



Addison Central School District

Comprehensive School Counseling/Guidance Plan
Grades K-12

Addison Central School District

7 Cleveland Drive
Addison, NY 14801
(607) 359-2244
www.addisoncsd.org

Mr. Joseph DioGuardi	Superintendent
Mr. James Peiffer	Director of Curriculum & Instruction
Mrs. Georgia Weed	K-5 Principal
Mrs. Kris Benton	6-8 Principal
Ms. Allison Stephens	9-12 Principal
Mrs. Mary Clark	High School Counselor Pupil Personnel Services Curriculum Coordinator
Ms. Jill Winkky	High School Counselor
Ms. Mina Barron	K-5 School Counselor
Mrs. Allison VanSant	6-8 School Counselor
Miss Brittany White	K-5 School Social Worker
Mrs. Jana Reidy	6-12 Dean of Students
Miss Alisha Jack	K-5 Dean of Students

School Counseling Advisory Council 2021-22

James Peiffer	Director of Curriculum and Instruction
Allison Stephens	Principal, Grades 9-12
Georgia Weed	Principal, Grades K-5
Deborah Flint	Board of Education
Kristina Hamilton	Elementary Teacher
Michelle Buchanan	Middle-High School Teacher
Mary Clark	School Counselor, Middle School
Allison VanSant	School Counselor, K-12
Brittany White	School Social Worker

Commissioner's Regulations

The following are the Regulations of the Commissioner of Education pertaining to school counseling/guidance programs in elementary and secondary schools:

2) Comprehensive developmental school counseling/guidance programs. Beginning with the 2019-2020 school year, each school district shall have a comprehensive developmental school counseling/guidance program, for all students in kindergarten through grade 12. Each school district shall also ensure that all students in grades kindergarten through twelve have access to a certified school counselor(s), which for the city school district of the City of New York and the city school district of the City of Buffalo shall include a licensed guidance counselor(s) pursuant to Part 80 of the Commissioner's regulations.

(i) For all grades kindergarten through twelve, district and building level comprehensive developmental school counseling/guidance programs shall prepare students to participate effectively in their current and future educational programs as age appropriate, and be designed to address multiple student competencies including career/college readiness standards, and academic and social/emotional development standards. The comprehensive developmental school counseling/guidance program ("program") shall include the following activities or services:

(a) In grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with the teaching staff, and any appropriate pupil personnel service providers, for the purpose of preparing students to participate effectively in their current and future educational programs, to provide information related to college and careers, and to assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns, and where appropriate make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports.

(b) For students in grades six through twelve, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans. For a student with disability, the plan shall be consistent with the student's individualized education program;

(c) school counseling/guidance core curriculum instruction for the purpose of addressing student competencies related to career/college readiness, academic skills and social/emotional development by a certified school counselor(s);

(d) other direct student services which may include, but need not be limited to, responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and

advisement, for the purpose of enabling students to benefit from the curriculum, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement. Provided that nothing herein shall prohibit certified or licensed school psychologists or certified or licensed school social workers pursuant to Part 80 of the Commissioner's regulations from providing other direct student services within their applicable scope of practice;

(e) indirect student services which may include but need not be limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy, and teaming.

(ii) Each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner in which the district shall comply with the requirements of this subdivision. In the case of the City School District of the City of New York, the Department of Education shall submit separate plans for each community school district, for the High School Division and for the Special Education Division. Such district and building level plans shall be developed by or under the direction of certified school counselor(s) and be updated annually, available for review at the district offices and each school building, and made available on the district's website.

(a) Each plan shall be developed annually and shall include program objectives, activities, program development and maintenance planning, school counseling curriculum, professional development planning, evaluation methods based on data analysis of program results and closing the gap analysis reports to inform program improvement, and assessment of the resources necessary to support positive student outcomes.

(b) Each plan shall also include the preparation of a program outcomes report that includes an analysis of all systematic components of a comprehensive developmental school counseling/guidance program as defined by this subdivision. Such report shall be annually presented to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

(iii) Each school district shall establish a comprehensive developmental school counseling/guidance program advisory council to be comprised of representative stakeholders (such as parents, members of the board of education, school building and/or district leaders, community-based service providers, teachers, certified school counselors and other pupil personnel service providers in the district including school social workers and/or school

psychologists). In the case of the City School District of the City of New York, the Department of Education shall establish a comprehensive developmental school counseling/guidance program advisory council for each community school district. The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program. The advisory council shall create and submit an annual report to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

(3) Nothing in this section shall be construed to authorize any individual to provide professional services where certification is required under Part 80 of the Commissioner's regulations or where licensure is required under Title VIII of the Education Law.

(Source: <http://www.counsel.nysed.gov/rules/indices-fulltext/2017/032>)

Addison Central School District School Counseling Program

I. **Program Objective:** Effective Participation in Current and Future Educational Programs

A. Target Population: All students, grades K-5

B. Expected Outcomes :

- i. Students will demonstrate an understanding of their current achievement, academic and social strengths, aptitudes, and talents appropriate to the grade level.

C. Evaluation Method(s):

- i. Teacher and parent satisfaction with student understanding of his/her current achievement, academic, and social strengths, aptitudes, and talents.

II. **Program Description**

Activities	Target Group or Sub Group	Staff Assigned	Additional Staff/Resources	Dates of Activity
All new entrants in grades K-5 are screened for academic, social-emotional, and socio-economic needs.	New entrants/newly enrolled students	Teachers, speech therapist, and other staff, including PPS staff, as deemed necessary	Staff as needed	September-June
Career Development Council (CDC) partners with the school for programming.	K-5	CDC Representative, Teachers	As needed	Ongoing
Teacher compiles data and analyzes	K-5	Instructional staff, RTI Coordinator,	Cumulative academic data,	October-June

student academic progress.		Literacy Coordinator	examples of student work, STAR assessment data, state assessment data, Fountas and Pinnell data	
Teacher compiles data and analyzes student academic progress and behavioral characteristics and communicates with the parent, grade level team and administration.	K-5	Instructional staff, RTI Coordinator, Literacy Coordinator	Cumulative academic data, examples of student work, STAR assessment data, state assessment data, Fountas and Pinnell data	October-June
RTI Process	K-5	Principal, School Counselors, School Social Worker, Instructional staff		Ongoing
Committee on Special Education (CSE) will process referrals from the RTI committee, which may result in special program placement.	K-5	Instructional staff, RTI Coordinator, Literacy Coordinator, Committee on Special Education, School Psychologist	As needed	Ongoing

Addison Central School District School Counseling Program

I. **Program Objective:** Assistance for Behavioral or Academic Needs

A. Target Population: All students, grades K-5

B. Expected Outcomes: All students will:

- i. Promote positive peer interactions
- ii. Promote a positive self-image
- iii. Accept responsibility for their behaviors
- iv. Behave in a manner consistent with the Positive Behavior Intervention and Support (PBIS) framework

C. Evaluation Method(s):

- i. Annotated records of teachers/staff
- ii. Committee on Special Education Records where appropriate
- iii. Analysis of school data and RTI framework

II. **Program Description**

Activities	Target Group or Sub Group	Staff Assigned	Additional Staff/Resources	Dates of Activity
RTI referral process	K-5	RTI Coordinator and team, grade level teachers, Principal	As needed	September-June
Individual counseling	K-5	School Counselor, School Social Worker	Pupil personnel services professionals or Mental Health Services Provider, when appropriate	September-June
Group Counseling	K-5 identified students	School Counselor, School Social Worker	Mental Health Services Provider, when appropriate	September-June

Individualized Education Plan (IEP) counseling (individual and group)	K-5, identified students	School Social Worker, School Counselor	Mental Health Services Provider, when appropriate	As noted in IEP
Classroom school counseling/guidance curriculum that addresses social-emotional development, academics, and college and career readiness	K-5	School Counselor, Instructional staff		September-June
Middle School transition program	5	School Counselor, Dean of Students		May

Addison Central School District School Counseling Program

I. **Program Objective:** Programming for students in Grade 6

A. Target Population: Students in grade 6

B. Expected Outcomes:

- i. Students will demonstrate awareness of school counseling services and educational requirements.
- ii. Students will demonstrate an understanding of social and emotional well-being.
- iii. Students will begin to explore career choices and gain an understanding of the connection between school and college and career readiness.

C. Evaluation Methods:

- i. Classroom Lessons
- ii. Career Exploration Programs-ex. NY Career Zone and Career Day (Career Development Center)

II. **Program Description:**

Activities	Time Allotted	Additional Staff/ Resources	Dates of Activity
Summer Orientation	2 hours	Grade level teachers	August
Classroom lessons regarding social and emotional well-being and career exploration	1x/month	Steuben Council on Addictions, Career Development Council	September-June
Individual social-emotional, academic, college, and career counseling	40 minutes/session	Mental Health Services Provider, as appropriate	September-June
Group counseling	40 minutes/session	Mental Health Services Provider, as appropriate	As needed
RTI referral process	2x/month	Grade level team, Dean of Students, School Counselor	October-June
Career Day	3 hours	Career Development Council	February
Red Ribbon Week- Anti-drug use campaign	5 days	Steuben Council on Addictions	October

Enrichment programming that includes social-emotional learning	3x/year	Enrichment team, Dean of Students, School Counselors	As noted on school calendar
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Addison Middle-High School School Counseling Program

I. **Program Objective:** Programming for students in Grade 7

A. Target Population: Students in grade 7

B. Expected Outcomes:

- i. Students will demonstrate awareness of school counseling services and educational requirements.
- ii. Students will demonstrate an understanding of social and emotional well-being.
- iii. Students will demonstrate an understanding of their academic status, educational requirements, interests, abilities, values and possible career goals.

C. Evaluation Methods:

- i. Classroom Lessons
- ii. Individual academic goal sheets
- iii. Individual student reviews
- iv. Progress monitoring by School Counselor and student
- v. Career Exploration Programs-ex. NY Career Zone and Career Day (Career Development Center) and Guidance Direct

II. **Program Description:**

Activities	Time Allotted	Additional Staff/Resources	Dates of Activity
Classroom lessons regarding social and emotional well-being and career exploration	1x/month	Steuben Council on Addictions, Career Development Council	September-June
Individual social-emotional, academic, college, and career counseling	40 minutes/session	Mental Health Services Provider, as appropriate	September-June
Group counseling	40 minutes/session	Mental Health Services Provider, as appropriate	As needed
Red Ribbon Week- Anti-drug use campaign	5 days	Steuben Council on Addictions	October
Career Day	3 hours	Career Development Council	February

RTI referral process	2x/month	Grade level team, Dean of Students, School Counselor	October-June
College visitation	1 day	Participating college campus	March
Enrichment programming that includes social- emotional learning	3x/year	Enrichment team, Dean of Students, School Counselors	As noted on school calendar

Addison Middle-High School School Counseling Program

i. Program Objective: Programming for students in Grade 8

A. Target Population: Students in grade 8

B. Expected Outcomes:

- i. Students will demonstrate an understanding of the fundamentals of career planning as it relates to the high school course selection process.
- ii. Students will develop a 4-year high school plan with their school counselor.
- iii. Students will demonstrate an understanding of high school requirements and high school transcripts.

C. Evaluation Methods:

- i. Classroom Lessons
- ii. Individual student reviews
- iii. Career Exploration Programs-ex. NY Career Zone and Career Day (Career Development Center) and Guidance Direct

ii. Program Description:

Activities	Time Allotted	Additional Staff/Resources	Dates of Activity
Classroom lessons regarding social and emotional well-being and career exploration	1x/month	Steuben Council on Addictions, Career Development Council	September-June
Individual social-emotional, academic, college, and career counseling	40 minutes/session	Mental Health Services Provider, as appropriate	September-June
Group counseling	40 minutes/session	Mental Health Services Provider, as appropriate	As needed
Red Ribbon Week- Anti-drug use campaign	5 days	Steuben Council on Addictions	October
RTI referral process	2x/month	Grade level team, Dean of Students, School Counselor	October-June

Career Day	3 hours	Career Development Council	February
College Visitation Day	1 day	Participating college campus	March
Completion of 4-year high school plans	80 minutes	HS 4-Year Plan Course Catalog	March-April
Parent/Guardian High School Transition Night	2 hours		April
Enrichment programming that includes social-emotional learning	3x/year	Enrichment team, Dean of Students	As noted on school calendar

Addison Middle-High School School Counseling Program

I. **Program Objective:** Programming for students in Grade 9

A. Target Population: Students in grade 9

B. Expected Outcomes:

- i. Students will assess their own aptitudes, career activities and career preferences.
- ii. Students will demonstrate an understanding of current academic status and educational requirements.
- iii. Student will re-evaluate their high school 4-year plans and course selections.

C. **Evaluation Methods:**

- i. Classroom Lessons
- ii. Individual/small group student reviews
- iii. Career Exploration Programs-ex. NY Career Zone and Career Day (Career Development Center) and Guidance Direct

II. **Program Description:**

Activities	Time Allotted	Additional Staff/Resources	Dates of Activity
Freshman Orientation	2 hours		August
RTI referral process	2x/month	Grade level team, Dean of Students, School Counselor	October-June
Re-evaluation of 4-year high school plans and course selections	40 minutes/student or small group	HS 4-Year Plan Course Catalog	Late fall and early spring
Discuss job shadowing, career panels, and internship opportunities available	40 minutes/student or small group	Career Development Council	September-May
Individual social-emotional, academic, college, and career counseling	40 minutes/session	Mental Health Services Provider, as appropriate	As needed
Group Counseling	40 minutes/session	Mental Health Services Provider, as appropriate	As needed

PSAT 8/9	120 minutes	College Board	Spring
Enrichment programming that includes social-emotional learning	3x/year	Enrichment team, Dean of Students, School Counselors	As noted on school calendar
College Exposure Programming (including college campus visitations)	Monthly	College Representatives	September-June

Addison Middle-High School School Counseling Program

I. **Program Objective:** Programming for students in Grade 10

A. Target Population: Students in grade 10

B. Expected Outcomes:

- i. Students will re-evaluate their high school 4-year plan and course selections.
- ii. Students will continue to explore career options and begin to explore college and employment options.
- iii. Students will demonstrate an understanding of current academic status and educational requirements.

C. Evaluation Methods:

- i. Individual/small group review
- ii. Career Development, Guidance Direct and other college and career resources

II. **Program Description:**

Activities	Time Allotted	Additional Staff/ Resources	Dates of Activity
Re-evaluate high school 4-year plan and course selections	40 minutes/student or small group	High school 4-year plan Course catalog	Late fall and early spring
RTI referral process	2x/month	Grade level team, Dean of Students, School Counselors	October-June
Sophomore Career Day	1 day	Career Development Council	Fall
BOCES Vocational Exploration	1 day	Coopers BOCES	Spring
PreACT	4 hours	College Board	Spring
Review and evaluate at-risk students' credits and graduation requirements (individual meetings)	As needed	At-Risk Checklist	Ongoing
Enrichment programming that includes social-emotional learning	3x/year	Enrichment team, Dean of Students, School Counselors	As noted on school calendar

Individual social-emotional, academic, college, and career counseling	40 minutes/session	Mental Health Services Provider, as appropriate	As needed
Group Counseling	40 minutes/session	Mental Health Services Provider, as appropriate	As needed
College Exposure Programming (including college campus visitations)	Monthly	College Representatives	September-June

Addison Middle-High School School Counseling Program

I. **Program Objective:** Programming for students in Grade 11

A. Target Population: Students in grade 11

B. Expected Outcomes:

- i. Students will re-evaluate their high school 4-year plan and course selections.
- ii. Students will continue to explore career options and college and employment options.
- iii. Students will demonstrate an understanding of current academic status and educational requirements.

C. Evaluation Methods:

- i. Individual/small group review
- ii. Career Development, Guidance Direct and other college and career resources

II. **Program Description:**

Activities	Time Allotted	Additional Staff/Resources	Dates of Activity
Re-evaluate high school 4-year plan and course selections	40 minutes/student or small group	High school 4-year plan, course catalog	Late fall and early spring
Individual Junior Review	40 minutes/student	High school 4-year plan, high school transcript	Fall
College Fair	1 day		Fall
Class size meetings to discuss PSAT, SAT, ACT, ASVAB and college and career planning	40 minutes/class		Early Fall
RTI referral process	2x/month	Grade level team, Dean of Students, School Counselors	October-June
ASVAB Career Exploration Program	2 days (1 for administration, 1 for interpretation)	ASVAB Administrator	October
PSAT Administration	4 hours	College Board	October

PSAT Results Review	40 minutes/class		December
Financial Aid Night	2 hours	Corning Community College representative or other Financial Aid Expert	January
Review and evaluate at-risk students' credits and graduation requirements (individual meetings)	As needed	At-Risk Checklist	Ongoing
ACE Information Night	2 hours	Corning Community College	Fall
Enrichment programming that includes social-emotional learning	3x/year	Enrichment team, Dean of Students, School Counselors	As noted on school calendar
Individual social-emotional, academic, college, and career counseling	40 minutes/session	Mental Health Services Provider, as appropriate	As needed
Group Counseling	40 minutes/session	Mental Health Services Provider, as appropriate	As needed
College Exposure Programming (including college campus visitations)	Monthly	College Representatives	September-June

Addison Middle-High School School Counseling Program

I. **Program Objective:** Programming for students in Grade 12

A. Target Population: Students in grade 12

B. Expected Outcomes:

- i. Students will re-evaluate their high school 4-year plan and course selections.
- ii. Students will make decisions regarding career and college opportunities.
- iii. Students will demonstrate an understanding of current academic status and educational requirements.

C. Evaluation Methods:

- i. Individual and/or small group review
- ii. Career Development, Guidance Direct, and other college and career resources
- iii. Senior Interviews

II. **Program Description:**

Activities	Time Allotted	Additional Staff/ Resources	Dates of Activity
Re-evaluate high school 4-year plan and course selections	40 minutes/student or small group	High school 4-year plan, course catalog	Late Fall and early spring
Individual Senior Interviews	40 minutes/student	High school 4-year plan, high school transcript	Fall
College Fair	1 day		Fall
ACE Information Night	2 hours	Corning Community College	Fall
Financial Aid Night	2 hours	Corning Community College or other Financial Aid expert	January
Mad City Money	3 hours	Corning Credit Union and Career Development Council	Spring
Review and evaluate at-risk students' credits and graduation requirements (individual meetings)	As needed	At-Risk Checklist	Ongoing

RTI referral process	2x/month	Grade level team, Dean of Students, School Counselors	October-June
Enrichment programming that includes social- emotional learning	3x/year	Enrichment team, Dean of Students	As noted on school calendar
Individual social- emotional, academic, college, and career counseling	40 minutes/session	Mental Health Services Provider, as appropriate	As needed
Group Counseling	40 minutes/session	Mental Health Services Provider, as appropriate	As needed
College Exposure Programming (including college campus visitations)	Monthly	College Representatives	September-June