness Lessons	To improve regulation of emotions and attention	M1 B-LS4 B-SMS 2, 3, 7, 10 B-SS4			Grades K-4	School Psychologist Teaching Assistant		
Olweus Bullying Prevention Program	To prepare students to participate effectively in their current and future educational programs	B-SMS 1, 2 B-SS 1, 2, 4, 5, 6, 7, 8, 9	3a.23a.33a.4	Sept to June	Grades K-4 Students	Principal, teachers, counselors	Provide information, resources and lessons on the subject of anti-bullying	Discipline records Teacher observations

<i>Delivery</i>	<i>Foundation</i>			<i>Management</i>			<i>Accountability</i>	
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*A required criteria per current NYSED Regulation 100.2 (j)								
Big Buddy Day	Visit Middle School to learn about 5th grade, tour building	M 2, 3	2.1	June	Grade 4 Students	Counselors, Teachers	Grade 4 students to become familiar with middle school staff, routines, opportunities	Visit completed
5th Grade Transition & Planning	To prepare students to participate effectively in their current and future educational programs	M 3 BL-S 7,9,4 B-SS 6,9 B-SMS 1,2,4,5,10	2.1	Summer	Grade 5 Students	RTI Teams	To ensure students are scheduled with necessary supports	Grades Observations of Students
Scoops & Schedules	Families to learn about the expectations and routines of fifth grade and tour the building	M 3 B-SS 3,9	3a.4	August	Grade 5-8 Students	Principal Asst. Principal Grade 5 Teachers Counselors	Increase comfort for students entering new school	Number of schedule packets picked up
Classroom Guidance	To teach problem solving, pro-social skills, coping strategies	M 1 B-SS 2,4,6,8,9 B-LS 7,9 B-SMS 2,5,10	3a.3 3a.4	Sept to June	Grade 5 Students	Teacher Social Worker	Encourage positive relationships and sense of community	Teacher observation  Discipline Referrals



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<i>*A required criteria per current NYSED Regulation 100.2 (j)</i>								
Screening for acceleration (Math, ELA, Earth Science, Foreign Language)	Provide opportunities for academic rigor	M: 5 B-LS: 3,4,6,8,9 B-SMS: 1,2,3,4,5, 8 B-SS: 1,8,9	3a	May-June	Grade 6 Students	Principal Counselor Teachers	Encourage students to challenge themselves academically	Review of multiple data points
New Entrant Screening	To prepare students to participate effectively in their current and future educational programs	M: 3 B-LS: 7,8,9,10 B-SMS: 5,10 B-SS: 3,8	3a.1-2	Sept to June	Grades K-12 Students	Screening Team, School Counselors	Provide appropriate educational program	Observed-balanced classrooms Student grades and test results
Delphi Drug Abuse Prevention Program	To improve pro-social and coping skills.	M: 1, 6 B-LS: 3, 4, 7, 9 B-SMS: 1,2,5,7,8, 10 B-SS: 2,4,5,6,8, 9	3a.2 3a.3 3a.4	Various times during the school year	Grades K-7 students	Principal, teachers, Delphi Counselor	Increase skills to resist drugs, alcohol and tobacco	Discipline exit surveys

**Williamson Central School District  
Grades 7-12**

<i>Delivery</i>	<i>Foundation</i>			<i>Management</i>			<i>Accountability</i>	
		Student Standard						
<i>*Program Activity or Service</i>	<i>*Program Objective</i>	ASCA Mindsets	NYSED CDOS	Timeline	Student Focus	<i>*Staff &amp; Resources</i>	District/ Program Goal	<i>*Assessment</i>
<i>*A required criteria per current NYSED Regulation 100.2 (j)</i>								
Screening for acceleration (Math, ELA, Earth Science Foreign Language)	Provide opportunities for academic rigor	M: 5 B-LS: 3,4,6,8,9 B-SMS: 1,2,3,4,5,8 B-SS: 1,8,9	3a	May-June	Grade 7 students	Principal Counselor Teachers	Encourage students to challenge themselves academically	Review of multiple data points
Delphi Drug Abuse Prevention Program (Second Step)	To improve pro-social and coping skills.	M: 1	3a.2 3a.3 3a.4	Feb through April (10 sessions)	Grade 7 students	Home & Careers Teacher Delphi Counselor	Decrease risky behaviors involving drugs, alcohol and tobacco	Pre- and post-test data
XELLO Lessons Interests School Subjects at Work Decision Making	To understand and explore the link between interests and favorite school subjects and potential careers. To understand the importance of making informed & responsible decisions while considering possible consequences.	M1, 6  B-LS 1,3,4,9,10 B-SMS: 4,5,6,7 B-SS: 9	1.1 2.1 3a.1,3	Daily class Sept to June	Grade 6 students	Career Pathway Counselors	Understand the connections between self, school, and careers	Review of # of Lessons Completed & Completion of Independent Review Assignment

<i>Delivery</i>	<i>Foundation</i>			<i>Management</i>			<i>Accountability</i>	
		Student Standard						
*Program Activity or Service	*Program Objective	ASCA Mindsets	NYSED CDOS	Timeline	Student Focus	*Staff & Resources	District/ Program Goal	*Assessment
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<p>XELLO Lessons Classroom</p> <p>Biases &amp; Career Choices</p> <p>Discover Learning Pathways</p> <p>Exploring Learning Styles</p> <p>Wayne Technical &amp; Career Center (WTCC) Program Visit</p>	<p>To understand how personal learning styles can help them in school and on the job.</p> <p>To identify the different postsecondary pathways to various careers and a pathway to a career that interests them.</p> <p>To identify biases of gender, ethnicity, ability, and class in the workplace and how it can influence career choices.</p> <p>To identify two programs of interest at the WTCC and learn about potential career options related to the programs of interest and how school subjects are used in those professions.</p>	<p>M: 2,4,6</p> <p>B-LS: 3,4,7,9</p> <p>B-SMS: 5,6</p> <p>B-SS: 4,5,7,8</p>	<p>1.1</p> <p>2.1</p> <p>3a.1,2,3</p>	<p>Daily class</p> <p>Sept to June</p>	<p>Grade 7 students</p>	<p>Home &amp; Careers Teacher Career Pathway Counselor</p>	<p>Understand the connections between self, school, and careers</p>	<p>Review of Lessons Completed &amp; Completion of Independent Review Assignment</p>

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XELLO Lessons Classroom	To understand work skills and the link between personal skills and career goals.							
Skills	To understand central secondary and other aspects of careers and explore the aspects for a career of interest.	M: 1,5,6						
Explore Career Matches		B-LS: 3,10 B-SMS: 5,6,8,10 B-SS: 1,2,3,9	1.1 2.1 3a.6	Daily class Sept to June	Grade 8 students	Career Pathway Counselors	Understand the connections between self, school, and careers	Review of Lessons Completed & Completion of Independent Review Assignment
Transition to High School	To explore ways to make their transition to high school easier while identifying questions and concerns they may have.							

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XELLO Lessons Classroom  Personality Styles  Exploring Career  Factors  Getting Experience		M: 1,2,6 B-LS: 7,9,10 B-SMS: 8,10 B-SS: 9	1.1 2.1 3a.1,6	Daily class Sept to June	Grade 9 students	Career Pathway Counselor	Understand the connections between self, school, and careers	Review of Lessons Completed
XELLO Lessons Classroom  Work Values  Careers and Lifestyle Costs  Workplace Skills and Attitudes	*develop career awareness, employment readiness *acquire career information *identify career goals Apply knowledge to academic planning, extracurricular selection and post-secondary plans	M: 1,4,5,6 B-LS: 1,3,7,9 B-SMS: 1,2,3,8,10 B-SS: 1,5,6,7,8,9	1.1 2.1 3a.1,2,3	Daily class Sept to June	Grade 10 students	Career Pathway Counselor	Understand the connections between self, school, and careers	Review of Lessons Completed

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XELLO Lessons Classroom Career Demand Entrepreneurial Skills Work/Life Balance	*develop career awareness, employment readiness *acquire career information *identify career goals *apply knowledge to academic planning, extracurricular selection and post-secondary plans	M: 1,6 B-LS: 7,9 B-SMS: 4,8,10	1.1 2.1 3a.1,2,3,6,7	Daily class Sept to June	Grade 11 students	Career Pathways Counselor	Understand the connections between self, school, and careers	Review of Lessons Completed
XELLO Lessons Classroom Defining Success Career Backup Plans Job Interview	*develop career awareness, employment readiness *acquire career information *identify career goals *apply knowledge to academic planning, extracurricular selection and post-secondary plans	M: 1,5,6 B-LS: 1,4,9 B-SMS: 4,5,7,8	1.1 2.1 3a.1,2,3,6	Daily class Sept to June	Grade 12 students	Career Pathways Counselor	Understand the connections between self, school, and careers	Review of Lessons Completed
<b>Home and Careers Class</b> <u>Personal/Social Development</u>	Acquire self-knowledge, interpersonal skills, self-knowledge application, personal safety skills	M: 1 B-LS: 1,7,9 B-SMS: 1,2,4,5,6,7,9 B-SS: 1-9	1.1 3a.3 3a.4 3a.7	Daily class Sept to June	Grade 7 students	Home & Careers Teacher	Increase self-awareness and interpersonal skills	Class assignments, projects, tests

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<b>Health Class</b> <u>Personal/Social Development</u>	Acquire self-knowledge, personal safety skills	M: 1,5 B-LS: 7,9,10 B-SMS: 1-10 B-SS: 1-9	3a.3 3a.4 3a.6	Every other day class, Sept to June	Grade 8 students	Health Teacher	Encourage application of self-knowledge and interpersonal skills	Class assignments, projects, tests
PTECH Presentation	Exploring alternative opportunity for computer and STEM education linked to career pathway in technology	M2,4,5,6 B-LS 1,3,4,7,9	1.1 2.1	Winter / Spring	Grade 8 students	Career Pathways Counselor PTECH Principle	8th graders are exposed to the opportunity of the PTECH program.	Presentation completed Application Completed for interested students
XELLO Lessons Skills Explore Career Matches Transition to High School Moving Up Day	*develop career awareness, employment readiness *acquire career information *identify career goals *apply knowledge to academic planning, extracurricular selection and post-secondary plans	M1, 5, 6 B-LS 3,10,		Daily class Sept to June	Grade 8 students	Career Pathway Counselors School Counselor	Understand the connections between self, school, and careers	Review of Lessons Completed & Completion of Independent Review Assignment

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8th Grade Transition Day	8th graders meet with high schoolers, peers, and teachers to learn about high school academic requirements, opportunities and responsibilities. Course selections completed.	M: 1,3,4 B-LS: 1,4,7,9,10 B-SMS: 1,5,10 B-SS: 1,8,9	3a.8	March	Grade 8 students	HS & MS Principals, School Counselors MS Counselor & Link Crew Leaders	8th graders tour and become familiar with high school expectations, meet link leader, create course selections.	Course selection sheet, Tour of High School
High School Preview Night	Orientation for parents to learn about the expectations and routines of the high school and graduation requirements.	M: 4	3a.4	March	Grade 8 Students' parents	HS & MS Principals, School Counselors	Share curriculum expectations, better understanding of courses and rigor with parents/guardians	Student/parent/faculty feedback



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Annual Review of each student's educational progress and career plans	To support student academic achievement	M: 4 B-LS: 1,4,7 B-SMS: 5 B-SS: 8	3a 3a.1	January-June	K-12	School Counselors, Teachers, School Psychologist, Social Workers	Students will understand progress and discuss future plans	Documentation from student meetings
Tier 1	To improve behavioral and academic outcomes  PRIDE focus: Perseverance Responsibility Integrity Dignity Excellence	M: 5 B-LS: 6 B-SMS: 5 B-SS: 5	3a.3 3a.4	Sept-June	Grades K-12 students	All staff Tier 1 Committee Members Administration	Increase positive behaviors with the PRIDE focus	Student recognitions. Reduction in discipline referrals Pride Pal Awards
Freshman Orientation Day	Summer session that orients students to the High School. Activities are coordinated by link crew advisors and mentors	M 1, 3, 6 B.LS 4, 7, 10 B.SMS 2, 10 B.SS 2,9	3a.8	August	Grade 9 Students	Principals, School Counselors, Link Leaders, Link Crew Advisors	Parents, students visit school, meet with link leaders, do activities to become familiar with the high school.	Decrease in anxiety. Increase students' familiarity with HS building. Relationships with upper classmen formed.

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Link Crew	Upper level students provide high school orientation and ongoing support to 9th grade students	M 1, 3, 6 B.LS 4, 7, 10 B.SS 2, 9 B-SMS: 2,10	3.a	Aug-June	Grade 9 Students	Link Crew Advisors	Educate the whole student	Monitor incoming freshmen. Assist with a positive transition to the high school
Group Presentations Course Overview and Graduation Requirements	Counselors conduct presentations that include course information and graduation requirements	M 1, 4, 5, 6 B.LS 1, 4, 5, 7 B.SMS 3, 5, 6, 8	3a.6	Jan-Feb	Grades 9-11 students	School Counselors	Students identify graduation pathways. Understand differences between regents diploma options	Course selections. Can identify NYS graduation requirements and options. Students set goal for diploma pathways
Gemini Registration	To facilitate students enrolling in and receiving college credit in high school	M 4-6 B.LS 1, 3, 4, 9, 10	3a.6	Sept and Feb	Grades 11 & 12	Gemini Coordinator (School Counselors)	Student preparedness for college and exit HS with college credits	Gemini Registration/Enrollment summary
WTCC Visits	Visit programs at WTCC for education/post-secondary planning	M 2, 4-6 B.LS 1, 4, 7, 9, 10 B.SM 1, 10 B.SS 9	1.1 3a 3b	Fall	Grades 10 -11 students (who are interested)	School Counselors	Increase student awareness and preparation for college/post-secondary planning	Enrollment in course based on eligibility and contract submission

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PSAT	Students in grades 10-11 participate in PSAT in order to prepare for postsecondary studies	M 4, 5 B.LS 1, 4, 9, 10 B.SMS 1	3a.2	October	Grade 11 Students	School Counselors	All sophomores and juniors interested in post-secondary education	Completion of PSAT exam
Rochester Area College Fair at Williamson HS	Students receive first-hand knowledge of post-secondary opportunities	M 2, 4, 5, 6 B.LS 1, 4, 7, 9, 10 B.SMS 1, 3, 5 B.SS 1-3, 8, 9	1.1 3.a 3.b	October	Grades 9 - 12 students (who are interested)	School Counselors	Increase student awareness and preparation for college/post-secondary plans	College selections and applications
National College Fair Field Trip	Students meet with college representative from across the country	M 2, 4, 5, 6 B.LS 1, 4, 7, 9, 10 B.SMS 1, 3, 5 B.SS 1-3, 8, 9	1.1 3.a 3.b	March/April	Grades 10 - 11 students	School Counselors, English Teacher, College Admission Counselors	Increase student awareness and preparation for college/post-secondary planning	College comparison work sheet

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College Project	Students participate in exploration of college opportunities to further expand college search and application	M 1, 2, 4-6 B.LS 1, 3-7, 9 B.SMS 1, 3-5 B.SS 1, 3	3a.6	Jan-Feb	Grade 11 Students	School Counselors and English Teachers	Juniors will have a well-written college essay, utilize their Xello portfolio and college board for college search, identify criteria	College Essay and College Selection Project in English 11
College Admission Counselor Visits	Students meet with college representatives who visit WHS	M 2, 4, 5, 6 B.LS 1, 4, 7, 9, 10 B.SMS 1, 3, 5 B.SS 1-3, 8, 9	1.1 3.a 3.b	Sept-June	Grades 10 - 12 students (who are interested)	School Counselors	Increase student awareness and preparation for college/post-secondary planning	College selection and application
College Visits	Students visit a 2 year or 4 year college	M 2, 4, 5, 6 B.LS 1, 4, 7, 9, 10 B.SMS 1, 3, 5 B.SS 1-3, 8, 9	1.1 3.a 3.b	Fall	Grade 11	School Counselors	Increase student awareness and preparation for college and post-secondary planning	Number of participants, and informal evaluations (e.g. student discussions)

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Instant MCC/FLCC Application	To provide opportunity for students to apply on the spot with MCC or FLCC admissions counselor	M 2, 4-6 B.LS 1, 3, 4, 7, 9 B.SMS 1, 3 B.SS 9	1.1 3.a 3.b	Fall, Spring (may vary with student need)	Grade 12	School Counselors	Assist students with their post-secondary plans	Completed college applications
ACCES-VR Informational Meetings	Transition Service	M: 4 B-LS: 1 B-LS: 7 B-LS: 9 B-SMS: 10 B-SS: 1 B-SS: 3 B-SS: 9	3a	Sept. - Jun.	Grades 11 - 12 students (Spec Ed)	Career Pathways Counselor	Collaborative informational and follow-up meetings for parents and students to learn about and apply for transitional services based on eligibility	Percent of Invited Families Attending Initial Informational Meeting
PreACT	Post-secondary planning opportunity to take a practice ACT test	M 4, 5 B.LS 1, 4, 9, 10 B.SMS 1	3a.2	March	Grade 10	School Counselors	Increase student awareness & preparedness for post-secondary education	Completion of PreACT exam

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Classroom Program on College Process, Financial Aid, Scholarships	Throughout year at appropriate times, students are provided information about these subjects so they can complete financial aid and college application process	M 2, 4-6 B.LS 1, 3, 4, 7, 9 B.SM 5 B.SS 3	3a.7	Sept-June	Grade 12 Students	School Counselors	All seniors have post high school information, dates, deadlines, timelines, and create their post high school planning calendar	Completion of college applications and scholarship applications
Dollars for Scholars DFS	Assist students with completing DFS student profile	M 4, 6 B.LS 1, 3-5, 10 B.SM 1, 3, 5 B.SS 3	3a.7	Sept-Feb	Grade 12 Students	School Counselors	To increase scholarship opportunities for students	Completion of DFS student profile and scholarship completion and matching

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Financial Aid Night	Parents are provided information about what financial aid is available and the process for applying for it.	M 4 B.LS 7, 9, 10 B.SS 9	3.a.6 3a.2	October	11 <sup>th</sup> and 12 <sup>th</sup> grade students	School Counselors and Director of Student Financial Assistance	Parents and guardians have tools needed to apply for FAFSA/TAP and scholarships	100% of college bound students apply for FAFSA/TAP
Junior College Night	Parents provided information regarding college search and application process	M: 4,5 B-LS: 9,10	3.a.6	February or March	Grade 11	School Counselors	Parents, guardians and students get overview and information about college search and application process	100% of college bound students apply to a college
Open House	To increase parental involvement	M1 B-SS 3	3a.6	Fall	Grades K-12 students and families	Principals, Teachers, School Counselors, School Psychologist and Social Workers	Support parent and community participation within the school	Statistics on parental attendance at functions

Delivery	Foundation				Management		Accountability	
*Program Activity or Service	*Program Objective	ASCA Mindsets	NYSED CDOS	Timeline	Student Focus	*Staff & Resources	District/ Program Goal	*Assessment
*A required criteria per current NYSED Regulation 100.2 (j)								
Report Card Night	Parents of students are invited to pick up their child's report card and schedule a parent conference with teachers.	M1 B-SS3	3a.6 3a.3	Fall	Grades 5-12 students' parents	Principals, Teachers, School Counselors, School Psychologist and Social Workers	Support communication and parent participation within the schools	60% attendance
Attendance Monitoring and Intervention	Schoolwide attendance monitoring. Referral to outside agency as appropriate	M: 1 B-SMS: 1,10	3.a	Sept-June	Grades K-12 students	Principal Tier 2 Team Outside agencies, School Psychologist, School Counselors, Social Workers	Increase student attendance and collaborate with community partnerships to optimize student success	Decrease in late arrivals and absences
Academic Monitoring and Intervention	Academic progress monitoring. Identifying those at risk and in need of academic intervention	M: 1,2,4,6 B-LS: 3 B-SMS: 5,6 B-SS: 8	3.a	Sept-June	Grades K-12 students	Tier 2 Team Administrators, School Counselors, School Psychologists, Social Workers	Achieve sufficient growth to meet 95% proficiency rate by 2021 for all state assessments, courses, and benchmarks	Report cards, 5 week progress reports, Schooltool/Schoology Quarterly Data Review



Delivery	Foundation				Management		Accountability	
		Student Standard						
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Coordination of Junior and Senior awards	To facilitate distribution of awards available to students (e.g. coordinate awards committee)	M 1-6 B.LS 4, 6, 7, 9 B.SM 1, 3, 5 B.SS 2, 9	3a.7	Spring	Grades 11 & 12	School Counselors	Maximize award opportunities (e.g. each award has a recipient)	Awards Night
School Based Counseling	Students are provided with individual or small group counseling on as needed basis	M1 B-SS 8	3.a	Sept-June	Grades K-12 students in need of assistance for adjustment or behavioral problems	School Counselors, Psychologists, Social Worker	Identify difficulties and improve problem solving skills	Create individual goals and action plan based on needs
Crisis/Intervention	To assist students in crisis	M1 B-SS 8	3a.2 3a.3	Sept-June	Grades K-12 Students experiencing mental health issues	School Counselors, Social Worker, Psychologist, Administration	Improve coping skills to increase readiness to learn	Create individual goals and action plan based on needs

<i>Delivery</i>	<i>Foundation</i>				<i>Management</i>		<i>Accountability</i>	
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Post-Secondary Planning	Assist students complete steps needed for post-secondary pursuits	M 1-6 B.LS 1, 3, 4, 7-10 B.SM 3-6, 8 B.SS 3, 8	3a.7	Sept-June	9-12 with a focus on Grade 12	School Counselors, Career & Pathways Counselor	Completion of students post-secondary plan	Career Planning and commitment to Senior class post-secondary goals and planning
Counselor Newsletter	Semester newsletter available via website to keep families informed	M 1-4 B.SM 1 B.LS 4 B.SS 3	3.a	Sept-June	Grades 5-12 Students' Parents	School Counselors	To collaborate with community (parents) to inform and optimize student success	Maximize exposure to post high school planning, upcoming events and positive mental health
Parent Teacher Conferences/ Staffing/ Tier 2 meetings	Meetings held as needed to address specific needs of students	M 1, 2, 4-5 B.LS 2-4, 7 B.SMS 1-7 B.SS 1, 3, 8, 9	3a.1 3a.3	Periodic-Scheduled as needed	Grades K-12 parents of students in need of additional assistance	Tier 2 Committee, Teachers, Parents, School Counselors, Psychologists, Social Workers	Monitor student progress and success. Create plans for success, increase student achievement and attendance, decrease discipline	Data reviews of attendance, grades and discipline referrals  Achieve 95% graduation rate

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*A required criteria per current NYSED Regulation 100.2 (j)								
District Newsletter: <i>What's Happening</i>	Newsletter updates community members on school activities and student performance and budget information.	M5 B-LS 9	1.1 3a.6	Four times per year	Grades K-12 Students' Parents	Superintendent	Increase student/parent awareness of resources available, current events in the district, and important dates and information	Quarterly newsletter disseminated
District Web Page	Community members can access updated information about school activities and events.	M5 B-LS 9	1.1 3a.6	Year Round	Grades K-12 Students' Parents	Technology Integration Specialist Administrators	Increase student/parent awareness of resources available, current events in the district, and important dates and information	District website available and events/activities updated throughout the year
Parent Mailings	Important, time sensitive information shared	M5 B-LS 9	3a.6 3a.8	Sept-June	Grades K-12 Students' Parents	School Counselors, Teachers, Administrators, Social Workers Psychologist	Parents and guardians will be informed of academic progress, abilities, aptitudes, path to graduation and have an active role in child's decision making, education planning and career planning	???

<i>Delivery</i>	<i>Foundation</i>				<i>Management</i>		<i>Accountability</i>	
		Student Standard						
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*A required criteria per current NYSED Regulation 100.2 (j)								
School-messenger Parent Communication System	Parent communication system that allows emergency messages as well as reminders for school activities	M5 B-LS 9	PS:A2.7 A:C1.5	Sept-June	Grades K-12 Students' Parents	Administrators	Increase partnership with parents to improve student achievement	Documentation of all communication
Communication with parents through email, phone and letters as needed	Ongoing communication by school personnel is encouraged throughout the year.	M5 B-LS 9	3a.6 3a.1 3a.2 3a.3	Sept-June	Grades K-12 Students' Parents	Administrator, School Counselors, Psychologists, Teachers	Increase partnership with parents to improve student achievement	Documentation of communication

Delivery	Foundation				Management		Accountability	
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*A required criteria per current NYSED Regulation 100.2 (j)								
Annual Review of Career Plan	Students meet with counselors to review plan, credit acquisitions, make changes and determine what steps must be done to keep the plan in action.	M: 2, M: 4 B-SMS: 8 B-SS: 3 B-LS: 1 B-LS: 7	3a.6 3b	Jan-March	Grades 9-12 Students	Career Pathways Counselor, School Counselors, Case Manager	Students identify career path, will have a strong knowledge of NYS graduation options, education requirements and related careers/occupations	Creation of graduation planning sheet and update of career plan
Scholarship Newsletter	To inform students of scholarship opportunities, to assist with implementation of post-secondary plans	M 4-6 B.LS 4, 9 B.SMS 3-5 B.SS 1	3a.7	Sept-June	Grades 9-12 Students	School Counselors	To communicate and inform families of school opportunities for financial support with post high school plans	Maximize financial aid opportunities for students

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*A required criteria per current NYSED Regulation 100.2 (j)								
Course Selection and 4 Year Graduation Planning Meetings	Annual review of education progress and four-year planning	M 1, 6 B.SMS 7, 10 B.SS 2-4, 6, 8	1.1 3a 3b	Jan-March	Grades 8-11 students	School Counselors	Increase student awareness and preparation for college/post-secondary plans	Student schedule and transcript are in line with NYS graduation requirements
Grade 12 Decision Day	Celebrate 12 <sup>th</sup> grade student commitment to post high school plans	M: 2,3,4 B-LS: 4,7,9 B-SMS: 1,4,5	3b	May 1	Grade 12	School Counselors	Acknowledge the hard work of seniors throughout K-12 and their next steps. Build school community	85% participation
ASCA Learning Standard Presentations in Forum	Short educational presentations on social emotional topics	M5 B-LS 7	3a.3	4x year	9-12	School Counselors	Educate the whole student	Reduction in student behavioral referrals targeted at other students

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*A required criteria per current NYSED Regulation 100.2 (j)								
College and Career Exploration Days	Gain first-hand knowledge of college and career opportunities		1.1, 2.1	Sept. - Jun.	Grades 9-12 Students	Career Pathways Counselor and School Counselors	Work Based Learning Activity	Complete survey of knowledge and update Career Plan
Cookies and Careers	Gain first-hand knowledge of a potential career and how it relates to knowledge about self	M: 4,6 B-LS: 9,10	1.1, 2.1	Sept. - Jun.	Grades 9-12 Students	Career Pathways Counselor	WBL Activity	Complete survey of knowledge and update Career Plan
Job Shadowing/GE WEP	Gain first-hand knowledge of a potential career and how it relates to knowledge about self	M: 2,4,6 B-LS: 4,7,9,10 B-SMS: 1,2,3 B-SS: 1,3,9	1.1, 2.1, 3a.3, 3a.4	Sept. - Jun.	Grades 9-12 Students	Career Pathways Counselor	WBL Activity	Complete survey of knowledge and update XELLO Experiences, write thank you note.

<i>Delivery</i>	<i>Foundation</i>			<i>Management</i>		<i>Accountability</i>		
		Student Standard						
*Program Activity or Service	*Program Objective	ASCA Mindsets	NYSED CDOS	Timeline	Student Focus	*Staff & Resources	District/Program Goal	*Assessment
*A required criteria per current NYSED Regulation 100.2 (j)								
School Newsletter "Pathways to Success"	Quarterly update to community members about Career Pathway opportunities and learning	M: 3,6	3a	Sept. - Jun.	Grades 9-12 Students	Career Pathways Counselor, Principal	To collaborate with community (parents) to inform and optimize student success	Commitment and participation in publicized activities and career awareness events.



## NYS Program Regulation

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

# Learning Standards for 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.

1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

## Standard 2: Integrated Learning

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings

1. Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.

## Standard 3a: Universal Foundation Skills

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

1. Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions.

Students: • listen to and read the ideas of others and analyze what they hear and read; acquire and use information from a variety of sources; and apply a combination of mathematical operations to solve problems in oral or written form.

2. Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.

Students: • evaluate facts, solve advanced problems, and make decisions by applying logic and reasoning skills.

3. Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.

Students: • demonstrate an understanding of the relationship between individuals and society and interact with others in a positive manner.

4. Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.

Students: • demonstrate the ability to work with others, present facts that support arguments, listen to dissenting points of view, and reach a shared decision.

5. Technology is the process and product of human skill and ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants

Students: • select and use appropriate technology to complete a task.

6. Information management focuses on the ability to access and use information obtained from other people, community resources, and computer networks.

Students: • select and communicate information in an appropriate format (e.g., oral, written, graphic, pictorial, multimedia).

7. Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity

Students: • understand the material, human, and financial resources needed to accomplish tasks and activities.

8. Systems skills include the understanding of and ability to work within natural and constructed systems.

Students: • demonstrate understanding of how a system operates and identify where to obtain information and resources within the system.

### 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