

ELMIRA CITY SCHOOL DISTRICT



2023-2024 COMPREHENSIVE DISTRICT COUNSELING PLAN

School Counselors



Comprehensive School Counseling Advisory Council

Derek Almy	Director, Student Services
Linda Yusko	Administrative Assistant, Student Services
Sonja Jennings	Beecher Elementary School
Kimberly Webster	Riverside Elementary School
Sarah Rosen	Fassett Elementary School
Laura Johnson	Broadway Academy
Nick Marino	Ernie Davis Academy
Julia Grant	Elmira High School
Joan Fedor	Elmira High School
Kellie Lowman	Board of Education Member/Children & Family Services
Christy Harmer	Children's Integrated Services
Dianna Jones	Parent/Family and Community Outreach Coordinator

Elmira City School District School Counselors

Ann Gazioso	Fassett Elementary School
Steve Mastronardi	Diven Elementary School
Michele Wichtowski	Pine City Elementary School
Kimberly Webster	Riverside Elementary School
Sonja Jennings	Beecher Elementary School
Sarah Rosen	Broadway Elementary School
Tyler Easterbrook	Coburn Elementary School
Linda Kelahan	Hendy Elementary School
Justin Fuchs	Ernie Davis Academy
Gretchen Pratt	Ernie Davis Academy
TBD	Ernie Davis Academy
Nicholas Marino	Ernie Davis Academy
Laura Johnson	Broadway Academy
Karli Swartz	Broadway Academy
Molleigh Taft	Elmira High School
Joan Fedor	Elmira High School
Julia Grant	Elmira High School
Mike Middaugh	Elmira High School

Elmira City School District Mission Statement

“The Elmira City School District is a dynamic and innovative learning organization dedicated to developing learners of character who value their educational experience and can compete globally and contribute locally by collaborating with students, families, and community partners to provide meaningful opportunities in a safe and engaging environment for all.”

Core Beliefs:

- Character Education
- Service to Others
- Collaboration
- Meaningful Learning
- Safely Engaging Learning Environment
- College and Career Readiness
- Family Engagement
- School Pride
- Student Growth
- Community Support and Involvement

School Counseling Program Mission Statement

As school counselors in this District, we support the mission of the Elmira City School District by providing a comprehensive, developmentally age-appropriate and sequential school counseling program that is aligned with the Common Core Learning Standards and the American School Counselor Association’s National Standards for School Counseling Programs. We focus on the needs, interests and issues related to the stages of student growth through academic, career and personal/social development. In partnership with students, staff, family, community members and employers, we will prepare students to become effective learners of character, achieve success in school, live successful and rewarding lives, and develop into contributing members of our global society.

Introduction

School counselors are highly educated, professionally certified individuals who help students succeed in school and plan their career. An integral part of the total education system, school counselors help students form healthy goals, mindsets and behaviors. With the aid of a school counselor, students learn to develop effective collaboration and cooperation skills, to practice perseverance, to develop time management and study skills, and to learn self-motivation and self-direction habits.

American School Counselor Association, 2021

The Elmira City School District is fortunate to have available a multitude of academic and supportive services for all students. One of the cornerstones of these services lies in the school counseling office. The school counseling department pulls together the academic, social, and emotional needs of each student, and makes sure that they are being met by the school and district in the most appropriate manner. School Counselors are advocates for the equitable treatment of all students in school and in the community.

The Comprehensive School Counselor Plan for the Elmira City School District delineates the process by which a student obtains services, and the roles of the School Counselor as case manager for the coordination of all services. In addition to functioning as case manager, the school counselor services can be separated into the following areas: Individual and Group Counseling, Career Education/Planning, College Planning, Scheduling and Parental Involvement. In light of the COVID-19 pandemic, the School Counselor Plan will be accommodated to different modes of learning (virtual, in-person and hybrid).

Our school counseling department is committed to each of our students. We believe that each student should have a relationship with their counselor, which is the foundation for achieving our goals. The counselors take the responsibility of being a role model and an advocate for all students.

The Elmira City School District Comprehensive School Counselor plan is aligned with the standards and student competencies developed by the American School Counselor Association for academic, personal/social, and career development and the New York State Social Emotional Learning Benchmarks.

Guiding Principles

- School Counselors are advocates for all students.
- A comprehensive counseling program serves all students Pre-k through 12, is written and contains a statement of philosophy and services provided.
- Teachers, school counselors, parents, and community leaders' collaborate to meet student ~~development~~ needs.
- The American School Counselor Association National Standards for School Counseling Programs form the basis for the school ~~counseling~~ comprehensive plan.
- Individual counseling, group counseling, school counseling curriculum, collaboration with stakeholders are implemented in grades Pre-K through 12.
- Students have access to equitable resources and supports.
- Data from systematic follow-up with students, parents, and stakeholders results in continuous program improvement.
- School Counselors will support building initiatives and provide Professional Development as relevant to the Comprehensive School Counseling Program.
- Annual review of ethical standards and school counselor professional competencies.
- School Counselors recognize and distinguish individual and group differences and strive to equally value all students and groups.
- All students will develop strategies to acquire the knowledge, attitudes, and skills to achieve their highest

academic, career, and personal/social potential.

- School Counselors, in collaboration with stakeholders, are invested in helping students make the transition from school to school, school to work, or school to higher education or career and technical education.

Program Objective

This comprehensive school program addresses students' needs in three domains: academic, career, and personal/social throughout their grades Pre-K – 12 schooling. This comprehensive school program serves every student, incorporates the American School Counselor Association Standards and Benchmarks as its foundation, is data driven, proactive and prevention-based, developmentally appropriate and supports school improvement. Our comprehensive school counseling program promotes and enhances the learning process for all students.

Philosophy and Goals

The Philosophy: The philosophy of all school counselors in the Elmira City School District is:

- To facilitate and support all students in academic, personal/social and career growth.
- To promote and enhance students' educational learning experiences through the development of skills in the domains of academic, personal/social and career.
- To continue professional growth and development through opportunities including but not limited to continuing education, district staff development opportunities, relevant experiences, study groups, department meeting.
- To foster an environment that encourages students to develop self-awareness, as well as understanding, tolerance, and acceptance of others' diverse qualities, backgrounds, beliefs, and aptitudes.

Program Commitments: The goals of the Elmira City School District comprehensive school counseling program reinforce the District Mission Statement and Core Beliefs. They include:

1. Social Emotional Commitment:

We commit to fostering students' social emotional learning through a system of supports that identify and meet the needs of students and families and will be monitored through program data points.

2. Academic/Attendance Commitment:

We commit to providing supports and targeted interventions intended to improve attendance and academic engagement.

3. College, Career and Civic Readiness Commitment:

We commit to preparing all students to become successful adults and productive members of society.

4. Overall District Climate:

We commit to providing students with a safe and supportive school climate.

These commitments are reinforced throughout the Comprehensive School Counseling Program and aligned with building level School Counselor Program goals.

Benefits of Comprehensive School Counseling Programs

Comprehensive developmental school counseling programs positively impact students, parents/guardians, teachers, the community, boards of education, administrators and school counselors. The benefits to each of these groups include the following:

Benefits for Students

- Focuses on all students
- Enhances students' academic performance
- Centers on students' needs
- Seeks students' input
- Encourages more interaction among students
- Provides a developmental and preventative focus
- Promotes knowledge and assistance in career exploration and development
- Enhances life coping skills
- Helps students feel connected to school
- Enhances students' personal/social development
- Develops decision-making skills
- Increases knowledge of self and others
- Broadens knowledge of our changing work world
- Increases opportunities for school counselor-student interaction
- Develops a system of long-range planning for students

Benefits for Parents/Guardians

- Enhances students' academic performance, and their career and personal/social development
- Encourages the input of parents/guardians
- Encourages outreach to all parents/guardians
- Provides support for parents/guardians regarding each child's educational development
- Increases opportunities for parent/guardian school counselor interaction
- Provides parents/guardians information about available resources
- Assures parents/guardians that all children will receive support from the guidance and counseling program

Benefits for Teachers

- Contributes to a team effort to enhance students' academic performance as well as their career and personal/social development
- Provides relevant curriculum ideas through the use of guidance and counseling grade level expectations
- Encourages teachers' input into the delivery of the comprehensive guidance and counseling program
- Establishes the school counselor as a resource/consultant
- Encourages positive, collaborative working relationships
- Defines the role of school counselors as educators

Benefits for the Community

- Encourages input from business, industry, labor, and other community partners including community mental health and social service agencies
- Provides increased opportunities for collaboration among school counselors and business, industry, labor, and other community partners including community mental health and social service agencies
- Enhances the role of the school counselor as a resource person
- Increases opportunities for business, industry, labor, and other community partners including community mental health and social service agencies to actively participate in the total school program
- Enhances students' academic performance as well as their career and personal/social development
- Supplies a future workforce that has decision-making skills, pre-employment skills, and increased worker maturity
- Facilitates the development of students as active responsible citizens

Benefits for the Board of Education

- Enhances students' academic performance as well as their career and personal/social development
- Encourages greater school/community interaction
- Provides a rationale for including a comprehensive guidance and counseling program in a school system
- Provides program information to district patrons
- Provides a basis for determining funding allocations for the program
- Provides ongoing evaluation data concerning the full implementation of the program, the work of school counselors within the program, and the attainment of relevant guidance and counseling student outcomes

Benefits for Administrators

- Enhances students' academic performance as well as their career and personal/social development
- Provides a clearly defined organizational structure for the comprehensive guidance and counseling program
- Establishes a clearly defined job description for school counselors
- Provides a way to supervise and evaluate school counselors
- Encourages administrative input and involvement in the implementation and evaluation of the comprehensive guidance and counseling program
- Provides a means of accountability through comprehensive guidance and counseling program, personnel and results evaluations
- Enhances the image of the comprehensive guidance and counseling program in the school community
- Promotes the work of school counselors as providers of direct services to students and parents as well as being a consultant and collaborator with teachers and administrators

Benefits for School Counselors

- Enhances students' academic performance as well as their career and personal/social development
- Places guidance and counseling in the mainstream of the total educational system
- Provides clearly defined organizational structure in which to work
- Reduces and strives to eliminate non-guidance and counseling activities while retaining fair-share responsibilities
- Offers the opportunity to reach all students
- Provides a systemic way to plan, design, implement, evaluate and enhance the District's comprehensive guidance and counseling program
- Outlines clearly defined responsibilities for helping students master guidance and counseling content, develop personal plans of student and assisting students needing help with their individual concerns

Adapted from the *Missouri Comprehensive Guidance Program*, Missouri State Department of Education.

The School Counselor

The school counselor is a certified professional educator who assists students, teachers, parents and administrators. Three generally recognized helping processes used by the counselor are counseling, consulting and coordination. Additionally, the skills of advocacy, leadership, collaboration and teaming are utilized to ensure the success of all students.

- **Counseling** is a complex helping process in which the counselor establishes a trusting and confidential working relationship. The focus is on problem-solving, decision-making and discovering personal meaning related to learning and development.
- **Consultation** is a cooperative process in which the counselor-consultant assists others to think through problems and to develop skills that make them more effective in working with students.
- **Coordination** is a leadership process in which the counselor helps organize and manage a school's counseling program and related services.
- **Advocacy** is a process in which the counselor advocates for students' educational needs and works to ensure these needs are addressed at each level of a child's school experience.
- **Leadership** is practiced by counselors when they are engaged in system wide change as needed to ensure student success.
- **Collaboration and teaming** is used by counselors to work with all stakeholders, both inside and outside of the school system, to create programs that support the academic achievement of all students.
- **Data** is utilized by counselors to measure the results of the program as well as to promote systemic change within the school system so every student graduates college- and career-ready.

Adopted by: American School Counselors Association Governing Board, December 2003

Resource: Dahir, C. A., & Stone, C. B. (2007). *School Counseling at the Crossroads of Change* (ACAPCD-05). Alexandria, VA: American Counseling Association.

The New Vision for School Counselors: Scope of the Work

LEADERSHIP	ADVOCACY	TEAM AND COLLABORATION	COUNSELING AND COORDINATION	ASSESSMENT AND USE OF DATA
Promote, plan, and implement prevention programs; career and college readiness activities; course selection and placement activities; social and personal management activities; and decision-making activities.	Make data available to help the whole school look at student outcomes.	Work with problem solving teams to ensure responsiveness to equity and cultural diversity issues as well as learning styles.	Hold brief counseling sessions with individual students, groups, and families.	Assess and interpret student needs, recognizing differences in culture, languages, values, and backgrounds.
Provide data on student outcomes, showing achievement gaps, and provide leadership for schools to view data through an equity lens.	Use data to affect change, calling on resources from school and community.	Collaborate with other helping agents (peer helpers, teachers, principals, community agencies, businesses).	Coordinate school and community resources for students, families, and staff to improve student achievement.	Establish and assess measurable goals for student outcomes from counseling programs, activities, interventions, and experiences.
Arrange one-on-one school mentoring to provide students additional support for academic success.	Advocate for student experiences to broaden students' career awareness.	Collaborate with school and community teams to focus on rewards, incentives, and supports for student achievement.	Be liaison between students and staff, setting high aspirations for all students and developing plans/supports for achieving these aspirations.	Assess barriers that impede learning, inclusion, and academic success for students.
Play a leadership role in defining and carrying out guidance and counseling functions.	Advocate for students' placement and school support for rigorous preparation for all students.	Collaborate with others to develop staff training on team responses to students' academic, social, emotional, and developmental needs.	Coordinate staff training initiatives to address student needs on a school wide basis.	Interpret student data for use in whole school planning for change.

The Delivery System

School counseling programs should provide needs assessment to students, staff and community as a basis for the delivery system. Understanding the immediate versus long term needs can set the methods of delivering activities under the four components of the system.

Individual Student Planning

These are the ongoing activities and services developed to assist every student in monitoring and managing educational, career and personal goals. School counselors will conduct individual advisement and placement by grade level.

Activities by Domain:

1. Academic
 - a. Review State Assessments
 - b. Review Academic Placement
 - c. Develop a Four-Year Plan (secondary level)
 - d. Identify academic strengths, skills and talents, and needs
 - e. Review post high school plans
2. Career
 - a. Develop an appropriate career assessment tool
 - b. Assist with Career Plan/Portfolio
 - c. Review weaknesses/strengths related to career assessment
 - d. Guide student selection towards a career plan
 - e. Review higher education, military or job placement opportunities
3. Personal/Social
 - a. Identify Extra Curricular Activities
 - b. Assess personal/social strengths and weaknesses periodically
 - c. Assess personal management skills
 - d. Implement techniques on dealing with stress

Responsive Services

Focused on the immediate needs of individuals. The school counselor can deliver this individually or through small or large groups, consultation, and information dissemination or crisis intervention.

Strategies of Implementation:

1. **Individual Counseling:** Anyone may initiate such counseling based on the needs of the student. Individual counseling is an opportunity to clarify a concern and guide the student to individual growth. Topics can include, but are not limited to: self-esteem issues, communication, peer relationships, adjustment to school, bullying, learning skills, family concerns and grief. The school counselor may take action through referrals or dissemination of information to appropriate support staff. The school counselor must act in accordance to the state, federal and district laws and policies with respect to confidentiality, suspected cases of abuse and threat of harm or violence.

2. **Crisis/Safety Team:** School counselors should be active participants in the crisis and safety teams within districts. Teams guide prevention and intervention services to all students. Individual or group counseling is a part of the school counselor's role with teams. In New York State, SAVE Law provisions may add to clarification of teams set up.
3. **Conflict Resolution:** School counseling programs provide formats to address conflict resolution. School counselors can provide activities that explore decision making process, alternative behaviors and exploration of feelings. Individual counseling sessions are appropriate as follow up. Conflict Resolution addresses safe school environments.
4. **Student Support Teams:** The school counselor is an integral member of student support teams. The school counselor may refer students to the support teams for academic planning, behavioral strategies and for additional support in overall performance. School counselors can provide data supporting the need for team decisions. School counselors function as case managers in developing an appropriate plan for success.
5. **Group Counseling:** School counselors must develop appropriate activities to address in small or large group settings. Topics may include safety, substance abuse, family issues, conflict resolution, academic performance and communication skills. School counselors are trained in group process and must be familiar with confidentiality issues.

Elmira City School District School Counseling Curriculum

1. Set Up
 - a. The curriculum aligns the American School Counselor Association competencies and New York Social Emotional Learning Standards.
 - b. The curriculum should be organized around the three domains of academic, personal/social, and career.
 - c. School counselors organize, collaborate with teachers, and refine the curriculum that addresses these primary areas of development.
 - d. The curriculum reflects activities for all students.
 - e. Keep in mind the Scope and Sequence of a curriculum: How much material should be delivered? At what grade levels should topics be introduced? What topics are appropriate for each grade levels?
2. Process
 - a. In Classroom:
 - i) Coordinate with teachers and identify activity
 - ii) Develop a lesson plan for the activity or unit. The lesson plan should be a written document that lists goals, competencies, learning standards to be achieved, evaluation methods and the grade level for implementing the activity.
 - b. Group Activities:
 - i) Conduct groups outside the classroom setting
 - ii) Topics are identified by the needs assessments
 - iii) Activities are designed to increase skills and knowledge of all participants

Program Delivery Priority 1

Social Emotional Learning Support

We commit to fostering students' social emotional learning through a system of supports that identify and meet the needs of students and families and will be monitored through program data points.

Individual Support		
Targeted Grade Level	Activity	Expected Outcomes
Pre-K – 6 th Grade	<ul style="list-style-type: none"> • Review and analyze data related to academic, social-emotional, attendance, and school climate • Referral for community-based supports and programs • Communicate regularly with families • Meet with students as needed to address a variety of SEL concerns • Participate as a member of Rtl, KidTalk, and CSE (when appropriate), Team meetings • Support transition programming • Identify and support targeted student needs • Establish plans and systems to help students be successful in the learning environment • Collaborate with stakeholders to identify and implement appropriate student supports • Complete Individual Progress Reviews (6th Grade) 	<ul style="list-style-type: none"> • All students will develop positive coping skills, self-awareness, self-management strategies, social awareness, responsible decision-making skills. Students will be able to demonstrate the strategies when appropriate. • School counselors will be one of the supportive adults that students can rely on for daily support
7 th -8 th Grade	<ul style="list-style-type: none"> • Review of progress reports, report cards and attendance reports • Facilitate Parent/Team Conferences • Participate as a member in Rtl, KidTalk and 504/CSE meetings • Complete referrals as needed to skill building supports such as APEX 	<ul style="list-style-type: none"> • Students will be able to set personal and academic goals based on their reports and evaluate their progress. Referrals will help students get the necessary framework to improve
9 th -12 th Grade	<ul style="list-style-type: none"> • Review and analyze Individual Graduation Plans • Participate in student intervention team • Attend 504/CSE meetings • Support school engagement of students 	<ul style="list-style-type: none"> • Regents requirements completed • Develop strategies to improve performance • Document reduced absences by identified students, report on student dropouts

9 th Grade	<ul style="list-style-type: none"> • Provide referrals to remedial and tutorial instructions (i.e., Credit Recovery, summer school, night school, tutoring) • Provide referrals to appropriate service providers • Meet with counselor for academic support • Individual counseling as needed for SEL support • Aid in transition from middle to high school in Grade 9 	<ul style="list-style-type: none"> • Student failure rates in all subject areas reduced • Students will be able to identify services in school and community • Students will be able to meet with counselor for schedule changes, employment, higher education/financial aid/scholarships, summer school, graduation requirements, remediation, and social services • Students will understand sequence and graduation requirements, create an appropriate schedule with school counselor, and be aware of academic and support services • Improve coping skills and utilize services to make appropriate adjustments in behavior in school setting
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Group Counseling

Targeted Grade Level	Activity	Expected Outcomes
Pre-K – 6 th Grade	<ul style="list-style-type: none"> • Staff and parent needs assessments will be completed to identify targeted areas • Classroom observations will be utilized for referral needs and specific skill instruction • Provide small group counseling on a variety of topics, including but not limited to social skills, friendship, grief, anger management, emotional management, etc. • Model, teach and provide opportunities to practice desired skills • Formal and informal groups are provided • Continual monitoring of student needs/behavior 	<ul style="list-style-type: none"> • Skills taught during small group counseling sessions will be transferred to all educational settings within the school. • Students will develop self-awareness to identify their personal growth. • Data points reflect desired change in behavior.

	<ul style="list-style-type: none"> Referral for community-based programs and supports 	
7 th and 8 th Grade	<ul style="list-style-type: none"> Formal and informal groups are provided as needed Referral to remedial or tutorial instruction Conference with students and families Referrals to outside agencies Deliver attendance letters to chosen students and families to improve attendance and communication Incoming presentations to rising 7th graders Parent Academy sessions for parents and students to help familiarize them with schedules, lockers, and the building Individual tours for new students and families 	<ul style="list-style-type: none"> Students will be able to demonstrate the necessary academic, attendance and behavioral skills needed to be successful. Families that engage in services, meetings or visits will increase their self-awareness and family involvement,
9 th -12 th Grade	<ul style="list-style-type: none"> Development of groups in collaboration with school staff to determine needs is done on a yearly basis 	<ul style="list-style-type: none"> Helping students develop social and coping skills.

School Counseling Curriculum

Targeted Grade Level	Activity	Expected Outcomes
Pre-K – 6 th Grade	<ul style="list-style-type: none"> Monthly classroom lessons aligned with the CASEL and NYS Social-Emotional Learning Standards will be provided by the School Counselor Additional classroom lessons available upon individual teacher request and classroom need Participation in Restorative Circles 	<ul style="list-style-type: none"> Students will be able to demonstrate desired skills and behaviors referenced during lessons. Lessons are taught in collaboration with classroom teachers and when applicable connected to classroom activities and curriculum.
7 th and 8 th Grade	<ul style="list-style-type: none"> Complete Individual Graduation Plans with students annually School Counselors will push into Family and Consumer Science classes to help complete the career plan 	<ul style="list-style-type: none"> Students will be able to identify coping skills, self-care strategies and career areas of interest that align with their strengths. This exploration will occur using the Naviance-College and Career Readiness Solution. Students will be on track to being college and career ready.
9 th -12 th Grade	<ul style="list-style-type: none"> Classroom Lessons conducted on social-emotional learning 	<ul style="list-style-type: none"> Increase in social awareness, self-awareness, self-

		management, relationship skills, and responsible decision making through pre and post observation.
Collaboration with Stakeholders (Parents, Teachers, Community Partners)		
Targeted Grade Level	Activity	Expected Outcomes
Pre-K- 12 th Grade	<ul style="list-style-type: none"> • Frequent and ongoing communication with families as needed • Multiple avenues of communication will be utilized (website, handouts, Schoology, etc.) • Home visits for identified families • Collaboration with School Social Worker, School Psychologist, and other school staff to determine social emotional needs of students • Referral to community partners as appropriate • Collaboration with parents during conferences and meetings to address the needs of students • Educating stakeholders about the resources available • Collaboration with community agencies 	<ul style="list-style-type: none"> • Awareness to access of resources available • Increased understanding of coping skills • Fewer disciplinary referrals • Increased attendance, passing rates, graduation rate • More appropriate support to students and families

Program Delivery Priority 2

Academic/Attendance

We commit to providing supports and targeted interventions intended to improve attendance and academic engagement.

Individual Support		
Targeted Grade Level	Activity	Expected Outcomes
Pre-K – 6 th Grade	<ul style="list-style-type: none"> • Outreach identified families prior to the start of the school year to offer proactive supports • Targeted interventions based on social-emotional needs of students • Increase positive school connections to encourage engagement and attendance • Check In/Check Out systems 	<ul style="list-style-type: none"> • Students are identified and provided support in their area of need • Reduced student anxiety and school avoidance • Increase positive connections to school staff and school community • Reduce chronic absenteeism

	<ul style="list-style-type: none"> • Individual student plans based on need • Referral to community-based supports and services • Communicate regularly with families 	<ul style="list-style-type: none"> • Improve daily attendance with decrease in late arrivals • Improve engagement, academic and personal/social growth
7 th -8 th Grade	<ul style="list-style-type: none"> • Running monthly attendance reports to identify students who are not attending • Establish an attendance improvement plan for students identified • Home visits for student not attending • Maintaining data related to attendance communication (phone calls, emails, attendance letters) • Referral to outside agencies 	<ul style="list-style-type: none"> • Increase student time in class • Reduction in chronic absenteeism
9 th -12 th Grade	<ul style="list-style-type: none"> • Identifying students in need through teachers, parents contact, and Dean of Students • Discussing stress and/or trauma that are keeping students out of school • Referrals to community agencies as needed 	<ul style="list-style-type: none"> • Increase support for student • Improved attendance

Group Counseling

Targeted Grade Level	Activity	Expected Outcomes
Pre-K – 6 th Grade	<ul style="list-style-type: none"> • Connect students with peers experiencing similar needs • Referral to additional trauma-focused supports such as Grief and Loss Program and Circle of Friends 	<ul style="list-style-type: none"> • Increase positive connections to school staff and school community • Students are actively engaged in the learning process
7 th and 8 th Grade	<ul style="list-style-type: none"> • Based on surveys and assessments, groups will be offered as needed to address specific topics 	<ul style="list-style-type: none"> • Students will gain knowledge about the topic and be able to effectively integrate the skills taught into their everyday lives.
9 th -12 th Grade	<ul style="list-style-type: none"> • Academic/SEL support groups • College/Career readiness groups • Grief Group • Anxiety Group 	<ul style="list-style-type: none"> • Increased academic success and building peer relationships • Students will understand new updates related to applying to colleges, taking standardized tests, and other college updates • Learn lifelong coping strategies for stressful events • Increase peer support

School Counseling Curriculum		
Targeted Grade Level	Activity	Expected Outcomes
Pre-K – 6 th Grade	<ul style="list-style-type: none"> Focus on importance of attendance will be emphasized during monthly classroom lessons wherever appropriate In addition to monthly topics, classroom lessons will be taught based on specific needs of a class 	<ul style="list-style-type: none"> Students will feel safe, secure, and supported at school
7 th and 8 th Grade	<ul style="list-style-type: none"> Provide classroom resources as needed Build strong relationships with all students in order to establish a support system within the building Provide academic support, and stress management skills 	<ul style="list-style-type: none"> Improvement in school climate Increase in empathy and school connectedness
9 th -12 th Grade	<ul style="list-style-type: none"> Providing classroom resources related to stress management, academic support, and building relationships 	<ul style="list-style-type: none"> Increased understanding of resources Increase connectedness to support school culture
Collaboration with Stakeholders (Parents, Teachers, Community Partners)		
Targeted Grade Level	Activity	Expected Outcomes
Pre-K- 12 th Grade	<ul style="list-style-type: none"> Liaison for support to resources between school, community providers, and families Referral to community supports for academic and emotional needs Collaborate with school staff to plan and implement targeted interventions 	<ul style="list-style-type: none"> Increased school engagement Create a safe and secure environment that is conducive for learning Identified students will receive support through referral to the appropriate program Growth in the area of academic and personal/social skills for students

Program Delivery Priority 3

College, Career and Civic Readiness

We commit to preparing all students to become successful adults and productive members of society.

Individual Support		
Targeted Grade Level	Activity	Expected Outcomes
Pre-K – 6 th Grade	<ul style="list-style-type: none"> Individual Progress Reviews will be completed by all students Career plans will be completed by all students 	<ul style="list-style-type: none"> Students explore a variety of post-secondary options including college, career, and workforce options

7 th -8 th Grade	<ul style="list-style-type: none"> Review academic graduation requirements Students will complete various interest inventories and learning style surveys Students will identify their personality type/interest areas and discover related careers Students will learn about GST BOCES CTE Programs, and requirements to participate Students will be familiar with the world of work and preparation needed for various careers (and correlation to school expectations) 	<ul style="list-style-type: none"> Students will be able to accurately discuss the number of credits needed to graduate from high school and the coursework that they need to complete. Students will be able to correlate the real-life connections from school to work
9 th Grade 10 th Grade 11 th Grade 12 th Grade	<ul style="list-style-type: none"> Meet with school counselor once a year to complete career exploration activities through Naviance Provide information on GST BOCES and New Visions through group presentations and individual meetings Tech Tuesdays Aptitude tests (i.e., ASVAB) Career shadowing/career related internships Find Colleges with school finder Track college applications Scholarship information Discuss post high school plans 	<ul style="list-style-type: none"> Students will be able to understand information related to careers and work values Students will opportunities related to GST BOCES and New Visions Students will learn about strengths through aptitude tests Learn about daily tasks of careers of interests through job shadowing opportunities Increased awareness of post-secondary educational opportunities appropriate to their interests, abilities, and plans Be prepared to participate effectively in the college admissions process Students will learn about financial aid and other financial resources
Group Counseling		
Targeted Grade Level	Activity	Expected Outcomes
Pre-K – 6 th Grade	<ul style="list-style-type: none"> Teach and reinforce skills needed to be contributing members of the school community and eventually their communities as they get older 	<ul style="list-style-type: none"> Students demonstrate positive pro-social skills that allow them to be successful in the community, classroom, and workforce.
7 th and 8 th Grade	<ul style="list-style-type: none"> Coordinate with the Career Development Council to provide additional career expertise, 	<ul style="list-style-type: none"> Students will learn about new careers and areas of interest

	including career speakers, career fairs, career panels, as available	
9 th -12 th Grade	<ul style="list-style-type: none"> • Career and college readiness activities • College planning workshops • College Fair/Open House • FAFSA Night • College/Military representative visits 	<ul style="list-style-type: none"> • Understanding the process of applying to colleges • Students and families will learn about FAFSA
School Counseling Curriculum		
Targeted Grade Level	Activity	Expected Outcomes
Pre-K – 6 th Grade	<ul style="list-style-type: none"> • Paws in Jobland (Pre-K – 5th Grade) • Career Day/Career Speakers • Career Plans • Career Skill of the Month 	<ul style="list-style-type: none"> • Students will be exposed to and have the opportunity to explore many careers in our community • Students will connect personal interests and academic skills to potential post-secondary options
7 th and 8 th Grade	<ul style="list-style-type: none"> • Students will complete their Individual Graduation Plan and Career Plan 	<ul style="list-style-type: none"> • As a result of the Career Plan/IGP completion, students will continue to explore various careers and colleges available
9 th -12 th Grade	<ul style="list-style-type: none"> • Classroom lessons related to resume building • College searches • Interest inventories • Scholarship Awareness 	<ul style="list-style-type: none"> • Strengthen self-advocacy through resume building related to academic achievement, activities, and interests
Collaboration with Stakeholders (Parents, Teachers, Community Partners)		
Targeted Grade Level	Activity	Expected Outcomes
Pre-K- 12 th Grade	<ul style="list-style-type: none"> • Build connections to community members willing to support college and career development initiatives • Collaboration with families for all students regarding scheduling for academic and graduation planning • Facilitating support networks for identified students • Collaboration with parents regarding academic IGP's (9th-12th Grade) 	<ul style="list-style-type: none"> • Students will build relationships and connections that will help develop skills needed for college and career readiness. • Students will develop self-awareness and self-advocacy skills as it relates to future planning

Program Delivery Priority 4

Overall District Climate

We commit to providing students with a safe and supportive school climate.

Individual Support		
Targeted Grade Level	Activity	Expected Outcomes
Pre-K – 6 th Grade	<ul style="list-style-type: none"> • Individual counseling as needed • Check-in/Check-Out • Student interviews/surveys specific to school climate • Student awards and recognition 	<ul style="list-style-type: none"> • Students will develop pro-social skills that help them build and maintain relationships with others while also contributing to a positive school climate
7 th -8 th Grade	<ul style="list-style-type: none"> • Provide individual counseling • Check-ins 	<ul style="list-style-type: none"> • Students will feel confident in their abilities • Students will feel safe in school
9 th -12 th Grade	<ul style="list-style-type: none"> • Identify high risk students who may be in need of additional support • Provide individual counseling, check-ins and referrals for those students who are identified 	<ul style="list-style-type: none"> • Students will be able to identify services at school and in the community • Students will be able self-advocate when they need to meet with school counselor or trusted adult when needing additional support
Group Counseling		
Targeted Grade Level	Activity	Expected Outcomes
Pre-K – 6 th Grade	<ul style="list-style-type: none"> • Group counseling provided for topics such as social skill development, social problem-solving skills, friendship, anger management, etc. • Peer mediation process taught and utilized as needed 	<ul style="list-style-type: none"> • Students will gain social skills that will lead to greater self-regulation, self-awareness, and social problem-solving skills that will enhance relationships with others and lead to improved decision making and academic and personal social growth in school
7 th and 8 th Grade	<ul style="list-style-type: none"> • Conduct student panel surveys • Group counseling provided as needed to focus on empathy, social skills, and kindness 	<ul style="list-style-type: none"> • Students will be able to show empathy towards their peers • Students will be able to resolve conflict using conflict resolution skills
9 th -12 th Grade	<ul style="list-style-type: none"> • Coordinate groups of students to come up with ideas to promote an accepted school environment where all students feel comfortable to be who they are 	<ul style="list-style-type: none"> • The overall sense of belonging at school for all students

School Counseling Curriculum		
Targeted Grade Level	Activity	Expected Outcomes
Pre-K – 6 th Grade	<ul style="list-style-type: none"> • Students will learn a variety of pro-social skills, communication, and social problem-solving skills through monthly classroom lessons • School counselors will support classroom teachers with the implementation of Second Step curriculum 	<ul style="list-style-type: none"> • Students will utilize skills taught across academic settings and in the community to effectively manage relationships, communicate needs, and resolve conflict appropriately • Increase in pro-social behaviors and sense of belonging among students
7 th and 8 th Grade	<ul style="list-style-type: none"> • Classroom lessons that focus on empathy, social skills, and kindness 	<ul style="list-style-type: none"> • Students will be able to show empathy and problem solve with peers
9 th -12 th Grade	<ul style="list-style-type: none"> • Provide classroom resources as needed related to school safety and positive environment for all students to be successful • School spirit week to ensure unity and acceptance • Positive character award recognition and honor roll 	<ul style="list-style-type: none"> • Increase in social awareness, self-management, relationship skills, and unity
Collaboration with Stakeholders (Parents, Teachers, Community Partners)		
Targeted Grade Level	Activity	Expected Outcomes
Pre-K- 12 th Grade	<ul style="list-style-type: none"> • Students, staff, and families will complete school climate surveys • School counselors will support the implementation of the MTSS plan for SEL • Special activities to foster positive school climate such as: Spirt Week, The Great Kindness Challenge, Unity Day • On-going data analysis to identify students in need and trends needing to be addressed • Referrals to outside agencies to provide additional supports as appropriate 	<ul style="list-style-type: none"> • Students , staff, and families feeling welcomed across the district • Students self-reporting feelings of safety, connectedness and belonging at school • Increase in family involvement with schools • Fewer discipline referrals • Increased attendance, with a decrease in chronic absenteeism • Increased passing rate • Increased graduation rate • Awareness of resources available

Grades Pre-K through 6th
School Timeline of Activities for School Counselors

July

- School Counseling Advisory Committee meetings with Director of Student Services to update district counseling plan

September-June

- Provide monthly themed classroom lessons to each class
- Provide group and individual counseling supports as needed
- Provide crisis and other responsive services as needed
- Provide conflict resolution and mediation sessions as appropriate
- Maintain on-going communication with parents/guardians via phone calls, emails, and appointments
- Attend team meetings as needed
- Attend building CSE, 504, Kidtalk and RtI meetings as requested
- Provide teachers and school staff with support as needed
- Attend parent/teacher conferences as requested
- Attend Superintendent hearings as requested
- Collaborate with community agencies as is appropriate
- Serve as building liaison with outside agencies and programs
- Attend meetings with Family Services Therapist/Social Worker as needed to review caseload
- Attend district level school counseling meetings as scheduled
- Promote school engagement
- Monitor student attendance throughout the year and offer supports at home and school as needed
- Schedule home visits as necessary
- Support and provide parent academies
- Collaborate with feeder schools to provide transitioning programming for students moving from 2nd-3rd grade and 6th-7th grade
- Complete career plans with all students
- Complete Individual Progress Reviews (6th grade only)
- Coordinate college and career readiness activities beyond monthly classroom lesson
- Coordinate DASA month activities, Unity Day, and the Great Kindness Challenge and other SEL themed events school-wide

Ernie Davis Academy (EDA) Timeline of Activities
for School Counselors (7th and 8th grade)

July and August

- Assist with summer school registration to include home visits and parent/student contacts
- Meet with Administrators to coordinate work for the upcoming year
- Transition planning
- Welcome newly registered students
- Address parent/student scheduling concerns
- Prepare and assist with orientation programs
- Parent Academy Sessions
- New Student Tours
- Schedule changes as requested
- Collaborate with Administrators and Control Clerk

September-June

- Attend weekly team meetings
- Resolve scheduling conflicts and pass along to admin
- Begin individual and groups as needed
- Provide crisis, career, family, conflict resolution and mediation sessions as needed
- Naviance
- Parent communication via phone calls, emails or appointments regarding progress of their student
- Monitor attendance of students and make referrals, if necessary
- Home Visits
- Collaboration with community agencies
- Assist parent/student with home tutoring if needed
- 504 meetings
- Attend building CSE meetings
- Weekly PLC meetings
- Faculty support as needed
- Attend Superintendent Hearings as scheduled
- Refer to appropriate school personnel for specific needs
- Attend district level and building level school counseling meetings
- Facilitate parent and team meetings
- Meet with students at feeder schools to complete scheduling for incoming 7th graders
- Additional Transition activities as needed
- Liaison for Career Development Council
- Attend building awards ceremonies
- Meet with and provide transition materials to BWA Counselors and Admin to discuss rising 9th graders

**Broadway Academy Timeline of Activities for
School Counselors (9th grade)**

July and August

- Assist with summer school registration to include home visits and parent/student contacts
- Finalize report cards for the school year
- Transition from “old” to “new” school year.
- Review and process summer school results with Administration
- Welcome new students registering for the Fall
- Address parent/student scheduling concerns
- Prepare information for orientation programs
- Assist with orientation programs
- Provide Parent Academy for transition to 9th grade

September – June

- Establish team meeting times and policies/procedures
- Registering and scheduling of new students
- Resolve scheduling conflicts for students
- Resolve scheduling conflicts for students
- Provide crisis, career, family, conflict resolution and mediation sessions as appropriate
- Parent communication via phone calls, emails or appointments regarding progress of their student
- Attend weekly team meetings
- Monitor attendance
- Attend weekly support staff meetings
- Collaboration with community agencies
- Coordinate home tutoring
- Attend building CSE, 504, and other meetings
- Career exploration with career development speakers
- Attend district and building level school counseling meetings
- Faculty support as needed
- Referrals to community supports
- Naviance
- Meet with EDA Administration and counselors to discuss rising 9th grade students
- Attend Superintendent Hearings
- Failure letters completed and mailed home
- Weekly PLC meetings with grade level counselors
- Monthly professional development

Elmira High School Timeline of Activities for School Counselors

On-Going Activities

- College applications
- College scholarships
- Parent meetings
- Teacher meetings
- CSE/ 504/RTI meetings
- New student intakes
- Credit recovery signups
- Online signups
- NCAA Clearing House Updates
- Community agencies communications
- Duties
- SCEP team
- Finance Academy Advisory Board

Semester 1:.

- Review Summer School grades and adjust schedule accordingly
- Hand schedule co-taught students
- Resolve conflict on schedule
- Balance classes
- Schedule changes
- Open house
- PSAT (signups and administration)
- Senior reviews
- College visits
- Financial aid night
- ASVAB (signups and proctoring)
- ACE list finalized and rosters
- Jan Exam retake lists completed
- Senior reviews and IGP's
- 10th grade meetings and IGP's
- NHS applications
- Community Foundation workshop with student 2nd semester schedules adjusted
- Regents Exams
- Credit Recovery Registration

Semester 2:

- 2nd semester schedules finalized
- Course selection sheets finalized
- 11th grade IGP reviews and scheduling
- 10th grade IGP reviews and scheduling
- Jeopardy letters/non-grad letters/meetings/phone calls
- Senior exit interviews
- Scholarship list for senior day
- Graduation preparation
- ACE schedule finalized for following school year
- Credit recovery registration
- Summer school registration
- Rotary Youth Salute Presentation
- BOCES Tech Presentation
- New Visions Presentation
- Process BOCES Tech applications
- Process New Visions Apps

July

Summer School Registration



Appendix B*

PROGRAM ASSESSMENT		<i>*revised for clarity 5/2020</i>			
This scored list can help assess implementation of the amended Part 100.2(j) of the Commissioner's Regulation with related American School Counselor Association National Model¹ components.					
IMPLEMENTATION RATING 1= None 2= Beginning 3= Developing 4= In Full Practice		1	2	3	4
1. DEFINE					
a. Program vision and mission are developed in alignment with district vision and mission.					
b. Relevant student competencies and standards K-12 are adopted to provide measurable knowledge, attitude and skill outcomes for students.					
c. School counselor professional competencies and ethical standards are regularly reviewed and applied.					
2. MANAGE					
d. All students K-5 have access to a certified school counselor and the comprehensive program.					
e. All students 6-8 have access to a certified school counselor and the comprehensive program.					
f. All students 9-12 have access to a certified school counselor and the comprehensive program.					
g. Program focus and annual goals are developed in alignment with district goals.					
h. Program delivery is mapped including district goal, activities and services, students served, timeline, student standards, program objectives, staff and resources needed, evaluation/assessment methods.					
i. Program monthly and annual calendars are developed/revised for communicating about the program.					
j. An Advisory Council meets twice annually to review program goals and results, and provide advisement.					
3. DELIVER					
k. An annual individual progress review is provided to all students 6-12 by a certified school counselor to review each student's career/college planning, academic progress and social/emotional development.					
l. Core curriculum instruction is provided by a certified school counselor to all students K-5 addressing student competencies in career/college readiness, academic skills and social/emotional development.					
m. Core curriculum instruction is provided by a certified school counselor to all students 6-8 addressing student competencies in career/college readiness, academic skills and social/emotional development.					
n. Core curriculum instruction is provided by a certified school counselor to all students 9-12 addressing student competencies in career/college readiness, academic skills and social/emotional development.					
o. Direct and indirect student services are provided K-5 to assist students with academic, attendance and behavior needs such as individual and group counseling, advisement, consultation, and referral.					
p. Direct and indirect student services are provided 6-8 to assist students with academic, attendance and behavior needs such as individual and group counseling, advisement, consultation, and referral.					
q. Direct and indirect student services are provided 9-12 to assist students with academic, attendance and behavior needs such as individual and group counseling, advisement, consultation, and referral.					
r. information on college and careers is provided to all students in grades K-5.					
s. information on college and careers is provided to all students in grades 6-8.					
t. information on college and careers is provided to all students in grades 9-12.					
4. ASSESS					
u. Program results data is analyzed annually resulting in gap action plans and program adjustments.					
v. A program outcomes report is presented to the district board of education annually.					
w. The Advisory Council provides a report to the district board of education annually.					
x. The Program is posted on the school website(s).					
y. The Program is posted on the district website.					
SUBSCORES					
TOTAL SCORE		/100			

¹see ASCA National Model 4th edition (2019). Alexandria, VA: American School Counselor Association; or visit: <https://www.schoolcounselor.org/school-counselors-members/asca-national-model>

Elmira City School District



Riverside Elementary School
409 Riverside Avenue
Elmira, NY 14904

Phone: (607) 735-3850
Fax: (607) 735-3859

This is an example of the letter that is sent home regarding career plans.

Date

Dear Parent/Guardian,

New York State requires that each student in Grades K-12 complete a "Career Plan". Children start to make decisions about work when they are very young. Learning about different career options helps inspire young children to go after their dreams as they grow.

Career Plans help students think about their personal interests and skills and how those relate to their future career options. Also, Career Plans are a way for students to connect their learning experiences across subject areas. It documents a history of achievement that students build from elementary school to high school.

Please find a copy of your child's 2021-2022 Career Plan attached. This is a copy for you to keep. *You do not need to sign it or return it.* The original copy is kept in your child's permanent folder that will travel with them to each school they attend within the Elmira City School District. On the back of this letter, please find some helpful ways to encourage your child to continue thinking about various careers.

If you have any questions or concerns, please feel free to reach out to us at 607.735.3867.

Together in Learning,

Name
School Counselor
School

How can I encourage my child to think of various careers, jobs and professions?

1. **Create opportunities for career exposure:** Describe the work that individuals are doing and provide children with a name of the occupation. For example: *Look over there! That's a police officer in her police car. Police protect the public and help with emergencies. That's a painter wearing their white overalls. Painters apply paint, stain, and coatings to walls and ceilings, buildings, large machinery and equipment, and other structures. Painters work indoors and outdoors.*
2. **Model curiosity:** Model curiosity about the work of others. Pose questions that you explore and wonder about together. For example: *What does a mechanic do each day? What decisions do they have to make? What do they like about their job? How did they become a mechanic? Did they have to go to trade school? Do you think you would like to be a mechanic?*
3. **Talk about the process:** Use goal setting to encourage your child's understanding of the steps involved with a job/career choice. For example: *How do you become a doctor?* Brainstorm steps together: *graduate high school, volunteer in a hospital, go to college to study medicine.* These discussions will help children move beyond a simplistic understanding of career associated with uniform or objects (i.e., you're a doctor if you wear a stethoscope).
4. **Ask them to imagine their future:** Promote self-reflection and perspective-taking by asking children to imagine their life in 10 or even 20 years. Ask them questions about what they want to do each day, how they want to spend their time, what leisure activities they want to do regularly and what work they might like doing.
5. **Use the power of play!** Provide opportunities for children to play with toys that represent occupations (e.g., stethoscope, chef's hat, tools, aprons, notepad, hairbrush, etc) and then explain how these toys are related to careers.
6. **Personal Connections!** Talk in positive ways about the work that YOU enjoy doing around the house or elsewhere. Doing so will help your child develop positive skills about working, learning, and living.

What websites or books could I use to encourage my child to continue learning about Careers at home?

1. *Google book read alouds.* Some examples of age-appropriate books include [When I Grow Up](#) by Elyse Sitner Barroway, [ABC What Can I Be](#) by Sugar Snap Studio, [My Daddy the Amazing Nurse](#) by Donald Jacobsen, and [What Shoes Will You Wear](#) by Julia Cook.
2. This interactive site includes a separate Grades K-5 area that features unusual occupations, career books to color, digital activities, contests, puzzles and more. <https://www.vaview.net/>
3. *Career Videos available on YouTube:*
 - "Jobs and Occupations for Kids- What Does He/ She Do?"
<https://www.youtube.com/watch?v=G5UHA2sf-IE>
 - "Jobs I Can Have When I Grow Up"- Guessing Game on Highlights Website-
https://www.youtube.com/watch?v=-pVyrW_vwaw
 - Jobs and Occupations- Vocabulary for Kids-
<https://www.youtube.com/watch?v=ugsRzHMIF2o>

ELMIRA CITY SCHOOL DISTRICT

Career Plan

Elementary Level—Second Grade

Name: _____

School: _____

Teacher: _____

School Counselor: _____

Date: _____



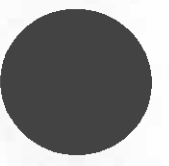
“What I Want To Be When I Grow Up”




“What I Like to Do Outside of School”



“A Job I Learned About This Year”



This is the Elmira City School District edition of the Great Kindness Challenge











The Great Kindness Challenge.
Elmira City Schools Edition

Kindness Matters!

Complete each of the acts of kindness and receive a prize. Please have your grown up sign the bottom once you have completed each box and then return this form no later than January 31st to your school. #GreatKindnessChallenge

Acts of Kindness

<input type="checkbox"/> Write a thank you note or draw a picture for your mail carrier. 	<input type="checkbox"/> Tell your teacher one thing that you love about them. 	<input type="checkbox"/> Call or video chat a relative you haven't seen in a while. 
<input type="checkbox"/> Give someone at your home a big hug and tell them you love them. 	<input type="checkbox"/> Say hello and smile at 10 people. 	<input type="checkbox"/> Draw/write a positive note for a family member and leave it where they can find it. 
<input type="checkbox"/> Ask your grown up what kindness means to them and how they show kindness. <p style="text-align: center; font-weight: bold; color: green;">KINDNESS</p>	<input type="checkbox"/> Show kindness to someone at your school by giving them a note, drawing or video (nurse, custodian, principal, special area teacher, lunch helper, etc). 	<input type="checkbox"/> Help a family member at home with as many things as you can. 
<input type="checkbox"/> Make 5 hearts and give them to friends. 	<input type="checkbox"/> Use positive words the whole day. <p style="text-align: center; font-weight: bold; color: purple;">*POSITIVE MINDSET*</p>	<input type="checkbox"/> Compliment at least 5 people. <p style="text-align: center; font-weight: bold; color: blue;">AWESOME!</p>

Your Name Here

Adult Signature Here

September/October 2022
Primary Edition

Elmira City School District

Elementary Counseling Newsletter

Meet the Elementary School Counselors:

As we start the 2022/23 school year, we would like to share with you the names and building assignments for each of the Elementary School Counselors. We look forward to working with you and helping your children succeed.

<u>Counselor:</u>	<u>Building:</u>	<u>Phone:</u>
Mr. Steve Mastronardi	Diven Elementary	735-3717
Ms. Anna Grazioso	Fassett Elementary	735-3930
Mrs. Kimberly Webster	Riverside Elementary	735-3867
Mrs. Michelle Wichtkowski	Pine City Elementary	735-4708
Ms. Sonja Jennings	Beecher Elementary	735-3521
Mrs. Linda Kelahan	Hendy Elementary	735-3780
Ms. Sarah Klotz	Broadway Elementary	735-3613
Mr. Tyler Easterbrook	Coburn Elementary	735-3680

Words of Wisdom:

“Unity is strength...when there is teamwork and collaboration, wonderful things can be achieved”

-Mattie Stepanek (American Poet)



September Social/Emotional Learning Themes:

	September	October
Character Trait	Responsibility	Respect and Empathy
Career Skill	Come prepared with materials	Collaboration
Book of the month	<u>But It's Not My Fault</u> By Julia Cook	<u>A Little Respectful Spot</u> By Diane Alber
Awareness Dates	9/11 Grandparent's Day 9/21 International Day of Peace	10/5 World Teacher's Day 10/2-8 Mental Health Awareness Week 10/19 Unity Day

Inside the Classroom

September:

During the month of September we visited each classroom to introduce ourselves and share all the ways School Counselors help in school including social/emotional, academic and behavioral support. We also discussed ways students can best be prepared for school.

October:

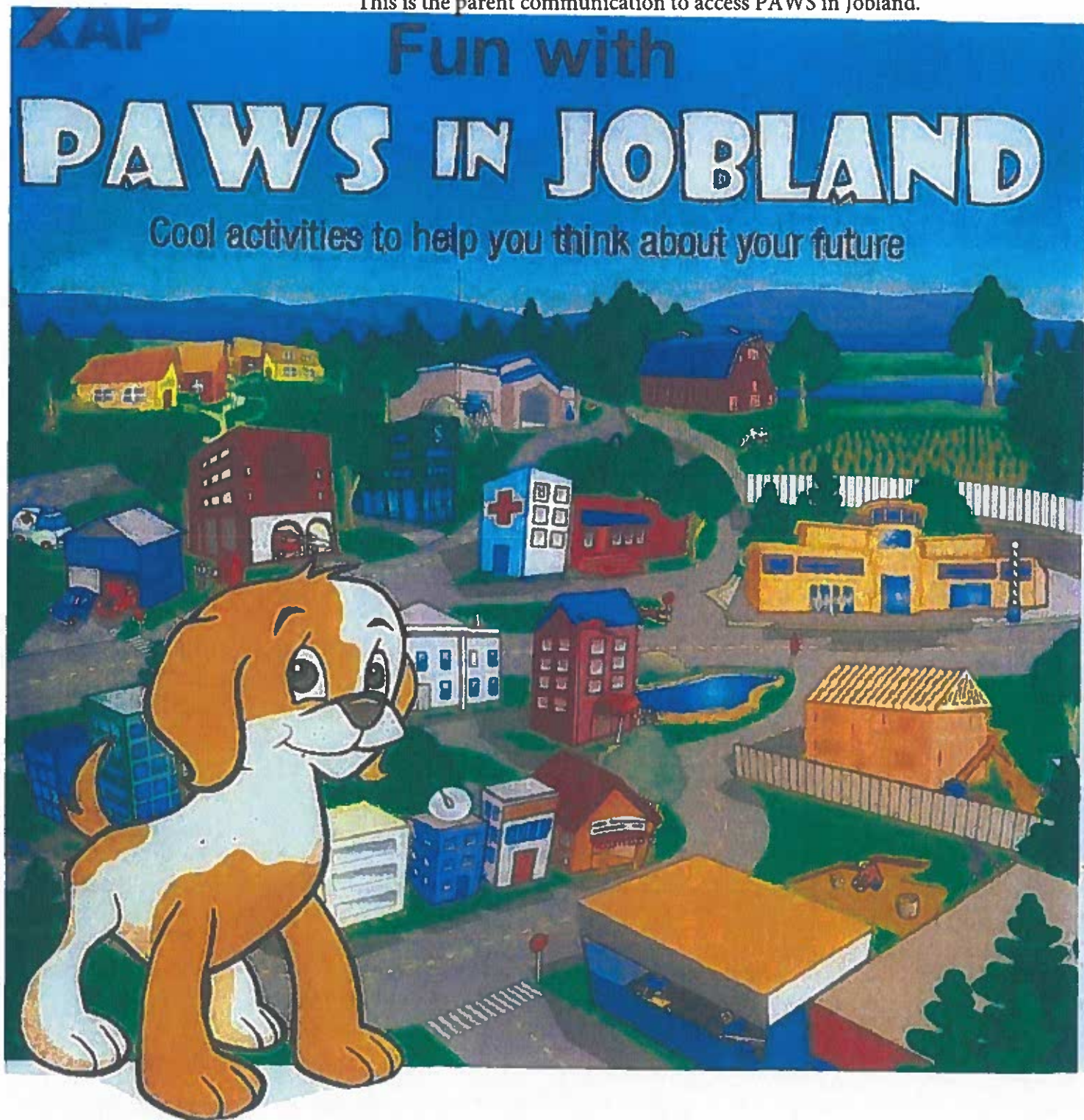
In October, we will focus on The Dignity for All Students Act (DASA). We will focus on the character traits of empathy and respect, and actions students and staff can take to ensure each school is a safe and positive place for learning. Students will gain a clear understanding of the resources available in school and strategies for resolving issues if they arise.

Unity Day

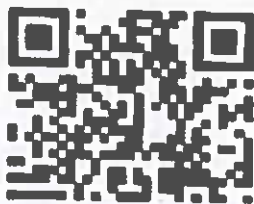
October 19, 2022

*By wearing orange we show our spirit and interest in
standing together
for kindness, acceptance & inclusion
and against bullying*

This is the parent communication to access PAWS in Jobland.



This month during the School Counselor classroom lesson, students were introduced to "Paws in Jobland". This is a completely free resource that all students in ECSD have access to. It has neat, interactive games and ways for students to explore the world of work. Please check it out! ~Mrs. Webster



These are our SEL Elementary lesson topics this year.

SEL ELEMENTARY CROSSWALK

2023-2024

September

School Counselor Topic: Counselor Introduction and School Readiness

Monthly Character Traits: Responsibility & Self-Control

October

School Counselor Topic: DASA/Empathy/Respect

Monthly Character Traits: Respect & Self-Advocacy

November

School Counselor Topic: Mindfulness

Monthly Character Traits: Gratitude/Thankfulness & Manners

December

School Counselor Topic: Feelings Identification/Self-Regulation

Monthly Character Traits: Generosity/Giving & Helpfulness

January

School Counselor Topic: Erin's Law/Personal Safety

Monthly Character Traits: Kindness & Courage

February

School Counselor Topic: Friendship/Healthy Communication and Social Problem Solving

Monthly Character Traits: Cooperation & Caring

March

School Counselor Topic: Careers (Paws in Jobland)

Monthly Character Traits: Honesty & Integrity

April

School Counselor Topic: Career Plans

Monthly Character Traits: Acceptance & Inclusion

May

School Counselor Topic: Growth Mindset

Monthly Character Traits: Perseverance & Grit

June

School Counselor Topic: End of the Year Reflection/Future Goal Setting

Monthly Character Traits: Positivity & Determination

NEW YORK STATE EDUCATION DEPARTMENT

Career Plan

Elementary Level—Grades 4 and Up

(This is an Example of the intermediate Career Plan utilized in Grades 4-6)

1. Personal Data

Name: _____

Student Identification Number: _____

School: _____

2. Knowledge

A. "Who am I?"

1. My interests: Personal Interests (things that I like to do) and School Interests (subjects that I enjoy)

Grade Level:	Personal Interests:	School Interests:

2. Things I am good at:

Grade Level:	Things I am good at:

B. Extracurricular Activities: Things I do inside of school and outside of school that are not related to academics.

Grade Level:	Inside of School	In the Community/outside of school	What skills do I use during this activity that will help in a future career?

C. What do I want to be when I grow up?

Grade Level:	What I want to be when I grow up:	What education I need:

D. My Career of Choice: _____

a. Skills Application: This is how I will use these skills in my future career.

SKILL	HOW I WILL APPLY SKILL
Math	

ELA/Writing	
Organizational/Study Skills	
Time Management	
Social Skills/Interpersonal	

7th and 8th GRADE AT ERNIE DAVIS ACADEMY CAREER PLAN

(Derived from NYS Education Department Career Plan - Intermediate Level)

This is an example of the 7th and 8th grade Career Plan utilized with middle school students

1. Personal Data

Name:

Student Identification Number:

2. Review of Student Career Plan

		Possible Participants <i>(Initials)</i>				
Grade Level:	Date of Review:	Student:	Parent/ Guardian:	Teacher:	Counselor:	Other:
7th						

3. Knowledge

A. **Self-knowledge:** *"Who am I?"*

1. **Interests:** *List your top two choices for each of the following areas of interest:*

Grade Level:	1a. Personal: <i>Out-of-school activities you enjoy the most</i>	1b. Academic: <i>Classes or subjects you enjoy the most</i>	1c. Work Preferences: <i>Working with people or alone; working with things or ideas</i>
7th	1.		
	2.		

2. **Abilities:** *List personal skills and talents that will be helpful in a career choice:*

Grade Level:	"I am good at . . ."	"Career areas where my abilities will be useful . . ."
7th	1.	
	2.	

3. **Personal and school areas I need to strengthen:**

Grade Level:	"I need to strengthen . . ."	"Steps I will take to strengthen these areas . . ."
7th	1.	
	2.	

B. Career Exploration: *Where am I going?*

1. **School, Work or Community Experiences:** *I have participated in the following school, work, or community experiences:*

Grade Level:	School, Work, Community Experiences:	Skills Acquired Through Experience:
7th	1.	
	2.	

2. **Careers of Interest and Characteristics:** *I am interested in the following careers and have discovered the following information about these careers:*

Grade Level:	Careers of Interest:	Education Requirements:	Skills I Need to Acquire:	How May This Career Fulfill My Personal Goals
7th	1.			
	2.			
	3.			

C. Future Goals and Decision-Making: *"How do I get there?"*

Career Goals, Action Steps, and Education:

Grade Level:	Goals: <i>(increasing my grades or attendance, joining clubs, participating in an extracurricular activity, etc)</i>	Action Steps: <i>(what I need to do to accomplish my goals)</i>
7th	1.	
	2.	

This document is completed during 9th grade and shows students if they are on track to meet graduation requirements. It helps them identify goals based on credits obtained.



KNOW YOUR CREDIT SCORE

- A personal guide to tracking and understanding my academic progress

Name _____ Grade: 9th Semester: Spring 2022

To graduate with a High School Degree, I need:

* 22 Credits

* to pass 5 Regents classes and exams

Right now, after 1st semester, I have _____ credits completed.

	At Risk	Some Risk	On Track	Career and College
Freshman	0-1.25	1.5-2.5	2.75-3.75	4.75+
Sophomore	0-5.75	6-8	8.25-10.75	11+

This puts me in the _____ category

Right now, I have passed the following exams or received an exemption for:

1. _____ 2. _____ 3. _____

4. _____ 5. _____

My Goal this semester is to: (Ex. Move from Yellow to Green, Pass my Global II Regents)

I can achieve my Goals by committing to do the following: _____

I have questions about: _____

Elmira High School offers many ACE courses that you can consider taking for college credit as a junior or senior in High school. Talk to your counselor about what courses you could take to be prepared for ACE courses. One can potentially have a year of college done before they set foot on a college campus.

*** Please see your guidance counselor or a teacher if you need help answering these questions***

This is the Elmira High School Individual Graduation Plan (IGP) that students complete annually with their School Counselor.

ECSD Annual Individual Progress Review

School Year: _____

Building/Grade: _____

Review of Student Record

Student's Name: _____ School Counselor: _____

How do you think you are doing overall as a student in school?

Attendance _____ Behavior/discipline _____

Grades _____ State Assessments/NWEA _____

Do you know what it takes to graduate from High School? What type of diploma are you seeking? (Pathway, type, credential, coursework etc.)

Social/Emotional Development Review:

How do you feel your relationships are with others? Peers/teachers/etc.?

Is your current behavior helping you achieve your goals?

Who are your supports? Inside of school? Outside of school?

What's one way that you keep yourself calm, balanced and have proper responses to stressful situations?

How do you take care of yourself (self-care)? How do you seek help when you need it?

Academic Skills Review:

What is one thing that is going well for you this school year? What class/subject is going best for you? What do you like about that class?

What are your future goals? Based on your current academic performance, are you on track to achieve these goals?

Are you getting your work done and, if not, what is getting in the way?

College/Career Readiness Review:

How would you describe your working skills/preferences? (Examples: working with people, alone, hands on, team environment, outside, inside, time of day)

What are some of your abilities and strengths?

What do you want to do after you graduate? What is your career goal? How does this compare to your preferences/skills/strengths?

What do you think you need academically to achieve that goal? What are some of the requirements for this goal? Are there any areas you need to strength?

What extracurricular or enrichment activities are you involved in inside and outside of school?

Experiences:

School: _____ Community (Volunteer, Job Shadow, Internship): _____

Work: _____ Other: _____

What skills did you learn from this experience?

Reflection/Thoughts?

Follow Up:

What is your goal for the year? What steps will you take to reach a long-term goal?

What can we do to help you? How can you be more successful in achieving your goals?

Student Signature: _____

Date: _____

High School Graduation Progress

Student Name: _____ Cohort _____ Graduation Year: _____ Unweighted GPA: _____

Social Sciences and History		
Global History I	91	1.00
Global History II	86	1.00
US Hist & Gov	92	1.00
Macro Econ ACE	90	0.50
Amer Fed Gov Ace	92	0.50
You have earned 4.00 out of 4.00 credits.		
NYS breakdown: 1 US History, 2 Global History & Geography, .50 Economics, .50 Part. In Gov't		

Life and Physical Sciences		
Living Env 8	90	1.00
Earth Science	86	1.00
Chemistry	90	1.00
Anatomy & Physio	91	1.00
You have earned 4.00 out of 3.00 credits.		
NYS breakdown: 1 Life Science, 1 Physical Science, and 1 Life or Physical Science		

Fine and Performing Arts		
Studio in Art	98	1.00
You have earned 1.00 out of 1.00 credits.		

Physical Education		
PE 9 S1	99	0.25
PE 9 S2	99	0.25
PE S1	100	0.25
PE S2	100	0.25
PE S2	100	0.25
Physical Ed	100	1.00
You have earned 2.00 out of 2.00 credits		

Elective Courses		
Core courses below. In excess of requirements, <i>may</i> be counted toward elective credits.		
Art	98	1.00
Studio in Art	98	1.00
Business	96	0.50
Career & Fin Mgmt	96	0.50
Sports & Ext Market	96	0.50
Family Consumer Science	92	1.00
Food/Nutrition	92	1.00
Language Arts	99	1.00
Spanish 2	99	1.00
Spanish 3	81	1.00

English Language and Literature		
English 9	90	1.00
English 10H	97	1.00
English 11H	86	1.00
You have earned 3.00 out of 4.00 credits.		

Mathematics		
Algebra I 9	91	1.00
Geometry	88	1.00
Algebra II	88	1.00
Statistics Ace	88	1.00
You have earned 3.00 out of 3.00 credits.		

Foreign Language and Literature		
Spanish 1B	91	1.00
You have earned 1.00 out of 1.00 credits.		

Health		
Health	100	0.50
You have earned 0.50 out of 0.50 credits		

BOCES		
NV Ed/Human Ser	91	1.00

Regents Exams		
<u>English Language and Literature</u>		
Regents Common Core ELA	EX	
<u>Life and Physical Sciences</u>		
Regents Living Environment	80	EX
Regents Phy Set/Chemistry	76	EX
Regents Phy Set/Earth Sci	76	EX
<u>Mathematics</u>		
Regents Common Core Algebra I	81	EX
Regents Common Core Algebra II	EX	
Regents Common Core Geometry	71	EX
<u>Social Sciences and History</u>		
Regents Global History	79	
Regents US History&Gov't	84	

A NY's Regents Diploma requires a 85 or higher on one exam in each of the four core areas (ELA, Math, Science, Social Studies) plus one additional exam in a core area for a total of 5 exams. Advanced Regents requires 8 exams. See for details and special situations: <http://www.nysed.gov/commonnysead/files/programs/curation-instruction/diplomarequirementsfnad011019.pdf>

Unexcused All-Day Absences		
2021-2022	0	
2020-2021	1	
2019-2020	0	
2018-2019	5	
4-Year Total Days:	6	

Actual Credits:	22.00
Required Credits:	22.00
Note: Highlighted courses reflect current enrollment.	

Note: Highlighted exams are below the 65 threshold.

Individual Graduation Plan

Grade

2020-2021

Counselor:

REVIEW OF STUDENT RECORD

How do you think you are doing overall as a student in school?

Attendance

Behavior/Discipline

Grades

State Assessments/NWEA

Do you know what it takes to graduate from High School?

SOCIAL/EMOTIONAL DEVELOPMENT REVIEW

How do you feel your relationships are with others? Peers/teachers/etc.?

Is your current behavior helping you achieve your goals?

Who are your supports? Inside of school? Outside of school?

What's one way that you keep yourself calm, balanced and have proper responses to stressful situations?

How do you take care of yourself (self-care)? How do you seek help when you need it?

ACADEMIC SKILLS REVIEW

What is one thing that is going well for you this school year?

Are you getting your work done and, if not, what is getting in the way?

What are your future goals? Based on your current academic performance, are you on track to achieve these goals?

COLLEGE/CAREER READINESS REVIEW

What do you want to do after you graduate?

What do you think you need academically to achieve that goal?

What extracurricular or enrichment activities are you involved in?

FOLLOW UP

What can we do to help you? How can you be more successful in achieving your goals?

Please review this form with your child, sign below, and return it to school. If there's anything you would like myself or any future school counselors to know, please include those items in the comment section at right (College/Career Aspirations, Academic Performance, Social/Emotional Concerns, and any other input that you feel is valuable.)

Student Signature

Parent Signature

6/18/2021



New York State

EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity

NEW YORK STATE SOCIAL EMOTIONAL LEARNING BENCHMARKS

Research suggests that student learning benchmarks (or standards) may increase the likelihood that students will receive better instruction in Social Emotional Learning (SEL), experience improved school connectedness, and become better learners (Osher & Kendziora, 2008 and Jones & Bouffard, 2012).

To enable students to take full advantage of educational opportunities throughout their school experience in grades K-12 and, equally important, to prepare them for college and/or career, the School Climate and Student Engagement Workgroup of the New York State Safe Schools Task Force have identified the following goals to guide SEL benchmarks for New York State schools:

1. **Develop self-awareness and self-management skills essential to success in school and in life.**
2. **Use social awareness and interpersonal skills to establish and maintain positive relationships.**
3. **Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.**

In the following pages, these goals are further explained, with associated benchmarks provided for voluntary use at the early elementary (K-3), late elementary (4-5), middle school (6-8), early high school (9-10), and late high school (11-12) levels.

Goal 1: Develop self-awareness and self-management skills essential to success in school and in life.

Knowing one's emotions, how to manage them, and ways to express them constructively are essential life skills. These skills enable one to handle stress, control impulses, and motivate oneself to persevere when faced with personal, academic, or work-related obstacles. A related set of skills involves accurately assessing one's abilities and interests, building upon strengths, making effective use of family, school, and community supports and resources. Finally, it is critical for an individual to be able to establish and monitor one's own progress toward achieving goals, whether personal, academic, and career or work-related. These social emotional skills, thought processes and behavioral strategies can be contributing factors to one's sense of self-confidence and sense of optimism as they provide a strong foundation for achieving success in school and in life.

Grade Level	Early Elementary (K-3)	Late Elementary (4-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
<p>A. Identify and manage one's emotions and behavior.</p>	<p>1A.1a. Recognize and describe emotions and how they are linked to behavior. 1A.1b. Demonstrate control of impulsive behavior.</p>	<p>1A.2a. Describe a range of emotions and the situations that cause them. 1A.2b. Describe and demonstrate ways to express emotions in a constructive manner. 1A.2c. Demonstrate control of behaviors that interfere with time on task.</p>	<p>1A.3a. Analyze factors that create stress or motivate successful performance. 1A.3b. Apply strategies to manage stress and to motivate oneself to constructively address challenges. 1A.3c. Demonstrate the capacity to maintain concentration on a task.</p>	<p>1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior. 1A.4b. Generate ways to develop more positive attitudes. 1A.4c. Demonstrate the capacity to shift one's focus between tasks and maintain concentration on one's goal.</p>	<p>1A.5a. Evaluate how expressing one's emotions in different situations affects others. 1A.5b. Evaluate how expressing more positive attitudes influences others. 1A.5c. Demonstrate the ability to adjust one's behavior in response to changes in one's environment or to changes in one's goal(s).</p>

Grade Level	Early Elementary (K-3)	Late Elementary (4-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
<p>B. Recognize personal qualities and external supports.</p>	<p>1B.1a. Describe one's likes, dislikes, needs, wants, strengths, challenges, and opinions. 1B.1b. Identify family, peer, school, and community strengths and supports.</p>	<p>1B.2a. Describe personal strengths/skills and interests that one wants to develop. 1B.2b. Explain how family members, peers, school personnel, and community members can support responsible behavior and school success.</p>	<p>1B.3a. Analyze how personal strengths and areas in need of improvement influence choices and outcomes. 1B.3b. Analyze how making use of school and community supports and opportunities can help one surmount challenges and contribute to achievement in school and in life.</p>	<p>1B.4a. Set priorities that build on strengths and identify areas for improvement. 1B.4b. Analyze how positive adult role models and support systems contribute to personal growth and achievement in school and in life.</p>	<p>1B.5a. Implement a plan to build on a personal strength, meet a personal need, or address a personal challenge. 1B.5b. Implement a plan to build on a personal strength to meet a need, or address a challenge facing one's community. 1B.5c. Evaluate how developing interests and "giving back"/filling useful roles support school and life success.</p>
<p>C. Demonstrate skills related to achieving personal and academic goals.</p>	<p>1C.1a. Describe why learning is important in helping students achieve personal goals. 1C.1b. Identify goals for personal behavior progress, achievement, or success.</p>	<p>1C.2a. Describe the steps in setting and working toward goal achievement. 1C.2b. Monitor progress on achieving a short-term personal goal.</p>	<p>1C.3a. Set a short-term goal and develop a plan for achieving it. 1C.3b. Analyze why one achieved or did not achieve a goal.</p>	<p>1C.4a. Identify strategies to make use of resources to overcome obstacles to achieve goals. 1C.4b. Apply strategies to overcome obstacles to goal achievement.</p>	<p>1C.5a. Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement. 1C.5b. Monitor progress toward achieving a goal and evaluate one's performance against criteria.</p>

Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships.

The ability to recognize the thoughts, feelings, and perspectives of other individuals, including ideas and viewpoints that are different from one's own, and to empathize with others from diverse backgrounds, is central to forming and maintaining positive relationships at all life stages. Equally important to establishing positive peer, family, and work relationships are strategies and skills that enable one to adapt one's behavior in various settings, cooperate and collaborate with another person or in a group, communicate respectfully, and constructively resolve conflicts with others.

Grade Level	Early Elementary (K-3)	Late Elementary (4-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
<p>A. Recognize the feelings and perspectives of others.</p>	<p>2A.1a. Recognize that others may experience situations differently from oneself. 2A.1b. Use listening skills to identify the feelings and perspectives of others.</p>	<p>2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel. 2A.2b. Describe the expressed feelings and perspectives of others.</p>	<p>2A.3a. Hypothesize others' feelings and perspectives in a variety of situations and explain the reasons for one's conjecture. 2A.3b. Analyze how one's behavior may affect others.</p>	<p>2A.4a. Analyze similarities and differences between one's own and others' perspectives. 2A.4b. Use communication skills to gain understanding of others' feelings and perspectives.</p>	<p>2A.5a. Demonstrate how to express understanding of those who hold different opinions. 2A.5b. Demonstrate ways to express empathy for others.</p>
<p>B. Recognize individual and group similarities and differences.</p>	<p>2B.1a. Describe the ways that people are similar and different. 2B.1b. Describe positive qualities in others.</p>	<p>2B.2a. Identify differences among, and contributions of, various social and cultural groups. 2B.2b. Demonstrate how to interact positively with those who are different from oneself.</p>	<p>2B.3a. Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it. 2B.3b. Analyze the effects of taking action to oppose bullying and/or bias based behavior based on individual and group differences.</p>	<p>2B.4a. Analyze the origins and negative effects of stereotyping and prejudice. 2B.4b. Demonstrate respect for individuals from different social and cultural groups.</p>	<p>2B.5a. Evaluate strategies for being respectful of others and opposing stereotyping and prejudice. 2B.5b. Evaluate how advocacy for the well-being and rights of others contributes to the common good.</p>

Grade Level	Early Elementary (K-3)	Late Elementary (4-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
<p>C: Use communication and social skills to interact effectively with others.</p>	<p>2C.1a. Identify ways to work and play well with others. 2C.1b. Demonstrate adaptability and appropriate social behavior at school.</p>	<p>2C.2a. Describe approaches for making and keeping friends. 2C.2b. Analyze ways to work effectively in groups.</p>	<p>2C.3a. Analyze ways to establish positive relationships with others. 2C.3b. Demonstrate cooperation and teamwork to promote group effectiveness.</p>	<p>2C.4a. Evaluate the effects of requesting support from and providing support to others. 2C.4b. Evaluate one's contribution in groups as a member and leader.</p>	<p>2C.5a. Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families. 2C.5b. Plan, implement, and evaluate one's participation in a group project.</p>
<p>D. Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p>	<p>2D.1a. Identify problems and conflicts commonly experienced by peers. 2D.1b. Identify approaches to resolving conflicts constructively.</p>	<p>2D.2a. Describe causes and consequences of conflicts. 2D.2b. Apply constructive approaches in resolving conflicts.</p>	<p>2D.3a. Evaluate strategies for preventing and resolving interpersonal problems. 2D.3b. Define unhealthy peer pressure and evaluate strategies for resisting it.</p>	<p>2D.4a. Analyze how active listening, "I" statements and other communication strategies help to resolve conflicts. 2D.4b. Analyze how conflict-resolution skills contribute to work within a group.</p>	<p>2D.5a. Evaluate the effects of using collaborative negotiation skills to reach win-win solutions. 2D.5b. Evaluate current conflict-resolution skills and plan how to improve them.</p>

Goal 3: Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.

The ability to make ethical decisions and behave responsibly, taking into account the well-being of others as well as one's own, are essential to benefiting the good of the whole - whether family, peers, colleagues, neighbors, or members of the community at large. It is the foundation of responsible citizenship in a democratic society. Every individual at all life stages needs the capacity to make ethical decisions and solve problems by accurately defining the decisions to be made, being able to generate alternative solutions, anticipate the consequences of each, and having the ability to evaluate and learn from the outcomes of one's decision making.

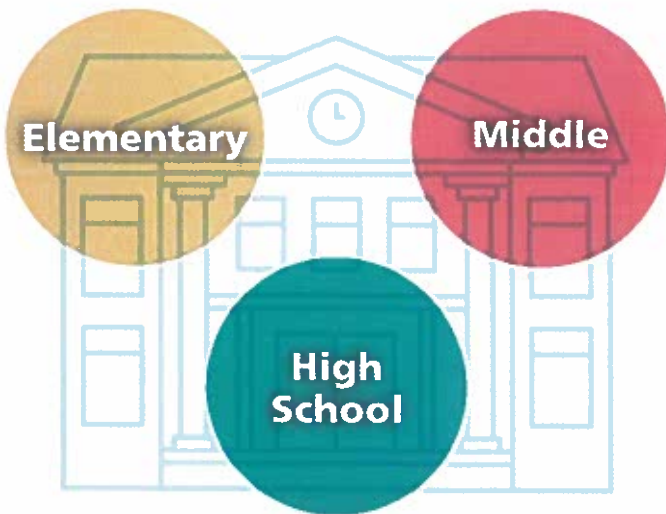
Grade Level	Early Elementary (K-3)	Late Elementary (4-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
A: Consider ethical, safety, and societal factors in making decisions.	3A.1a. Explain why acts that hurt others are wrong. 3A.1b. Identify social norms and safety considerations that guide behavior.	3A.2a. Demonstrate the ability to respect the rights of self and others. 3A.2b. Demonstrate knowledge of how social norms affect decision making and behavior.	3A.3a. Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions. 3A.3b. Analyze the reasons for school and societal rules.	3A.4a. Demonstrate personal responsibility in making ethical decisions. 3A.4b. Evaluate how social norms and the expectations of different social groups, including dealing with the expectations of those in authority in various settings, influence personal decisions and actions.	3A.5a. Apply ethical reasoning to evaluate societal practices. 3A.5b. Examine how the norms of different societies and cultures influence their members' decisions and behaviors.

Grade Level	Early Elementary (K-3)	Late Elementary (4-5)	Middle School (6-8)	Early HS (9-10)	Late HS (11-12)
<p>B: Apply decision-making skills to deal responsibly with daily academic and social situations.</p>	<p>3B.1a. Identify a range of decisions that students make at school and at home. 3B.1b. Make positive choices when interacting with classmates.</p>	<p>3B.2a. Identify and apply the steps of systematic decision making. 3B.2b. Generate alternative solutions and evaluate their consequences for a range of academic and social situations.</p>	<p>3B.3a. Analyze how decision-making skills have an impact on study habits, academic performance, and interpersonal relationships. 3B.3b. Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.</p>	<p>3B.4a. Evaluate one's personal abilities to gather information, generate possible solutions, and anticipate the consequences of decisions. 3B.4b. Apply decision-making skills to establish responsible interpersonal and intergroup relationships, and work relationships.</p>	<p>3B.5a. Analyze how present decision-making affects college and career choices. 3B.5b. Evaluate how responsible decision making affects interpersonal and group relationships.</p>
<p>C. Contribute to the well-being of one's school and community.</p>	<p>3C.1a. Identify and perform roles that contribute to one's classroom. 3C.1b. Identify and perform roles that contribute to one's family.</p>	<p>3C.2a. Identify and perform roles that contribute to the school community. 3C.2b. Identify and perform roles that contribute to one's local community.</p>	<p>3C.3a. Evaluate one's participation in efforts to address an identified school need. 3C.3b. Evaluate one's participation in efforts to address an identified need in one's local community.</p>	<p>3C.4a. Plan, implement, and evaluate one's participation in activities and organizations that improve school culture and climate. 3C.4b. Plan, implement, and evaluate one's participation in a group effort to contribute to one's local community.</p>	<p>3C.5a. Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need. 3C.5b. Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.</p>

Who are School Counselors?

School counselors are certified/licensed educators who improve student success for ALL students by implementing a comprehensive school counseling program.

EMPLOYED AT ALL LEVELS



Also employed in district supervisory positions; and school counselor education positions



LEADERSHIP TEAM MEMBERS

School counselors work to maximize student success, promoting access and equity for all students. As vital members of the school leadership team, school counselors create a school culture of success for all.

▶ School counselors help all students:

- apply academic achievement strategies
- manage emotions and apply interpersonal skills
- plan for postsecondary options (higher education, military, work force)

▶ Appropriate duties include providing:

- individual student academic planning and goal setting
- school counseling classroom lessons based on student success standards
- short-term counseling to students
- referrals for long-term support
- collaboration with families/teachers/ administrators/ community for student success
- advocacy for students at individual education plan meetings and other student-focused meetings
- data analysis to identify student issues, needs and challenges
- acting as a systems change agent to improve equity and access, achievement and opportunities for all students

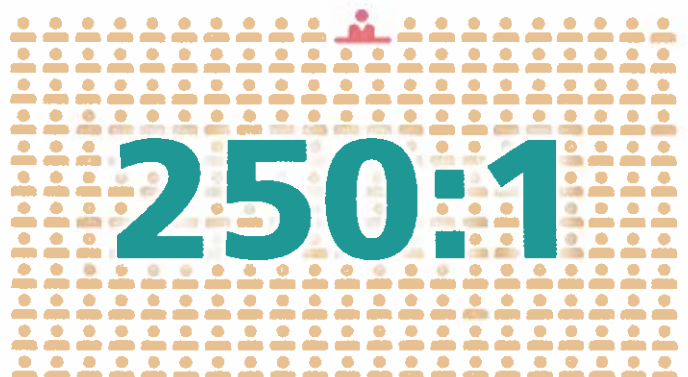


SCHOOL COUNSELOR QUALIFICATIONS

- ▶ Hold, at minimum, a master's degree in school counseling
- ▶ Meet the state certification/licensure standards
- ▶ Fulfill continuing education requirements
- ▶ Uphold ASCA ethical and professional standards

IDEAL CASELOAD

250 students per school counselor



The School Counselor's Role

School counselors design and deliver school counseling programs that improve student outcomes. They lead, advocate and collaborate to promote equity and access for all students by connecting their school counseling program to the school's academic mission and school improvement plan. They uphold the ethical and professional standards of ASCA and promote the development of the school counseling program based on the following areas of the ASCA National Model: define, deliver, manage and assess.

DEFINE

School counselors create school counseling programs based on three sets of standards that define the profession. These standards help school counselors develop, implement and assess their school counseling program to improve student outcomes.

Student Standards –

ASCA Student Standards: Mindsets & Behaviors for Student Success

Professional Standards –

- ASCA Ethical Standards for School Counselors
- ASCA School Counselor Professional Standards & Competencies

MANAGE

To be delivered effectively, the school counseling program must be efficiently and effectively managed. School counselors use program focus and planning tools to guide the design and implementation of a school counseling program that gets results.

Program Focus

- Beliefs
- Vision Statement
- Mission Statement

Program Planning

- School Data Summary
- Annual Student Outcome Goals
- Action Plans
 - Classroom and Group
 - Closing the Gap

School counselors work to create a future world where all students thrive.

- Lesson Plans
- Annual Administrative Conference
- Use of Time
- Calendars
 - Annual
 - Weekly
- Advisory Council

DELIVER

School counselors deliver developmentally appropriate activities and services directly to students or indirectly for students as a result of the school counselor's interaction with others.

These activities and services help students develop the ASCA Student Standards: Mindsets & Behaviors for Student Success and improve their achievement, attendance and discipline. Through the school counseling program, school counselors ensure equitable academic, career and social/emotional development opportunities for all students.

Direct Services with Students

Direct services are in-person interactions between school counselors and students and include the following:

- Instruction
- Appraisal and Advisement
- Counseling

Indirect Services for Students

Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including:

- Consultation
- Collaboration
- Referrals

ASSESS

To achieve the best results for students, school counselors regularly assess their program to:

- determine its effectiveness in helping all students succeed
- inform improvements to their school counseling program design and delivery
- show how students are different as a result of the school counseling program

School counselors also self-assess their own mindsets and behaviors to inform their professional development and annually participate in a school counselor performance appraisal with a qualified administrator. The ASCA National Model provides the following tools to guide assessment and appraisal.

Program Assessment

- School Counseling Program Assessment
- Annual Results Reports

School Counselor Assessment and Appraisal

- ASCA School Counselor Professional Standards & Competencies Assessment
- School Counselor Performance Appraisal Template

Appropriate and Inappropriate Activities for School Counselors

Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
■ advisement and appraisal for academic planning	■ building the master schedule
■ orientation, coordination and academic advising for new students	■ coordinating paperwork and data entry of all new students
■ interpreting cognitive, aptitude and achievement tests	■ coordinating cognitive, aptitude and achievement testing programs
■ providing counseling to students who are tardy or absent	■ signing excuses for students who are tardy or absent
■ providing counseling to students who have disciplinary problems	■ performing disciplinary actions or assigning discipline consequences
■ providing short-term individual and small-group counseling services to students	■ providing long-term counseling in schools to address psychological disorders
■ consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data	■ covering classes when teachers are absent or to create teacher planning time
■ interpreting student records	■ maintaining student records
■ analyzing grade-point averages in relationship to achievement	■ computing grade-point averages
■ consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success	■ supervising classrooms or common areas
■ protecting student records and information per state and federal regulations	■ keeping clerical records
■ consulting with the school principal to identify and resolve student issues, needs and problems	■ assisting with duties in the principal's office
■ advocating for students at individual education plan meetings and 504 meetings, student study teams and school attendance review boards, as necessary	■ coordinating schoolwide individual education plans, 504 plans, student study teams, response to intervention plans, MTSS and school attendance review boards
■ analyzing disaggregated schoolwide and school counseling program data	■ serving as a data entry clerk

Guiding Documents Used in Creation of District Counseling Plan

The following documents were referenced and utilized in the creation and implementation of the ECSD Comprehensive School Counseling Plan.

CASEL SEL Framework

<https://casel.org/casel-sel-framework-11-2020/>

NYS Social Emotional Learning (SEL) Benchmarks

<https://www.p12.nysed.gov/sss/documents/SELBenchmarks2022.pdf>

ASCA School Counselor Professional Standards and Competencies

<https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf>

ASCA Ethical Standards for School Counselors

<https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf>

ASCA Student Standards: Mindsets and Behaviors for Student Success

<https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/Mindsets-Behaviors.pdf>