****

**Addison Central School District**

**Comprehensive School Counseling Plan**

**Grades K-12**

**Addison Central School District**

7 Cleveland Drive

Addison, NY 14801

(607) 359-2244

www.addisoncsd.org

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| Mr. James Peiffer | Superintendent of Schools  |
| Mrs. Sarah Ainsworth | Executive Director of Curriculum & Instruction |
| Ms. Rachelle Simmons  | Elementary Principal |
| Mrs. Stacy Richmond | Elementary (K-5) Assistant Principal  |
| Mrs. Kris Benton | Middle School (6-8) Principal  |
| Ms. Christine Gill  | High School (9-12) Principal |
| Mrs. Mary Clark | High School (9-12) CounselorPupil Personnel Services Curriculum Coordinator |
| Ms. Jill Winkky  | High School (9-12) Counselor  |
| Ms. Mina Barron | Elementary (K-5) School Counselor  |
| Mrs. Allison VanSant | Middle School (6-8) School Counselor  |
| Mrs. Brittany Butler | K-12 School Social Worker  |
| Mr. Corey Driskell  | High School (9-12) Dean of Students |
| Mr. David Newell | Middle School (6-8) Dean of Students  |

**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**

1. **Program Objective:** Effective Participation in Current and Future Educational Programs
	1. Target Population: All students, grades K-5
	2. Expected Outcomes:
		1. Students will demonstrate an understanding of their current achievement, academic and social strengths, aptitudes, and talents appropriate to the grade level.
	3. Evaluation Method(s):
		1. Teacher and parent satisfaction with student understanding of his/her current achievement, academic, and social strengths, aptitudes, and talents.
2. **Program Description**

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| **Activities** | **Target Group or Subgroup** | **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 student academic progress. | 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 |
| 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**

1. **Program Objective:** Assistance for Behavioral or Academic Needs
	1. Target Population: All students, grades K-5
	2. Expected Outcomes: All students will:
		1. Promote positive peer interactions
		2. Promote a positive self-image
		3. Accept responsibility for their behaviors
		4. Behave in a manner consistent with the Positive Behavior Intervention and Support (PBIS) framework
	3. Evaluation Method(s):
		1. Annotated records of teachers/staff
		2. Committee on Special Education Records where appropriate
		3. Analysis of school data and RTI framework
2. **Program Description**

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| --- | --- | --- | --- | --- |
| **Activities** | **Target Group or Subgroup** | **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 Staff,SBMH Provider (when appropriate) | September-June |
| Group Counseling | K-5 identified students | School Counselor, School Social Worker | Pupil Personnel Services Staff,SBMH Provider (when appropriate) | September-June |
| Individualized Education Plan (IEP) counseling (individual and group) | K-5, identified students | School Social Worker, School Counselor | Pupil Personnel Services Staff,SBMH 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**

1. **Program Objective**: Programming for students in Grade 6
	1. Target Population: Students in grade 6
	2. Expected Outcomes:
		1. Students will demonstrate awareness of school counseling services and educational requirements.
		2. Students will demonstrate an understanding of social and emotional well-being.
		3. Students will begin to explore career choices and gain an understanding of the connection between school and college and career readiness.
	3. Evaluation Methods:
		1. Classroom Lessons
		2. Career Exploration Programs-ex. NY Career Zone and Career Day (Career Development Center)
2. **Program Description:**

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| --- | --- | --- | --- |
| **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  | School Counselor | September-June |
| Individual social-emotional, academic, college, and career counseling | 20 to 40 minutes/session | School Counselor,School Social Worker,SBMH Provider  | September-June |
| Group counseling  | 40 minutes/session | School Counselor,School Social Worker,SBMH Provider | As needed  |
| RTI referral process | Weekly  | Grade level team, Dean of Students, School Counselor,School Social Worker | October-June |
| Second Step Curriculum | One class period per week | Middle School Staff | September-May |

**Addison Middle-High School**

**School Counseling Program**

1. **Program Objective**: Programming for students in Grade 7
	1. Target Population: Students in grade 7
	2. Expected Outcomes:
		1. Students will demonstrate awareness of school counseling services and educational requirements.
		2. Students will demonstrate an understanding of social and emotional well-being.
		3. Students will demonstrate an understanding of their academic status, educational requirements, interests, abilities, values and possible career goals.
	3. Evaluation Methods:
		1. Classroom Lessons
		2. Individual academic goal sheets
		3. Individual student reviews
		4. Progress monitoring by School Counselor and student
		5. Career Exploration Programs-ex. NY Career Zone and Career Day (Career Development Center) and Guidance Direct
2. **Program Description:**

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| --- | --- | --- | --- |
| **Activities** | **Time Allotted** | **Additional Staff/Resources**  | **Dates of Activity** |
| Classroom lessons regarding social and emotional well-being and career exploration | 1x/month  | School Counselor | September-June |
| Individual social-emotional, academic, college, and career counseling | 40 minutes/session | School Counselor,School Social Worker,SBMH Provider | September-June  |
| Group counseling  | 40 minutes/session | School Counselor,School Social Worker,SBMH Provider | As needed  |
| RTI referral process | 2x/month  | Grade level team, Dean of Students, School Counselor,School Social Worker | October-June |
| Second Step Curriculum | One class period per week | Middle School Staff | September-May |

**Addison Middle-High School**

**School Counseling Program**

1. **Program Objective**: Programming for students in Grade 8
	1. Target Population: Students in grade 8
	2. Expected Outcomes:
		1. Students will demonstrate an understanding of the fundamentals of career planning as it relates to the high school course selection process.
		2. Students will develop a 4-year high school plan with their school counselor.
		3. Students will demonstrate an understanding of high school requirements and high school transcripts.
	3. Evaluation Methods:
		1. Classroom Lessons
		2. Individual student reviews
		3. Career Exploration Programs-ex. NY Career Zone and Career Day (Career Development Center) and Guidance Direct
2. **Program Description:**

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| --- | --- | --- | --- |
| **Activities** | **Time Allotted** | **Additional Staff/Resources** | **Dates of Activity** |
| Classroom lessons regarding social and emotional well-being and career exploration | 1x/month  | School Counselor | September-June |
| Individual social-emotional, academic, college, and career counseling | 40 minutes/session | School Counselor,School Social Worker,SBMH Provider | September-June  |
| Group counseling  | 40 minutes/session | School Counselor,School Social Worker,SBMH Provider | As needed  |
| RTI referral process | 2x/month  | Grade level team, Dean of Students, School Counselor,School Social Worker  | October-June |
| Second Step Curriculum | One class period per week | Middle School Staff | September-May |

**Addison Middle-High School**

**School Counseling Program**

1. **Program Objective**: Programming for students in Grade 9
	1. Target Population: Students in grade 9
	2. Expected Outcomes:
		1. Students will assess their own aptitudes, career activities and career preferences.
		2. Students will demonstrate an understanding of their current academic status and educational requirements.
		3. Student will re-evaluate their high school 4-year plans and course selections.
	3. **Evaluation Methods**:
		1. Classroom Lessons
		2. Individual/small group student reviews
		3. Career Exploration Programs-ex. NY Career Zone and Career Day (Career Development Center)
2. **Program Description:**

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| --- | --- | --- | --- |
| **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,School Social Worker  | October-May |
| Re-evaluation of 4-year high school plans and course selections | 40 minutes/student or small group  | HS 4-Year PlanCourse 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-April  |
| Individual social-emotional, academic, college, and career counseling  | 40 minutes/session | School Counselor,School Social Worker,SBMH Provider | As needed  |
| Group Counseling  | 40 minutes/session | School Counselor,School Social Worker,SBMH Provider | As needed  |
| Futures Fair  | Half day | Career Development Council  | May  |

**Addison Middle-High School**

**School Counseling Program**

1. **Program Objective**: Programming for students in Grade 10
	1. Target Population: Students in grade 10
	2. Expected Outcomes:
		1. Students will re-evaluate their high school 4-year plan and course selections.
		2. Students will continue to explore career options and begin to explore college and employment options and opportunities.
		3. Students will demonstrate an understanding of their current academic status and educational requirements.
	3. Evaluation Methods:
		1. Individual/small group review
		2. Career Development Council and other college and career resources
2. **Program Description:**

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| --- | --- | --- | --- |
| **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 planCourse catalog | Late fall and early spring  |
| RTI referral process | 2x/month  | Grade level team, Dean of Students, School Counselors,School Social Worker | October-May |
| Sophomore Career Day | 1 day | Career Development Council and local college | Fall |
| BOCES Vocational Exploration | 1 day | Coopers BOCES | Fall |
| Review and evaluate at- risk students’ credits and graduation requirements (individual meetings) | As needed  | At-Risk Checklist | Ongoing |
| Individual social-emotional, academic, college, and career counseling  | 40 minutes/session | School Counselor,School Social Worker,SBMH Provider | As needed  |
| Group Counseling  | 40 minutes/session  | School Counselor,School Social Worker,SBMH Provider | As needed  |
| College Exposure Programming (including college campus visitations) | Monthly | College Representatives | September-May |
| Futures Fair  | Half day | Career Development Council  | May  |

**Addison Middle-High School**

**School Counseling Program**

1. **Program Objective**: Programming for students in Grade 11
	1. Target Population: Students in grade 11
	2. Expected Outcomes:
		1. Students will re-evaluate their high school 4-year plan and course selections.
		2. Students will continue to explore career options and college and employment options and opportunities.
		3. Students will demonstrate an understanding of their current academic status and educational requirements.
	3. Evaluation Methods:
		1. Individual/small group review
		2. Career Development and other college and career resources
2. **Program Description:**

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| --- | --- | --- | --- |
| **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,School Social Worker  | October-June |
| ASVAB Career Exploration Program | 2 days (1 for administration, 1 for interpretation) | ASVAB Administrator | February |
| 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 | October/November |
| 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 |
| Individual social-emotional, academic, college, and career counseling  | 40 minutes/session | School Counselor,School Social Worker,SBMH Provider | As needed  |
| Group Counseling  | 40 minutes/session  | School Counselor,School Social Worker,SBMH Provider | As needed  |
| College Exposure Programming (including college campus visitations) | Monthly | College Representatives | September-May  |
| Futures Fair  | Half day | Career Development Council  | May  |

**Addison Middle-High School**

**School Counseling Program**

1. **Program Objective**: Programming for students in Grade 12
	1. Target Population: Students in grade 12
	2. Expected Outcomes:
		1. Students will re-evaluate their high school 4-year plan and course selections.
		2. Students will make decisions regarding career and college opportunities.
		3. Students will demonstrate an understanding of their current academic status and educational requirements.
	3. Evaluation Methods:
		1. Individual and/or small group review
		2. Career Development and other college and career resources
		3. Senior Interviews
2. **Program Description:**

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| **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 summer/early fall  |
| Individual Senior Interviews | 40 minutes/student | High school 4-year plan, high school transcript | 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,School Social Worker  | October-June |
| Individual social-emotional, academic, college, and career counseling  | 40 minutes/session | School Counselor,School Social Worker,SBMH Provider | As needed  |
| Group Counseling  | 40 minutes/session  | School Counselor,School Social Worker,SBMH Provider | As needed  |
| College Exposure Programming (including college campus visitations) | Monthly | College Representatives | September-May |
| Futures Fair  | Half day | Career Development Council  | May  |