



Warwick Valley Central School District  
Warwick, NY

**Comprehensive School Counseling Plan  
June, 2015**

---

# Warwick Valley Central School District

## Comprehensive School Counseling Plan

### June, 2015

---

The Warwick Valley Central School District's School Counseling Department (K-12) has developed a Comprehensive School Counseling Plan. This program guide is the result of a review by the counselors currently employed in the Warwick Valley Central School District. These professionals guided the development of this document and we thank them for their input. We owe thanks to our administration and the Board of Education for allowing us the time and resources to develop this comprehensive plan that we are sure will help the continued success of our students.

This comprehensive model is the centerpiece of the Warwick Valley Central School District's efforts to transform the professional school counseling department. This complete model acts as a manual for counselors and administrators in clarifying the role of the School Counselor.

**Director of Pupil Personnel Services:** Chris Fox

<b>Elementary Counselor</b>	<b>Middle School Counselors</b>	<b>High School Counselors</b>
Grace Geysen	Doris Livanos	Colleen Amideneau
	Jeanette Myrick	Michael Careccia
	Lauren Ogden	Mary Fox – Director
		Timothy O'Dwyer
		Julie Sekelsky
		Serena Sze

## **Transformation of School Counseling**

### **Why do school counseling programs need transformation?**

As education changes and the expectations related to the Common Core Standards become greater, the demands on both students and educators also increase. The role of school counseling is evolving to address these changes.

The school counseling plan described in this document is based on the goal to move the K-12 Warwick Valley Central School Counseling Program to a Data Driven Comprehensive School Counseling program based on the needs of all students in Warwick Valley Schools. In order to develop and implement a data driven comprehensive and standard-based counseling program, which is proactive and designed to reach and assist every student in Warwick Valley, a new vision and a wide range of skills are necessary for the contemporary school counselor. By using skills in leadership, advocacy, collaborations and data analysis, counselors can focus on the goal of improving student achievement and creating changes needed to impact the system.

As leaders and advocates, Warwick Valley 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. Keeping in mind “students first”, Warwick Valley school counselors ensure that every student benefits directly from the school counseling program. It is our hope that the Warwick Valley Central School District’s comprehensive school counseling programs will help to improve the continuity of services with students every day. The Warwick Valley Central School District’s Counseling Department is dedicated to meeting the needs of the students in each of its four schools.

The American School Counselor Association (ASCA) provides national leadership to school counseling programs and the Standards for School Counseling Programs in New York State are based on and aligned with the National Standards developed by ASCA in 1997. ASCA has recently revised the student standards to be in line with performance based assessment criteria. The new ASCA Student Standards, *Mindsets and Behaviors* (2014), and the *ASCA National Model for School Counseling Programs*, 3<sup>rd</sup> ed. (2012) are consistent with current thinking and shift the focus of counseling from a student-by-student system to a comprehensive and developmental program providing academic, career, and social/emotional development for every K-12 student.

This comprehensive school counseling model offers content, process and accountability methods. School counselors are integral participants in collaborative programs that guide student achievement. Collaborating with teachers, administrators, community members, and families provides school counselors with information that can direct their programs. Warwick Valley school counselors

with the support of the Superintendent, Principals, and the Board of Education, can analyze and assess school counseling programs, implement programs through a variety of delivery systems, and maintain an accountability system that demonstrates effectiveness.

ASCA comprehensive school counseling program document 2012, recommends that the school counselor ratio be 1:250 (maximum). *It was also recommended to the New York State Board of Regents at the New York State School Counselor Summit (2014) that a certified School Counselor is in place in every building in a school district including at the elementary level.*

### **What does it mean to be data-driven?**

Kaffenberger, C. (2012) *ASCA National Model* (3<sup>rd</sup> ed.)

Having a data-driven school counseling program means that at each stage of service delivery data is used to inform the decisions that are made. Data identifies the population of students in need of an intervention; data drives decisions about the goals of the intervention: and data measures the effectiveness of the intervention. In addition to the use of data to drive program decisions, data is also used to monitor student achievement, and demonstrate the impact school counseling program is having on students.

### **How does this work in practice?**

Initially it means that the school counselor will review existing data to determine what services are needed to address opportunity or achievement gaps. The school counselor could conduct this review of existing data by examining the school data profile looking for changes in demographic data, achievement data, attendance or school safety data. They could then consider what the changes or gaps mean for the school counseling program, and how school counseling interventions could contribute to closing the gaps.

## **New York State Part 100 Regulations – School Counseling Programs**

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

- I) Public Schools: Each school district shall have a guidance program for all students.
- II) In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to effectively participate in their current and future educational programs; to help students who exhibit any attendance, academic, behavioral or adjustment problems; to educate students concerning avoidance of child sexual abuse and to encourage parental involvement.
- III) In grades 7-12, the school counseling program shall include the following activities and services:
  - A) An annual review of each student’s educational progress and career plans, with such reviews conducted with each student individually or with small groups by personnel certified or licensed as school counselors.
  - B) Instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with the school counselor.
  - C) Other advisory and individual or group counseling assistance to enable students to benefit from the curriculum to help students develop and implement postsecondary educational and career plans; to help students who exhibit any attendance, academic, behavioral or adjustment problems; to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors or by certified teaching assistants under the supervision of counselors or teachers; such individual or group counseling shall be provided by certified or licensed school psychologists or certified or licensed school social workers in cooperation with certified and licensed school counselors.
- IV) Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. Such a plan should be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specifications of the staff members and other resources assigned to accomplish the objectives; provisions for the annual assessment of the program results.

**The plan shall be reviewed annually by the school counselors, and revisions shall be made as necessary.**

## The Essential Role of the School Counselor

Effective school counselors implement data-driven, comprehensive school counseling programs that align with the ASCA National Model (ASCA, 2012, pp. xiii-xiv).

- School counselors create comprehensive school counseling programs that focus on student outcomes, teach student competencies and are delivered with identified professional competencies (*Foundation*).
- School counselors incorporate organizational assessments and tools that are concrete, clearly delineated and reflective of the school's needs (*Management*).
- School counselors provide direct and indirect services to students, parents/guardians, school staff and the community (*Delivery*).
- School counselors analyze school and school counseling program data to determine how students are different as a result of the school counseling program (*Accountability*).
- School counselors integrate leadership, advocacy, and collaboration skills in order to improve student achievement (*ASCA Model Themes*).
- School counselors promote student achievement by advocating for systemic change that benefits all students (*ASCA Model Themes*).

## Comprehensive School Counseling Program

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

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

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





# Foundation

## Mission Statement

- To provide a comprehensive, developmental counseling program that targets the academic, career, personal and social/emotional development for all students.
- School Counselors are professional advocates who collaborate with other educators, parents/guardians, and community stakeholders to assist students in reaching their full potential K-12 and beyond.
- School Counselors believe that all students are capable of developing and demonstrating the knowledge, skills, abilities and character needed to become successful students and participate in a global society as responsible citizens and lifelong learners.

## School Counseling National Domains and Standards

The National Standards for School Counseling Programs facilitate student development in three broad areas: academic development, career development and personal/social/emotional development. The following are the nine national standards adopted by New York State.

### Academic Development:

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

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

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

### Career Development:

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

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

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

### Personal/Social/Emotional Development:

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

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

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

## Delivery

Delivery system defines the components of the comprehensive model including individual student planning, school counseling curriculum, responsive services and systems support.

**Individual Student Planning** – Counselors monitor students’ progress so they may achieve success in academic, social/emotional and career areas. This may be accomplished through:

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

**School Counseling Curriculum** – the counseling curriculum provides developmental activities that address academic, career and social/emotional needs of students K-12. This is accomplished through:

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

**Responsive Services** – School Counselors provide support and interventions to meet the needs of students. This is accomplished through:

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

**System Support** – School counselors assess the effectiveness of the counseling program. This is accomplished through:

- **Teaming:** School Counselors participate in district wide and building committees.
- **Professional Development:** School counselors regularly participate in training, conferences and meetings to update knowledge and skills.
- **Program Promotion:** School Counselors provide orientation and information regarding the programs to the greater community via websites, counseling newsletters and presentations.

## Management

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

Clear expectations and purposeful interaction with all stakeholders' results in a school counseling program that is integrated into the total educational program and provides student growth and development. The management section of the Warwick School Counseling Plan addresses who will implement the school counseling program, when the program is delivered, the use of data, the management agreement and the advisory team.

### Components of the Management System

**Management agreements** insure effective implementation of the delivery system to meet student needs. The counseling staff and administrators make management decisions based on the school's needs and data analysis. Management system decisions and agreements must be made regarding the organization and assignment of counselors (Johnson and Johnson, 2001).

At each level (Elementary, Middle, and High School), school counselors will review and discuss data driven needs for the student population. This may include review of graduation rates, attendance, and standardized test scores. Each counseling department will decide on a plan of action to meet students' need. Counselors and the school district leadership team will agree on how services will be assigned to specific counselors.

**Program implementation** will integrate all elements of a school counseling plan. Each counseling department level will decide how students will be assigned to counselors to ensure that each student has access to the counseling program. In addition, each level should determine the percentage of time spent delivering guidance lessons, providing individual student planning, responsive services, and managing system support. During the 2015-16 school year, counselors should compile a time and task analysis to determine the percentage of time spent in each component of the school counseling program.

**Use of Time:** District counselors recognize the value of direct service in addition to indirect services. It is recommended that school counselors spend 80% of their time in direct and indirect services with students. The remaining time is spent for program management and program services.

<b>Component</b>	<b>Elementary</b>	<b>Middle</b>	<b>High</b>
Guidance Curriculum	35-45%	25-35%	15-25%
Individual Student Planning	5-10%	15-25%	25-35%
Responsive Services	30-40%	30-40%	25-35%
System Support	10-15%	10-15%	15-20%

**Use of Calendars:** Monthly calendars will be used by counselors to guide program delivery.

Other considerations of management agreements include counseling budget, professional development, department meetings, and support services for the counseling team.

**Use of Data:** A comprehensive school counseling program is data driven to ensure that every student receives the benefits of the school counseling program. School Counselors must show that each activity implemented is part of the program, was developed from analysis of the students' needs, achievements, and/or related data. To do this, school counselors need to evaluate process, perception, and results data.

- **Process data:** Process data answers the question, “What did you do for whom?”, and provides evidence that an event occurred. It is information describing the way the program is conducted and if it followed the prescribed practice. Examples of process data include: held six five-session counseling groups with eight students each on anger management, 250 parents/guardians attended an evening career event; all high school students were seen individually to prepare an academic plan.
- **Perception data:** Perception data answers the question, “What did people think they know, believe or can do?” This data measures what students and others observe or perceive, knowledge gained, attitudes and beliefs held and competencies achieved. Examples of perception data include: 100% of students in grades 9-12 have completed an academic plan; 92% of students can identify the early warning signs of violence; 70% of 8<sup>th</sup> grade students understand the relationship between academics and careers.
- **Results data:** Results data answers the “so what” question. The impact of an activity or program is documented through results data. This data shows that your program has had a positive impact on students' ability to utilize their knowledge, attitudes and skills to effect behavior change. Examples include; graduation rates improved by 14%; attendance improved among 7<sup>th</sup> grade males by 49%; discipline referrals decreased by 30% over time.

At each level (Elementary, Middle, and High School), school counselors will review and discuss data driven needs for the student population. This may include review of graduation rates, attendance, and standardized test scores. For every desired competency and result there must be a plan on how the desired competency will be achieved. Each action plan should include:

Competencies addressed, description of activity, timeline in which the activity will be completed, who is responsible for delivery, means of evaluating student success, and expected results.

Each counseling department will decide on a plan of action to meet students' need. Counselors and the school district leadership team will agree on how services will be assigned to specific counselors.

**Advisory Council:** An Advisory Council is a representative group of persons appointed to both advise and assist the school counseling program. The advisory council reviews program goals, competencies and results, and participates in making recommendations to the counseling department and administrators. Advisory council membership should be reflective of the Warwick Valley Community. The council should include students, parents, teachers, counselors, and administrators. It is recommended that the advisory group be established with a minimum of 8 members and a maximum of 20. During the Fall of 2015 an organizational meeting of an advisory council should be held. Thereafter, the council should meet twice annually. Goals and objectives should be set prior to the organizational meeting.

## Accountability

To achieve the best results for students, Warwick Valley School Counselors regularly evaluate their program to determine its effectiveness. Now more than ever, Warwick Valley School Counselors are challenged to demonstrate the effectiveness of their programs in measurable terms.

Warwick Valley School Counselors use accountability strategies to monitor student achievement and to evaluate and improve the School Counseling program. The School Counseling program components may be accessed through data analysis, program results and evaluation and improvement.

### Data Analysis:

The school data profile is a summary of the school's achievement, attendance, behavior, and safety record over a multi-year period and can contribute to a better understanding of trends at the school. Analysis of the school data profile helps school counselors monitor student achievement, identify achievement, opportunity, and attainment gaps, and recognize a need for systemic change (Holcomb-McCoy, 2007; Rowell, 2006).

Each school counseling department will review available attendance, graduation rates, achievement, behavior, and safety data from previous school years. Each department will consider the following questions when analyzing the data: What strengths are indicated by the data? What concerns are indicated? Have attendance and graduation rates remained stable? How can the school counseling program contribute to addressing the education issues posed by the data?

The first school data profile completed during the 2015-16 school year will become the baseline to measure future school counseling program results.

Each school year the counseling department at each level or individual schools will complete an Accountability Plan. The plan will include an analysis of one component of school data, one goal, strategies, results, and evaluation. To analyze school data school counselors will collaborate with administrators to identify problem areas using data critical to student success. Examples include discipline referrals, standardized test scores, retention, dropout rates, and attendance. A goal will be set based on the following question: How does the role of the school counselor impact student success? One need will be selected and the baseline of data identified. External variables will also be identified. Counselors will identify strategies to accomplish the goal. Strategies may include school guidance curriculum, including classroom and group counseling, individual student planning, responsive services, and system support. Results will include baseline data and results data. Each accountability plan will include an evaluation. Which strategies had a positive impact on the data? Which strategies should be replaced or changed? How did your role as a school counselor and your goal contribute to a system change in your school?

**Program Results:**

Analyzing school counseling program results reports ensures programs are evaluated for effectiveness and informs decisions related to program improvement. The analysis of results reports is the heart of having a data driven school counseling program (ASCA, 2012). The Warwick Valley School Counseling advisory council along with each counseling department may review the accountability plans to identify trends and areas of success and areas in need of improvement.

**Warwick Valley Central School District  
Comprehensive School Counseling Plan  
Elementary**

**A: Program Objective:** To assist students to appropriately develop and integrate pro social behaviors and to identify those who exhibit behavioral or adjustment challenges.

**B: Target Population:** K-4

**C: Expected Outcomes:**

1. To address and assist students with developing pro social behaviors in individual and group settings.
2. To help students adjust in the school environment.
3. To improve academic and personal management skills.

**D: Annual Assessment:**

1. Teachers/staff observation of student actions and responses.
2. Parent feedback
3. Increase feedback between students and school personnel.

**E: Program Description:**

<u>ACTIVITY</u>	<u>TARGET GROUP</u>	<u>STAFF ASSIGNED</u>	<u>OTHER RESOURCES</u>	<u>DATES OF ACTIVITIES</u>
Communication Skills	K-4 Students	School Counselor	Staff	As Needed
Problem solving (responsibility, decision making, motivation)	K-4 Students	School Counselor	Staff	As Needed
Friendship Skills	K-4 Students	School Counselor	Staff	As Needed
Anger Management	K-4 Students	School Counselor	Staff	As Needed
Conflict Resolution	K-4 Students	School Counselor	Staff	As Needed
Self-esteem Enhancement	K-4 Students	School Counselor	Staff	As Needed
Socialization groups	K-4 Students	School Counselor	Staff	As Needed
Changing Families Groups (Banana Splits)	1-4 Students	School Counselor	Staff	As Needed
Grief and Loss	K-4	School	Staff	As Needed



<u>ACTIVITY</u>	<u>TARGET GROUP</u>	<u>STAFF ASSIGNED</u>	<u>OTHER RESOURCES</u>	<u>DATES OF ACTIVITIES</u>
	Students	Counselor		
Bullying	K-4	School Counselor	Staff	As Needed
Relational aggression	K-4	School Counselor	Staff	As Needed
Cyber Bullying	K-4	School Counselor	Staff	As Needed
Personal Hygiene and safety	K-4	School Counselor	Staff	As Needed
Promote Peer Helping Skills	K-4	School Counselor	Staff	As Needed
Act as referral source for outside supports	K-4	School Counselor	Staff	Ongoing
Attend RTI, PST and DATeam meetings.	K-4	School Counselor	Staff	Ongoing
Consultation with building administration, parents, teachers, staff and students.	K-4	School Counselor	Staff	Ongoing
DASA	K-4	School Counselor	DASA committee	As Needed
Act as a resource for parents and teachers/staff for CPS concerns	K-4	School Counselor	Social Services	Ongoing
Referral to other school based providers (IDT, SPARC)	K-4	School Counselor	Nurse, Social Worker, School Psychologist, outside mental health staff, other school based providers.	As needed
Personal and Crisis counseling/intervention	K-4	School Counselor	Social Worker, School Psychologist, nurse	As needed
Mediations	K-4	School Counselor	Social Worker, School Psychologist, Nurse	As needed
Review of attendance	K-4	School Counselor	Staff	on-going

**Warwick Valley Central School District  
Comprehensive School Counseling Plan  
Elementary**

- A: Program Objective:** To initiate and develop a cooperative relationship between home and school.  
**B: Target Population:** K-4 Students  
**C: Expected Outcomes:** To increase parental involvement
- D: Annual Assessment:**
1. Teachers/staff observation of student actions and responses.
  2. Parent feedback
  3. Increase feedback between students and school personnel.

Offer parenting workshop series	All parents of K-4 Students	School Counselor	Staff	Annually
Offer referral services to outside mental health providers(NHS, Preventative services, counseling and psychiatric services)	All parents of K-4 Students	School Counselor	Staff	As needed
Attend Open House	All parents of K-4 Students	School Counselor	Staff	Fall
Counselor's Corner Website	All parents of K-4 Students	School Counselor	Staff	On-going
Attend parent-teacher conferences	All parents of K-4 Students	School Counselor	Staff	Fall/Spring
Parental feedback regarding classroom Guidance Lessons	K-4	School Counselor	Staff	On-going
Communicate with parents/guardians via e-mail and phone calls	K-4	School Counselor	Staff	On-going

**Warwick Valley Central School District  
Comprehensive School Counseling Plan  
Elementary**

- A: Program Objective:** To prepare students to effectively participate in their current and future educational program.
- B: Target Population:** All K-4 Students
- C: Expected Outcomes:**
1. To promote school adjustment for all children.
  2. Students will understand the purpose of education and expected curriculum for that year.
  3. Students will understand the role testing plays in the educational process.
  4. Grade 4 students will be provided an orientation to the Middle School.
- D: Annual Assessment:**
1. Teacher/staff observation of student actions and responses.
  2. Parent feedback.

<u>ACTIVITY</u>	<u>TARGET GROUP</u>	<u>STAFF ASSIGNED</u>	<u>OTHER RESOURCES</u>	<u>DATES OF ACTIVITY</u>
Address current topics as identified by teacher (student, parent or teacher identified)	K-4	School Counselor	Staff	As needed
Study Skills Program	3-4	School Counselor	Staff	Fall to Spring
PBIS	K-4	School Counselor	Staff	on-going
Transition to MS orientation	4	School Counselors	Staff	May/June
Collaboration with Teachers and staff	K-4	School Counselors	Staff	On-going
Conference with Teachers and parents	K-4	School Counselors	Staff	On-going
Meeting with Middle School Counselors regarding school transition and student concerns.	4	School Counselors	Staff	End of School Year

**Warwick Valley Central School District  
Comprehensive School Counseling Plan  
Elementary**

- A: Program Objective:** To participate in counseling services for students with Individual Education Plans.  
**B: Target Population:** All K-4 Students  
**C: Expected Outcomes:** 1. To promote school adjustment and academic and social/emotional success.  
**D: Annual Assessment:** 1. Teacher/staff observation of student actions and responses.  
 2. Parent feedback.  
 3. Student input.

<u>ACTIVITY</u>	<u>TARGET GROUP</u>	<u>STAFF ASSIGNED</u>	<u>OTHER RESOURCES</u>	<u>DATES OF ACTIVITY</u>
To identify all goals and objectives of students' Individualized Education Plans.	K-4 students with IEP's	School Counselor	Staff	Ongoing
Participate in CSE meetings	K-4 students with IEP's	School Counselor	Staff	As needed
Prepare counseling reports	K-4 students with IEP's	School Counselor	Staff	As needed
Assess students' quarterly counseling progress	K-4 students with IEP's	School Counselor	Staff	Quarterly
Participate in 504 meetings	K-4 Students with 504 accommodation plan	School Counselor	Staff	As needed

**Warwick Valley Central School District  
Comprehensive School Counseling Plan  
Middle School**

**A: Program Objective:** Academic Development

**B: Target Population:** Grades 5-8

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

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

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

**D: Annual Assessment:** Ongoing throughout the year.

**E: Program Description:**

<u>ACTIVITY</u>	<u>TARGET GROUP</u>	<u>STAFF ASSIGNED</u>	<u>OTHER RESOURCES</u>	<u>DATES OF ACTIVITIES</u>
New Student Orientation (*new to district /new to building)	New Students Grades 5-8	Counselors	Administration, Registration, Clerical	Ongoing
Introduction Case Load Meetings	Grades 5-6	Counselors	Teachers	September
Classroom visits	Grades 5-8	Counselors	Teachers	September-October
Review Progress Reports & Report Cards	Grades 5-8	Counselors	Technology	Ongoing
Study Skills Group	Grades 5-8	Counselors	Teachers	Winter-Spring
Meeting At-Risk Students	Grades 5-8	Counselors	Teachers, Administration, Nurse	Ongoing
Meet with students to discuss academic, social, emotional and career planning topics	Grades 5-8	Counselors	Staff	Ongoing
Problem solving Team Committees	Grades 5-8	Counselors	Teachers, Social Workers, Psychologist, Speech, Administrations	Ongoing
RTI Team Collaboration	Grades 5-8	Counselors	Teachers	Ongoing

<u>ACTIVITY</u>	<u>TARGET GROUP</u>	<u>STAFF ASSIGNED</u>	<u>OTHER RESOURCES</u>	<u>DATES OF ACTIVITIES</u>
Parent-Teacher conferences	Grades 5-8	Counselors	Staff	Ongoing
Individual Academic Parent Meetings	Grades 5-8	Counselors	Staff	Ongoing
Team Meetings	Grades 5-8	Counselors	Teachers	Ongoing
Communications, emails, etc. with parents	Grades 5-8	Counselors	Technology	Ongoing
Website Counselor's Corner	Grades 5-8	Counselors	Technology	Monthly
Address individual concerns	Grades 5-8	Counselors	Staff	Ongoing
Check In/Check Out	Grades 5-8	Counselors	Teachers, Psychologist	Ongoing
Discussion of Summer School Options	Grades 6-8	Counselors	Teachers, Parent, Administration	June
Grades 5-8 NYS Assessments	Grades 5-8	Counselors	Administration, Teachers, Staff	Spring
Honors Placement	Grades 6-8	Counselors	Teachers, Administration	Spring
4th Grade Orientation	4th Grade	Counselors	Elementary School Counselors, Administrations	June
Program Referrals	Grades 5-8	Counselors	Teachers, Administration	Ongoing
Moving Up Awards	Grade 8	Counselors	Teachers, Staff	May-June
AIS Entry/Exit Communication and placement	Grades 5-8	Counselors	Administration, Teachers, Staff	Ongoing
Academic Eligibility	Grades 5-8	Counselors	Administration, Technology	Nov-June
HS transition planning	Grade 8	Counselors	HS Counseling Team	Winter-Spring
Annual reviews	Grades 5-8	Counselors	Pupil Personnel, Administration, Teachers, Psychologists	Late Winter
IEP/504 Program Reviews/referrals	Grades 5-8	Counselors	Pupil Personnel, Administration,	Ongoing

<u>ACTIVITY</u>	<u>TARGET GROUP</u>	<u>STAFF ASSIGNED</u>	<u>OTHER RESOURCES</u>	<u>DATES OF ACTIVITIES</u>
			Teachers, Psychologists	
NHS Tutoring	Grades 5-8	Counselors	NHS Advisory and tutors	Ongoing

**Warwick Valley Central School District  
Comprehensive School Counseling Plan  
Middle School**

**A: Program Objective:** Staff and Student Support Services

**B: Target Population:** Staff and Students Grades 5-8

**C: Expected Outcomes:** Assist administration, faculty and support staff in the daily operations of the Middle School.

**D: Annual Assessment:** Ongoing throughout the year.

<u>ACTIVITY</u>	<u>TARGET GROUP</u>	<u>STAFF ASSIGNED</u>	<u>OTHER RESOURCES</u>	<u>DATES OF ACTIVITIES</u>
RTI Referrals/PST Meetings	5th-8th grades	Counselors	Teachers, Administration	Ongoing
Teacher/Team Conferences	5th-8th grades	Counselors	Teachers	Ongoing
Referrals to outside agencies	5th-8th grades	Counselors	School Psychologists, Outside providers	Ongoing
Interact with other support staff and school based providers	5th-8th grade	Counselors	School Psychologists, Speech Therapist, Occupational and Physical therapists	Ongoing

**Warwick Valley Central School District  
Comprehensive School Counseling Plan  
Middle School**

A: **Program Objective:** Assist students with personal/social, emotional, behavioral or adjustment concerns

B: **Target Population:** At Risk Students Grades 5-8

C: **Expected Outcomes:** Students will improve their academic performance, develop appropriate coping strategies that will lead to student demonstrating better decision making and more appropriate behaviors conducive to the learning environment.

D: **Annual Assessment:** Teacher, Administration, Family feedback.

<u>ACTIVITY</u>	<u>TARGET GROUP</u>	<u>STAFF ASSIGNED</u>	<u>OTHER RESOURCES</u>	<u>DATES OF ACTIVITIES</u>
Crisis Intervention	5th-8th grade	Counselors, School Psychologist, School Social Worker	Support Staff, Administration, Security, Monitors, Nurse, Outside Resources	Ongoing
Mediations	5th-8th grade	Counselors	Administration	Ongoing
Involvement with National Honor Society	5th-8th grade	Counselors	NHS Advisor/Staff	As Needed
P.I.N.S.	5th-8th grade	Counselors	School Nurse, Administration, Teachers, Parents, School Social Worker, School Psychologists	As Needed
CPS	5th-8th grade	Counselors, Any Mandated Reporter	Administration, School Nurse, Teachers, Families, County Agency, School Social Worker, School Psychologists	As Needed
Intensive Day Treatment	5th-8th grade	Counselors	School Psychologists, Outside Provider, Family, School Social Worker	As Needed
SPARC	5th-8th grade	Counselors	School Psychologists, PPS, Administration, Teachers, Family, School Social Worker	As Needed
Banana Splits	5th-8th grade	Counselors	Teachers, Family	Oct-May
Referrals to Outside	5th-8th	Counselors	Outside Agencies, School Social Worker, School	Ongoing



<u>ACTIVITY</u>	<u>TARGET GROUP</u>	<u>STAFF ASSIGNED</u>	<u>OTHER RESOURCES</u>	<u>DATES OF ACTIVITIES</u>
Agencies	grade		Psychologists	
Lunch Bunch	5th Grade	Counselors	Teachers, Families	Ongoing
Grief Groups	5th-8th grade	Counselors	Family, Teachers, School Psychologists, School Social Worker	As Needed
No Name Calling Week	5th-8th grade	Counselors	HS Counseling team, HS student volunteers, Administration, Teachers	January
Project Speak Up	5th grade	Counselors	HS School Psychologist/Group Advisor	Nov-Jan

**Warwick Valley Central School District  
Comprehensive School Counseling Plan  
Middle School**

A: **Program Objective:** Scheduling Students for the Upcoming School Year

B: **Target Population:** Students Grades 4-8

C: **Expected Outcomes:** All students will be appropriately placed into classes and programs for the upcoming academic school year.

D: **Annual Assessment:** Ongoing throughout the school year.

<u>ACTIVITY</u>	<u>TARGET GROUP</u>	<u>STAFF ASSIGNED</u>	<u>OTHER RESOURCES</u>	<u>DATES OF ACTIVITIES</u>
Create Master Schedule of Classes based on needs of the school and student population.	Grades 5-8	Counselors, Building Administration	PPS, District Office Administration, HS Guidance Director for shared staff	Winter/Spring
Input student requests into Student Data Management System.	Grades 4-7	Counselors, Support Staff	District Office Data Coordinator	Winter/Spring
Place students into Courses	Grades 4-7	Counselors	Technology	Winter/Spring
Adjust student schedules due to conflicts, balancing of class sizes, etc.	Grades 4-7	Counselors	Technology	Winter/Spring
Verify Master Schedule and students Schedules for Accuracy	Grades 5-8	Counselors	Administration, District Office, PPS	Late Spring/Summer
Update the schedule as needed	Grades 5-8	Counselors	Administrations, District Office, PPS	Ongoing

**Warwick Valley Central School District  
Comprehensive School Counseling Plan  
Middle School**

- A: **Program Objective:** Parent Collaboration  
 B: **Target Population:** Students Grades 5-8  
 C: **Expected Outcomes:** Improved communication between home and school.  
 D: **Annual Assessment:** Ongoing throughout the school year.

<u>ACTIVITY</u>	<u>TARGET GROUP</u>	<u>STAFF ASSIGNED</u>	<u>OTHER RESOURCES</u>	<u>DATES OF ACTIVITIES</u>
Parenting Workshops (Strengthening Families, Getting Ready for the Teenage years, etc)	Grades 5-8	Counselors	Cornell Cooperative Extension Coordinator	Fall/Spring
Ongoing Communication via email and phone	Grades 5-8	Counselors	Families, Tech Support Team	Ongoing
Parent/Teacher Conferences	Grades 5-8	Counselors, Teachers, Administrators	Staff	Ongoing
Addressing Scheduling Concerns	Grades 5-8 and parents	Counselors	Administration, District Office, PPS, HS Counseling Dept	Ongoing
New Students	Grades 5-8	Counselors	Administration, School Psychologists, PPS, School Social Worker, Teachers,	Ongoing
Follow Up on PST	Grades 5-8 Parents	Counselors	Administration, Teachers, School Psychologists, School Social Workers	Ongoing
Website Maintenance	Grades 5-8, Parents, Community Members	Counselors	Administration, Tech Support, Communications Dept in District Office	Ongoing

**Warwick Valley Central School District  
Comprehensive School Counseling Plan  
Middle School**

A: **Program Objective:** Coordination of State Testing Assessments

B: **Target Population:** Students Grades 5-8

C: **Expected Outcomes:** Provide students the optimum opportunity to perform their best on the state required assessments.

D: **Annual Assessment:** March -June

<u>ACTIVITY</u>	<u>TARGET GROUP</u>	<u>STAFF ASSIGNED</u>	<u>OTHER RESOURCES</u>	<u>DATES OF ACTIVITIES</u>
Schedule the exams dates as per the NYSED Calendar	Grades 5-8	Counselors	NYSED Testing Site, District and Building Administration	Early/Late Fall
Obtain testing accommodations from case managers for students with special needs	Grades 5-8	Counselors	PPS, Administration, Case Managers	Oct/Nov
Determine Room Assignments	Grades 5-8	Counselors	Administration	Late Winter/Early Spring
Determine Proctoring Assignments	Grades 5-8	Counselors	Administration	Late Winter/Early Spring
Review/Update/Notify re: Cell Phone Policy	Grades 5-8	Counselors	Administration, NYSED testing site	Late Winter/Early Spring
Set up time schedule for testing days	Grades 5-8	Counselors	Administration	Late Winter/Early Spring
Count and secure tests upon delivery	Grades 5-8	Counselors	Clerical Support	Spring
Communicate with staff and facility about testing schedule, protocols, etc.	Grades 5-8	Counselors	Administration	Spring
Arrange for extra staff for Testing administration days	Grades 5-8	Counselors	Administration	Spring
Distribute/Collect testing materials at the appropriate days/times	Grades 5-8	Counselors	Clerical Support	Spring

<b><u>ACTIVITY</u></b>	<b><u>TARGET GROUP</u></b>	<b><u>STAFF ASSIGNED</u></b>	<b><u>OTHER RESOURCES</u></b>	<b><u>DATES OF ACTIVITIES</u></b>
Insure test security protocols are followed	Grades 5-8	Counselors	Administration, Teachers	Spring
Attendance list compiled and reported	Grades 5-8	Counselors	Teachers, School Nurse, Attendance Monitor, Clerical team	Spring
Arrangements for students who have opted-out of state assessments	Grades 5-8	Counselors	Administration	Spring
Arrange testing for students with testing accommodations	Grades 5-8	Counselors	Administration, PPS Director, Teachers	Spring
Count, secure all testing materials to be returned to the State	Grades 5-8	Counselors	Clerical Support, Administration	Spring
Process scores from the testing site	Grades 5-8	Counselors	Data Coordinator, Administration	Spring/Summer

**Warwick Valley Central School District  
Comprehensive School Counseling Plan  
High School**

**A: Program Objective:**

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

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

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

**B: Target Population:** All students grades 9-12

**C: Expected Outcomes:** Students will meet with counselors to review educational requirements for curriculum.

Students will understand expectations and requirements of individual courses.

Students will review annually their progress and educational and educational course of study.

**D: Annual Assessment:** Review of records, feedback/interactions between all stakeholders

**E: Program Description:**

<u>ACTIVITY</u>	<u>TARGET GROUP</u>	<u>STAFF ASSIGNED</u>	<u>OTHER RESOURCES</u>	<u>DATES OF ACTIVITIES</u>
CTEC Orientation/Visitation	10th grade	Counselors	CTEC Staff	Winter-Early Spring
Review Report Cards	Grades 9-12	Counselors	Staff, Technology	On-going
Review /Adjust Schedules	Grades 9-12	Counselors	Administration, Teachers, Technology	On-going
Review discipline letters	Grades 9-12	Counselors	Administration Team	On-going
Home Instruction Referral/follow up	Grades 9-12	Counselors	Clerical Team, Administration, Nurse, Pupil Personnel Services	On-going
Review attendance	Grades 9-12	Counselors	Nurse	On-going
Parent/Teacher Conferences	Grades 9-12	Counselors	Teachers, Parents, Administration team	On-going
Back to School Night	Grades 9-12	Counselors	Teachers, Administration	Fall

<u>ACTIVITY</u>	<u>TARGET GROUP</u>	<u>STAFF ASSIGNED</u>	<u>OTHER RESOURCES</u>	<u>DATES OF ACTIVITIES</u>
Tutoring services and referrals	Grades 9-12	Counselors	NHS, Private referrals, Teachers	On-going
Meet with students in danger of failing	Grades 9-12	Counselors	Teachers, Administration	On-going
Senior Transcript Review / Post HS planning	Grade 12	Counselors	Technology, Parents	Fall
PSAT Orientation	Grades 10-11	Counselors	College Board, Teachers, administration	Fall
College Kickoff	Grade 12	Counselors	Media Center, Technology	Fall
Curriculum Handbook Review	Grades 9-12	Counselors	Administration, Dept. Chairs,	Late Fall-Early Winter
Review Graduation Requirements	Grades 9-12	Counselors	Technology	Early Winter
Special Education/504 Annual Reviews	Grades 9-12	Counselors	Teachers, Technology, Pupil Personnel, School Psychologists	On-going
Incoming Freshman Parent Night	Grades 8	Counselors, administrators	technology, clerical, custodian	Late Winter
Review of CTE Credentials	Grades 11-12	Counselors	Technology	on-going
College Research and application process	Grades 11-12	Counselors, college admissions	Naviance, testing agencies,	on-going
Course Selection Process	Grades 9-12	Counselors, teachers, administrators	Curriculum handbook, technology	January-April
Scheduling/post HS planning apt. with Juniors & Parents	Grades 11	Counselors	Naviance	February-April
Transfer student placement, review of records, and scheduling	Grades 9-12	Counselors, administrators, clerical, registrar, previous school personnel	transcripts, report cards, standardized testing	on-going
Greenwood Lake/Parochial School Transition Planning	Grades 8-12	counselors, administrators, clerical, registrar	curriculum handbook, course selection sheet	December-April

<u>ACTIVITY</u>	<u>TARGET GROUP</u>	<u>STAFF ASSIGNED</u>	<u>OTHER RESOURCES</u>	<u>DATES OF ACTIVITIES</u>
IST Meeting	Grades 9-12	Counselors, teachers, administrators, nurse	student records	on-going
CSE Referral	Grades 9-12	counselors, psychologists, teachers, Administrators, nurse	student records	on-going
AIS	Grades 9-12	counselors, teachers, administrators	student records	on-going
Senior In Danger Letters	Grades 12	counselors, teachers, clerical	report cards, progress reports	on-going
Learning Styles Inventory	Grades 9	counselors	Naviance	Fall
Professional Development	Grades 9-12	counselors	consultants	on-going
Foreign Exchange Review and Class placement	Grades 9-12	counselors, teachers, administrators	student records	on-going
SAT Registration and Administration	Grades 11-12	counselors	College Board	on-going
PSAT Registration and Administration	Grades 10-11	counselors, teachers, administrators	College Board	October
ACT Registration and Administration	Grades 11-12	counselors, teachers	ACT	on-going
AP Registration and Administration	Grades 10-12	counselors, teachers, administrators, clerical	College Board	January-May
ASVAB Registration and Administration	Grades 10-12	counselors	military personnel	Fall and Spring
Naviance Orientation	Grades 9	counselors	technology	Fall
College Fair	Grades 11-12	counselors, administrators, custodian	college admissions	October
College Rep Visits to District	Grades 11-12	counselors	college admissions, Naviance,	on-going



<u>ACTIVITY</u>	<u>TARGET GROUP</u>	<u>STAFF ASSIGNED</u>	<u>OTHER RESOURCES</u>	<u>DATES OF ACTIVITIES</u>
Financial Aid Night	Grades 12	counselor, college financial advisor, custodian	technology	November
Summer School Registration	Grades 9-12	counselors, clerical	school forms	June

**Warwick Valley Central School District  
Comprehensive School Counseling Plan  
High School**

**A: Program Objective:**

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

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

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

**B: Target Population:** All students grades 9-12

**C: Expected Outcomes:** Students will be aware of and able to use the career resources available to them.

Students will receive feedback regarding post-secondary career opportunities and preparation.

Students will be informed and evaluate potential career opportunities

Students will make connections between career opportunities and academic preparation.

**D: Annual Assessment:** Review of records, feedback/interactions between all stakeholders

**E: Program Description:**

<b><u>ACTIVITY</u></b>	<b><u>TARGET GROUP</u></b>	<b><u>STAFF ASSIGNED</u></b>	<b><u>OTHER RESOURCES</u></b>	<b><u>DATES OF ACTIVITIES</u></b>
Career Interest Inventory	Grade 10	Counselors	Media Center, Teachers, Technology, Staff, Administration	March
CTEC Orientation/Visitation	Grade 10	Counselors	CTEC Staff, Administration, Transportation, Staff	Jan-April
Career Fair	Grades 9-12	Counselors	Administration, Teachers, Technology, Custodial Staff, District Office, WFEL, Community Volunteers	March
Job Shadowing	Grades 10-12	Community Service Coordinator	Counselors, Teachers, Staff, WFEL, Placement Committee, Attendance	Fall
ASVAB Registration/Administration	Grades 10-12	Counselor	Military Coordinator, Administration, Teachers, Technology	Fall/Spring
Naviance Program	Grades 9-12	Counselors	Technology	Ongoing

<b><u>ACTIVITY</u></b>	<b><u>TARGET GROUP</u></b>	<b><u>STAFF ASSIGNED</u></b>	<b><u>OTHER RESOURCES</u></b>	<b><u>DATES OF ACTIVITIES</u></b>
Military Personnel Information Booths	Grades 9-12	Counselors	Military Representative, Administration, Custodial	Ongoing/Monthly
Careers related to Academic Areas	Grades 9-12	Teachers	Counselors, Naviance	Ongoing
Construction Career Day	Grades 11-12	Community Service Coordinator	Administration, Teachers, Staff, Transportation	Early Spring
Annual Reviews	Grades 9-11	Counselors, PPS, Teachers, Case Managers	Staff	Jan-April
ASVAB Interpretation	Grades 10-12	Counselor	Military Representative, Teachers, Technology	Fall/Spring
Post High School Planning	Grades 11-12	Counselor	Administration, District Office, College and Community Agency Volunteers, Technology	Late Winter/Early Spring
ACCES/VR Information and referral	Grades 10-12	Counselor	ACCES/VR Representative, Media Center Specialist, PPS, Nurse, Staff, Technology	Late Winter
Clubs and Activities	Grades 9-12	Staff	Staff	Ongoing
College Fair	Grades 11-12	Counselor	Staff, Teachers, Administration, College Admissions Representatives, Custodial, Food Service	October
Personal Development	Grades 9-12	Counselor	School Psychologist, Teachers, Outside Agencies	On-going

**Warwick Valley Central School District  
Comprehensive School Counseling Plan  
High School**

**A: Program Objective:**

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

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

**Personal/Social Development Standard C:** Students will understand safety and survival skills.

**B: Target Population:** All students grades 9-12

**C: Expected Outcomes:** Develop awareness of healthy relationship, positive self-image and esteem.

Practice positive and healthy decision making.

Obtain a heightened awareness of their own behavior and consequences (both positive and negative) on current circumstances and future goals.

**D: Annual Assessment:**

**E: Program Description:**

<u>ACTIVITY</u>	<u>TARGET GROUP</u>	<u>STAFF ASSIGNED</u>	<u>OTHER RESOURCES</u>	<u>DATES OF ACTIVITIES</u>
Personal Counseling	Grades 9-12	Counselors	School Psychologists	Ongoing
IDT Referrals	Grades 9-12	Counselors	Administration, Teachers, School Psychologist, Parent	Ongoing
Crisis Counseling	Grades 9-12	Counselors	School Psychologist, Outside Agency Providers, Administration, Teachers	Ongoing
Restart referral	Grades 9-12	School Psychologist	Counselors, Administration, Family, Teachers, Staff	Ongoing As Needed
DASA information	Grades 9-12	DASA Coordinator, School Psychologist	Administration, Counselors, Teachers	Ongoing
Referral to Orange County Mental Health Association Satellite Counselor	Grades 9-12	Counselors, School Psychologist	Staff, Family	Ongoing As Needed
Outside referral	Grades 9-12	Counselors	School Psychologist, Outside	Ongoing As

			Community Providers	Needed
IST	Grades 9-12	Counselors, Administrators	Teacher	Ongoing
PINS	Grades 9-12	Health/Attendance Coordinator	Counselors, School Psychologists, Administrators	Ongoing As Needed
System of Care Referrals	Grades 9-12	Counselor	School Psychologist, Orange County Dept of Mental Health, Family	As Needed
Project Speak Up	Grades 10-12	School Psychologist	Counselors, Teachers, Administration	Ongoing
HOBY	Grades 10	Counselor	Administration, Teachers, Staff	Late Fall
RYLA	Grades 10	Counselor	Administration, Teachers, Rotary Representative	Early Spring
Leadership Academy	Grades 10-11	District Office	Administration, Counselors, WFEL	Ongoing
Boys State	Grades 11	Counselor	Teachers, American Legion Representative	Early Spring
CSE Referrals	Grades 9-11	Counselor	School Psychologist, Administration, Teachers, Parents	Ongoing
Home Visits	Grades 9-12	Administration, Counselors, SRO	Nurse, Teachers, Parents	As Needed
Road Recovery	Grades 9-12	Administration	Counselors, Teachers, Administration, Technology	As scheduled
Parent/Teacher Conf	Grades 9-12	Counselors	Administration, Teachers, Staff	Ongoing
Home Instruction referral and follow up	Grades 9-12	Counselors	Administration, PPS, Teachers, Staff	Ongoing