

**THE HUDSON FALLS CENTRAL SCHOOL  
DISTRICT**

**COMPREHENSIVE  
SCHOOL COUNSELING  
AND GUIDANCE  
PLAN**





## I. INTRODUCTION

Recognizing the value of school counseling in our schools, the Hudson Falls Central School District has agreed to adopt a comprehensive school counseling and guidance program.

An effective developmental comprehensive school counseling and guidance program provides a solid framework for ensuring that our students are well prepared to meet the academic, social/emotional and career challenges presented to them. These efforts support students in meeting academic standards, is integral to providing a safe and secure environment for learning, reduces dangerous and counterproductive risk taking behaviors, and enhances student resiliency. This plan will support the goals delineated in the district's shared decision making plan and will comply with all state guidelines and curriculum frameworks.

The National Center for School Counseling Outcome Research concurs:

**... the implementation of a Comprehensive Developmental Guidance Program will result in educational benefits including increased student achievement, more equitable services to students, broader impact on student development and career decision-making, student satisfaction with the relevance of their education, and the development of a safe, orderly, connected school climate.**

*(Lapan, Gysbers & Sun, 1997, in School Counseling Research Brief 1.1, January 15, 2003)*

The school counselors in the district have reviewed several state, district and school models of comprehensive school counseling programs, as well as literature from experts in the field, and have created this document, which best represents our own goals, aspirations, and district operating philosophy.

This plan has been written to reflect an organizational framework and approach based on the ASCA's National Model, the NY Curriculum Frameworks, state standards and current best practices. Language used in the document is consistent with comprehensive developmental models. This language gives structure to the program, enables straightforward communication at all levels, and a basis for results evaluation. We have updated this plan to reflect our efforts grades 4-12.

Further, this plan has been prepared for Board of Education approval knowing that an annual review will occur each school year. We will continue to collect information to document counseling and guidance efforts UPK-12 and will submit a revised plan when the substance of this plan requires revision.

## Part 100 Regulations

### Guidance programs for public schools for school years prior to the 2019-2020 school year and for non-public schools.

Public Schools. Each school district shall have a guidance program for all students.

1. (a) In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.
2. (b) In grades 7-12, the guidance program shall include the following activities or services:
  3. (1) an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;
  4. (2) instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;
  5. (3) other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors, or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and
  6. (4) the services of personnel certified or licensed as school counselors.
7. (c) Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

### Current School Counselor Ratios in District (as of Jan. 2018)

Intermediate School - 342:1

Middle School - 276:1

High School - 213:1

## II. FOUNDATION

Every student will acquire the academic, career and personal skills to reach their highest educational potential, having the ability to successfully manage their lives as healthy, responsible, competent and productive citizens who respect themselves and others. A comprehensive school counseling program is an integral component of the total education experience, providing the educational opportunities for intellectual development, effective communication, personal growth and social responsibility. The school counselors work in partnership with students, staff, parents, community members, institutions of higher learning and employers. These efforts are geared toward preparing students to become effective learners, to achieve success in school, to live successful and rewarding lives and to become positive contributors to our society.

### **Philosophy Statement**

All students at all grade levels should have access to a full-time certified school counselor and have a right to participate in the school counseling program. It is based on the belief that each student possesses intrinsic worth and specific rights, and is a unique and dynamic person capable of personal growth, lifelong learning and self-direction. Currently, students in grades 4-12 have access to a full time counselor. Our 4-12 program is based on specified goals and is an integral part of the students' education, through which students prepare for meaningful and rewarding lives as productive members in a changing society. Many of the school counseling related duties in grades UPK-3 are supported by additional staff within our district including School Social Workers, Social Work Associates, Teachers, and School Psychologists.

This plan is intentionally designed to be developmental and contains activities that are organized and implemented by certified school counselors, teachers, and administrators, and other staff in collaboration with students, parents/guardians, and members of the local community. The program seeks to meet the needs of all students in three domains – academic, social/emotional, and college and career. The developmental aspect of the school counseling program focuses on attaining results related to skill acquisition and prevention, while the remedial aspect of the program ensures the provision of services that respond to immediate needs and concerns of students.



## **Role of the School Counselor**

In the Hudson Falls School District, the role of the school counselor is to support students within the Hudson Falls Comprehensive School Counseling and Guidance Program by facilitating student development in academic, college and career and personal/social areas. The school counselor is a trained and certified professional, who works with students, administrators, teachers, parents and the community to promote a safe and successful learning environment. The school counselor assists all students within the total educational program to become effective learners, responsible citizens, and contributing members of society. On-going communication and information exchange with parents/guardians are vital to all aspects of the School Counseling Program and is a key part of the counselor's role.

### ***School Counseling Curriculum***

School counselors plan, implement and evaluate developmental **school counseling curriculum** programs that address the needs and priorities of their individual schools. Their work is further differentiated by attention to age-specific developmental stages of student growth, and by the needs, tasks, and student interests related to those stages. These programs are determined by needs assessments, integrated into the existing curriculum, and taught in collaboration with classroom teachers.

### ***Individual Student Planning***

School counselors coordinate **individual student planning** which consists of ongoing systemic activities designed to help individual students establish personal goals and develop future plans.

### ***Responsive Services***

School counselors deliver **responsive services** to all students to meet their immediate needs and concerns. These services can be delivered through such strategies as consultation, individual and small group counseling, classroom instruction, mediation, crisis counseling, and referrals to outside agencies.

### ***System Support***

**System support** is an essential element of school counseling. System support consists of management activities that establish, maintain and enhance the entire school-counseling program.

Counselors incorporate organizational processes and tools to ensure the program is structured, concrete, clearly delineated, and reflective of the school's needs. These processes and tools further ensure that the

primary focus of the professional school counselor's time is the delivery of direct service with students.

School counselors engage in regular evaluation of their programs and practices to demonstrate program effectiveness in measurable terms using immediate, intermediate, and long-range data to show the impact on students and student performance. These results are also used to inform the ongoing evolution of the counseling program. Counselors use their leadership and advocacy skills to promote systemic change by adhering to ethical, legal and professional standards that are outlined in the American School Counselor Association's National Model. The standards of practice additionally form the basis for evaluating the performance of the plan.

School counselors are involved regularly in updating and sharing their professional knowledge and skills. They consult, collaborate and team with colleagues, parents and administration regularly in order to provide information to support the school community and to receive feedback on the emerging needs of students.

In addition, school counselors plan and manage tasks needed to support activities conducted in the school counseling program. This includes fulfilling responsibilities as a staff member such as; budgeting, facilities, policies and procedures and research and resource development.

Finally, school counselors advocate and educate the public as to the role of the professional school counselor.

### **Domains and Standards**

The Hudson Falls Comprehensive School Counseling and Guidance Program enables all students from Gr. 4-12 to achieve success in school and to develop into contributing members of our society through activities pertaining to the academic, college and career and social/emotional domains derived from ASCA's *National Standards for Students (Competencies and Indicators)*, and the *New York State Standards*.



### **Standard A. Academic Development:**

- A. Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school across the lifespan.
- B. Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.
- C. Students will understand the relationship of academics to the world of work, and to life at home and in the community.

### **Standard B. Career Development**

- A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- B. Students will employ strategies to achieve future career goals with success and satisfaction
- C. Students will understand the relationship between personal qualities, education, training, and the world of work.

### **Standard C. Personal/ Social Development**

- A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
- B. Students will make decisions, set goals, and take necessary action to achieve goals.
- C. Students will understand safety and survival skills.

***\*\*Reprinted from American School Counselor Association, 2003, pp.81-86***

### III. PROGRAM DELIVERY SYSTEM

#### Curriculum Component

The Hudson Falls Comprehensive School Counseling and Guidance Program curriculum is a statement of structured experiences that all students should learn in a systematic and sequential manner. The curriculum component consists of student competencies and structured activities presented through regular education classrooms and group activities. These activities may include a variety of resources and materials. The curriculum is organized around three major developmental domains: **knowledge of self and others, educational development, and college and career planning and exploration.**

The purpose of this Curriculum is:

- to provide students with knowledge of normal growth and development
- to promote positive personal growth
- to assist students to acquire and use skills necessary for fulfillment in their many life roles.

While the counselor's responsibility includes the organization of the counseling curriculum, other faculty and staff participate in its implementation. Integration into the existing curriculum framework will ensure positive results.

#### Individual Student Planning

Individual student planning consists of school counselors who coordinate ongoing systemic activities designed to help students establish personal goals and develop future plans. School counselors coordinate activities that help all students plan, monitor and manage their own learning as well as meet competencies in the areas of academic, career and personal/social development. Within this component, students develop the capacity to evaluate their educational, occupational and personal goals. School counselors help students make the transition between successive levels of schooling, from school to the workplace, and from school to higher education or career/technical training. These activities are generally delivered on an individual basis or by working with small groups in and out of the classroom. Parents or guardians and other school personnel are often included in these activities.

Individual planning with students is implemented through such strategies as:

- **Individual or small group appraisal:** School counselors work with students analyzing and evaluating students' abilities, interests, career readiness skills and achievement. Test information and other data are often used as the basis for helping students develop immediate and long-range plans. Counselors meet with



students for annual reviews and to develop academic plans.

• ***Individual or small group advisement:*** School counselors advise students using personal/social, educational, career, and labor market information in planning personal, educational and occupational goals. The involvement of students, their parents/guardians, and the school in planning programs that meet student needs is critical.

### **Responsive Services**

The responsive services of the HFCSCGP exist along a continuum from prevention activities to crisis management and are designed to address students' immediate and/or urgent needs. Programs and activities are implemented to assist students with relationship difficulties, personal concerns, normal developmental challenges, and other conditions adversely impacting students in the realm of academics, personal/social development, or career development.

Students may self-refer for services. Teachers, other staff members, or parents/guardians may also refer a student to a school counselor. The counselor responds to students' needs in the form of short-term individual counseling, small group counseling, classroom counseling programs and crisis counseling -including suicide intervention, mediation, and referrals. Consultation and collaboration with school personnel, parents, and community mental health providers are also a regular part of responsive services.

The nature of individual and group counseling provided by school counselors is generally short-term and psycho-educational. That is, the school counselor does not provide medically based therapy. When students present a need for services beyond the scope of the school counselor's role, the counselor will make a referral to the appropriate community providers.

### **System Support**

System support consists of management activities that establish, maintain and enhance the comprehensive school counseling program. These activities include:

- Program evaluation and assessment
- Professional development
- School staff and community public relations
- Community outreach
- School Counseling Resources
- Program operations and management

***Program Evaluation and Assessment*** are the keys to evaluating program outcomes and continued development of curriculum to improve the counseling program. Yearly assessment of goals and program outcomes provides useful data to communicate the effectiveness of the school counseling program. The ASCA Program Audit is

one tool that may be used to conduct this assessment.

**Professional Development** ensures that counselors regularly update their knowledge and skills. This professional development should focus on those skills associated with the role of the school counselor. The comprehensive school counseling program supports this focus and minimizes the time counselors spend in non-related professional development activities. School Counselors attend local Adirondack School Counseling Association meetings, participate in counseling webinars, state and local conferences, community agency training, and other professional development opportunities.

**School Staff and Community Public Relations** provide information on the nature and services of the comprehensive counseling programs through presentations to parents, staff and community organizations. This activity promotes a clear understanding and positive awareness of the scope of the school counseling function.

**Community Outreach** enables school counselors to be more knowledgeable about community resources and services. Making connections and maintaining active networking with local and area agencies is an important part of an effective comprehensive school counseling program.

**School Counseling Resources** encompass a variety of research materials such as self-help booklets, career and employment information materials, guides for post-secondary planning, newsletters and other information. The materials are either acquired or created in-house, based on identified needs of students and other groups.

**Program Operations and Management** includes planning and other tasks needed to support all of the activities associated with a comprehensive program, including the development and monitoring of budget, facilities, staffing and personnel, and equipment needs on a yearly basis.



## IV. MANAGEMENT

### Counseling Department Communication

While counselors' specific duties and the allocation of their time and workload will vary from school to school, it is important to have consensus within each building on the scope and nature of the delivery of services by each counselor. Accordingly, the school counseling department meets at the beginning of each year to review the expectations and responsibilities of the counseling staff under the supervision of the Director of Guidance. These activities are reviewed on a regular basis and may be updated and/or revised as necessary to reflect changing priorities, needs, and conditions.

### District Targets and Goals

School counselors will support district targets and goals by clearly identifying building based needs, and implementing specific steps to support progress in selected district efforts. Data will be reviewed by the school counseling team on a regular basis. Action steps will be identified concretely and shared with building administrators.

### Lesson Plans

To successfully deliver classroom lessons related to the school counseling core curriculum, the importance of lesson planning cannot be overstated. School counselors have limited time to spend in classrooms, and it is imperative to give enough time and thought about what will be delivered, to whom it will be delivered, and how it will be delivered, and how student attainment of the competencies will be developed (ASCA National Model).

### Use of Data

Data collection provides the school counseling program with information needed to evaluate the program as it relates to students' progress. Data collection occurs both before and after the counseling activity to document what worked, what did not work, and what changes or improvements should be considered and recommended.

Programs can be assessed for effectiveness during implementation. Data is primarily collected on three different schedules. Short-term data provide an immediate evaluation of the activity. Intermediate data collection occurs over a longer period of time and can serve as a benchmark or indicator of progress toward a particular set of goals. Long-term data collection occurs over an extended period of time and measures the

activity's overall results for students, and the corresponding impact on student learning.

### Use of Time

The proportion of time devoted to the different functional areas of individual planning, responsive services, and system support will vary according to the level of the school, the needs of the students, the number of counselors in the school, and the number of students each counselor is assigned to serve. Primary consideration must be given to the needs of the students as determined by assessment measures. Non-counseling activities should be kept to an absolute minimum in order to minimize the potentially negative effect on results.

Below is a list of appropriate and inappropriate school counseling activities based on the American School Counselor Association's National Model for School Counseling Programs ( pp. 45, National Model)

<u>Appropriate Activities for School Counselors</u>	<u>Inappropriate Activities for School Counselors</u>
<ul style="list-style-type: none"> <li>• Individual student academic program planning</li> <li>• Interpreting cognitive, aptitude and achievement tests</li> <li>• Providing counseling to students who are tardy or absent</li> <li>• Providing counseling to students who have disciplinary problems</li> <li>• Providing counseling to students as to appropriate school dress</li> <li>• Collaborating with teachers to present school counseling core curriculum lessons</li> <li>• Analyzing grade-point averages in relationship to achievement</li> <li>• Interpreting student records</li> <li>• Providing teachers with suggestions for effective classroom management</li> <li>• Ensuring student records are maintained as per state and federal regulations</li> <li>• Helping the school principal identify and resolve student issues, needs and problems</li> <li>• Providing individual and small-group counseling services to students</li> <li>• Advocating for students at individual education plan meetings, student study teams and school attendance review boards</li> <li>• Analyzing disaggregated data</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinating paperwork and data entry for all new students.</li> <li>• Coordinating cognitive, aptitude and achievement testing programs</li> <li>• Signing excuses for students who are tardy/absent</li> <li>• Performing disciplinary actions or assigning discipline consequences</li> <li>• Sending students home who are not appropriately dressed</li> <li>• Teaching classes when teachers are absent</li> <li>• Computing grade point averages</li> <li>• Maintaining student records</li> <li>• Supervising classrooms or common areas</li> <li>• Keeping clerical records</li> <li>• Assisting with duties in principal's office</li> <li>• Providing therapy or long-term counseling in schools to address psychological disorders (see Responsive Services on page 86 of the ASCA National Model for more information on therapy.)</li> <li>• Coordinating schoolwide individual education plans, student study teams, and school attendance review boards</li> <li>• Serving as a data entry clerk</li> </ul>



## Calendars

Since school counselors devote a large part of their time to direct service to students, it is important that they make effective use of time management in implementing the curriculum and individual planning program components. A written plan, incorporating a calendar for the scheduling of service delivery on a monthly and yearly basis, but with allowances for flexibility as needs arise, is developed and maintained by each counselor and by each school's guidance and counseling staff. In addition to contributing to the effective use of the counselor's time, the calendar is a valuable tool in establishing their responsibilities, and documenting activities, workload, and program outcomes.

In developing calendars, individual schools are guided by the percentages of time needed for each program component (curriculum, individual planning, responsive services, and system support). Once the timelines are established, a schedule for delivering the curriculum and individual planning sessions is developed and implemented.

Since individual planning sessions are delivered to all students, it is advisable to set up time ranges that permit the counselor greater flexibility in completing these sessions. If counselor/student ratios preclude offering individual planning meetings, group sessions may be substituted.

School counselors, in concert with building administrators, must determine an appropriate schedule for the implementation of this plan in their school. Specific building level calendars followed by school counselors are available upon request.

## V. IMPLEMENTATION

### Implementation of the Hudson Falls Comprehensive School Counseling and Guidance Program

#### School Years 2009-2014

- Develop district mission statement for school counseling program and formulate program rationale
- Discuss rationale for moving towards standards-based school counseling
- Identify potential changes from current practices and policies
- Identify beneficiaries of proposed changes
- Study ASCA National Model, other state and district models and implications for Hudson Falls
- Explore Best Practices in school counseling
- Write draft of the comprehensive school counseling and guidance plan

#### School Year 2014-2016

- Provide Copy of model to Curriculum Committee
- School Counselor Department Chair present model to Department Chairs
- Present model to the School Board for approval
- Educate staff regarding revised plan
- Inform parents via various mediums
- Process feedback and make appropriate changes
- Review current counseling program through use of program review
- Obtain new ideas and set goals for improvement
- Identify and conduct appropriate professional development activities
- Monitor program implementation
- Evaluate and use results for program improvement
- Communicate strengths, needs and benefits of the program
- Review counselor evaluation process
- 

#### School Year 2016-2017

- Updated Plan

#### School Year 2017-2018

- Update plan and submit for Board of Education Approval
- Collect concrete evidence of school counseling based activities completed at UPK-3 grade levels
- Begin recommendation proposal for Superintendent to reflect new guidance regulations eff. 2019-2020



### **Implementation/Resources and Professional Development**

School counselors demonstrate professional conduct and pursue professional growth through district sponsored counselor supervision and evaluation. They play an active role in identifying, scheduling, and conducting activities in support of this growth. They also attend state and local professional development programs, join professional associations, read professional journals and attend relevant workshops, conferences and courses sponsored by the school district, universities and other outside organizations. Counselors will at all times display a positive professional attitude and follow the ethical standards of their discipline.



**HUDSON FALLS SCHOOL**  
**COUNSELING DEPARTMENT,**  
**GRADES UPK-5,**  
**COMPREHENSIVE SCHOOL**  
**COUNSELING PROGRAM**

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## ELEMENTARY SCHOOL COUNSELING

**Students UPK -5 are expected to participate effectively in their educational program.**

**Outcomes:**

Students will demonstrate an understanding of their current achievement.

Students will maintain an interest in their achievement.

**Evaluation Methods:**

Teacher observation and evaluation

Student performance as indicated on standardized tests, state tests, and report cards.

<b>Activity</b>	<b>Target Group</b>	<b>Staff</b>	<b>Others</b>
Initial Screening	New Students UPK-5	Teachers, School Nurse	Reading Teachers
Psycho-ed evaluations	K-5 Students/parents	School Psychologists	Counselors, Teachers
Parent-Teacher Conferences	K-5 Parents	Teachers	Counselors
Report Cards	UPK-5 students/parents	Teachers	AIS Teachers, Support Staff
Child Study Team	UPK-5 Students	Teachers, School Counselors	Psychologist, Social Workers, CST Members
Career Awareness	Grd. 4-5 students	Teachers, School Counselors	Community
Student of the Month Awards	Grds 1-5 students	Teachers, School counselors, administrators	
Middle School Orientation	Grade 5 students	School counselors/administration	Teachers
After school academic help	Grd. 1-5 students	Teachers, school counselors, administration	

**Outcomes:**

Identified students will demonstrate improved behavior in school.

**Evaluation Methods:**

Teacher/Staff Observation

Review of discipline referrals and behavior plans

Parent Feedback

<b>Activity</b>	<b>Target Group</b>	<b>Staff</b>	<b>Others</b>
PBIS	UPK-3 students	Teachers, school social workers, administration	
School Based Counseling-small group & individual	UPK-5 students	School counselor, social workers, school psychologists	
Referrals to Outside Agencies	UPK-5 parents	School counselor, Social workers,	nurses
Behavior Plans/FBA	UPK-5 students	School counselor, social worker, school psychologist, teachers	Behavior specialist
Positive Action	Grd 4-5 students	Teachers, school counselor	
Student of the Month Awards	Grd. 1-5 students	Teachers, administration	
School Wide Assemblies: Act w/Respect, Cybersafety, Safety	Grd. 1-5 students	Social worker, school counselor	Nurses
TCIS/Crisis Intervention	UPK-5 students	TCIS trained staff	
PINS referrals	Grd. 1-5 students	School counselor, social worker, administration	Parents, DSS
Classroom observations/ teacher consultations	UPK-5 students	School counselor, social worker, school psychologist	Teachers
CPS referrals/interviews	UPK-5 students/families	School counselors/ social workers	All school staff

**Outcomes:**

Parents & Guardians will have clear understanding of school programs and services provided for their children.

**Evaluation Methods:**

Parent Comments on report cards

Participation in school events including PTSA

<b>Activity</b>	<b>Target Group</b>	<b>Staff</b>	<b>Others</b>
Open House	UPK-5	Teachers, school counselors, administrators	
Title I parent Meeting	UPK-5 parent/guardian	Teachers, school psychologist, CSE staff	
PTSO/PTSA	UPK-5 parent/community	teachers/staff, administration	
School Volunteers	UPK-5 parent/community	Teachers, administrators	
Progress Reports/IEP comments	UPK-5 parent	Teachers, school psychologists, school counselors, social workers	Related Service providers
Career Exploration	Grades 4-5 students	Teachers, school counselors	PTSA
School Orientations/New Students/Transfers	UPK-5 students and families	school counselors, social workers, administrators	Teachers
Assemblies- Cyber Safety/Act w/Respect/Good Touch /Bad Touch	UPK-5 students	School counselors, administration	Teachers
CSE or CST Meetings	UPK-5 parents	Administrators, CSE/CST staff, teachers	Related service providers
Parent Consults/Parent Training	UPK-5 parents	School counselors, school psychologists, social workers, administration	
Homeless Liaison/STAC	UPK-5 students, parents	School counselors, social	Homeless Liaison



forms		workers,	
CPS Referrals	UPK-5 parents, students	School counselors, social workers,	School staff
Holiday Assistance	UPK-5	School counselors, social workers	
Referral to community resources	UPK-5	School counselors, social workers	
Backpack Program	UPK-5 students	School counselor/social workers	Community, families, teachers, volunteers

**Outcomes:**

Identified students will demonstrate improved attendance. Parents will cooperate with the school to insure regular attendance.

**Evaluation Methods:**

Attendance records

<b>Activity</b>	<b>Target Group</b>	<b>Staff</b>	<b>Others</b>
Attendance Review	K-5 students, parents	Teachers, school counselor, social workers, administration	
Letters from Principal/school counselor	K-5 parents	School counselor, social worker, administration	
Attendance Phone Calls	K-5 parents	school counselors, social workers, administration	Teachers
Home visits	UPK-5 students/parents	School counselor, social worker, administration	
CPS/PINS Referrals	Grd. 1-5 students/parents	School counselor, social worker, administration	DSS
Attendance Goal-setting	Grd. 1-5 students/parent	School counselor, social worker,	Teachers
Attendance Incentive/Awards	Grd. 1-5	School counselor, social worker, administration	Teachers, community

**HUDSON FALLS- SCHOOL**  
**COUNSELING DEPARTMENT,**  
**GRADES 6-12,**  
**ASCA NATIONAL STANDARDS**  
**CONNECTED TO ACTIVITIES**  
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Grades 6- 12		
Grade Level	Program, Activity, or Service	ASCA Domain/Standard
9-12	Early College Career Academy (ECCA)	Academic Career
8-12	P-TECH Liaison	Academic Career
8-12	Guidance Direct Portfolio/Home and Career Skills	Career Personal/Social
9-12	Military Recruiter Visits	Career
9-12	Military Advisement	Career
9-12	ASVAB Coordinator	Academic Career
9-12	College representatives	Academic Career
6-12	Classroom Presentations	Academic Career
9-12	SUNY Adirondack Career Fair	Academic Career
9-12	PSAT Administration and Results	Academic Career
6-12	Standardized Test interpretation	Academic Career
11	Junior parent conferences	Academic Career Personal/Social
12	Senior Post- Grad Conferences	Academic Career Personal/Social
8-9	Freshmen Orientation	Academic Career Personal/Social
8	8th Grade Tour Days	Academic Personal/Social
11	Financial Aid Night coordinate with Skidmore College	Academic Career Personal/Social
8	8th Grade Parent Night	Academic Career Personal/Social
11-12	College Campus Visits	Academic Career Personal/Social
11-12	College Caravan	Academic Career



9-12	Activity Sheets	Academic Career Personal/Social
11-12	SUNY Adirondack Open House Visits	Academic Career Personal/Social
6-12	Report Cards	Academic
6-12	Progress Reports	Academic
9-12	Upward Bound recruitment	Academic Career Personal/Social
6-12	Transfer/ New Student- Intake and Orientation	Academic Career Personal/Social
6-12	Child Study Team	Academic Personal/Social
12	Senior At- Risk Tracking	Academic Career Personal/Social
6-12	Attendance Tracking	Academic Personal/Social
6-12	PINS	Academic Personal/Social
6-12	Home Visits	Academic Personal/Social
10	BOCES and ECCA presentations	Academic Career
9-12	BOCES Liaison	Academic Career Personal/Social
6-12	Parent newsletters	Academics Career Personal/Social
6-12	Honor/Merit roll	Academic
6-12	Parent/Teacher Conferences	Academics Career Personal/Social
6-12	Counselor/Student Meetings	Academics Career Personal/Social
6-12	Parents/Counselor Conferences	Academics Career Personal/Social
6-12	Weekly progress reports	Academic





11-12	College information postings	Academic Career
11-12	College acceptance posting	Academics Career Personal/Social
6-12	Academic/Homework Club referrals	Academic
9-12	Care Center referrals	Personal/Social
6-12	Maintaining Current Information in Guidance Library	Career
6-12	Recommendations for AIS placements	Academic
6-12	Suicide risk assessments	Personal/Social
11-12	College Letters of Recommendation	Academic Career
11-12	College applications	Academic Career
11-12	New Visions	Academic Career
11-12	"SUNY Adirondack in the High School" registrations	Academic Career
6-12	Referrals to Outside Providers	Academic Personal/Social
10	HOBV (Hugh O'Brian Youth Leadership) recommendation	Academic Career Personal/Social
10-12	Scholarship management	Academic Career
11-12	Fall scholarship guide book	Academic Career
11-12	Spring scholarship guide book	Academic Career
6-12	Student recognition	Academic
6-12	Award Nights	Academic
12	Graduation Awards Coordination	Academic
9-12	High School Profile	Academic Career
6-12	Course Catalog	Academic
6-12	Scheduling/ SchoolTool	Academic
6-12	Building Master Schedule	Academic
6-12	Principal Meetings	Academic Career Personal/Social
9-12	Foreign Exchange Student Enrollment	Academic Personal/Social



6-12	ENL Students Enrollment	Academic Personal/Social
6-12	Summer School Registration	Academic
6-12	Schedule Adjustment	Academic
10-12	NCAA Clearinghouse	Academic Career
9-12	Tracking Diploma Types	Academic
12	Graduation Diploma/Stickers	Academic
6-12	School Counselor Department Meetings	Academic Career Personal/Social
6-12	Crisis Intervention	Personal/Social
6-12	Child Protective Services (CPS) Referrals	Academic Personal/Social
6-12	Assist with Homeless	Personal/Social
9-12	Attendance Review Board (ARB) Letters	Academic Personal/Social
10-12	AP Program Coordination	Academic Career
6-12	CSE Meetings	Academic Personal/Social
6-12	504 Meetings	Academic Personal/Social
9-12	Tutoring Management- Coordination	Academic Personal/Social
11-12	Distance Learning Coordination	Academic
6-12	Academic Intervention Services Coordination	Academic
10-12	SSD (services for students with disabilities) coordination for PSAT/ACT/SAT	Academic
12	Senior Surveys	Career Personal/Social
6-12	Middle School/High School Transition Meetings	Academic Career Personal/Social
6-12	Open House	Academic Career Personal/Social
10-12	CTE (Career and Technical Ed) Meetings	Academic Career
9-12	Peer Tutoring	Academic
6-12	Summer School Mailing	Academic



6-12	Guidance Media Presence/ Communication	Academic Career Personal/Social
6-12	Individual Counseling	Academic Career Personal/Social
11	Girls' State Coordination	Academic Career
9-12	Credit Recovery Identification	Academic
7	S.O.S. (Signs of Suicide Screening)	Personal/Social
7-8	Johns Hopkins Center for Academically Talented Youth	Academic Career
6-8	Transfer in Student Orientation Program	Academic Personal/Social
6-8	Student Database/Information Sheets	Academic Personal/Social
6-8	ABC Lists (At risk tracking program)	Academic Personal/Social
6-8	Adult Mentoring Program	Academic Career Personal/Social
6-8	College and Career Cafe	Academic Career Personal/Social
6-8	College Connection Day	Academic Career
6-8	Girls Go STEM Camp	Academic Career Personal/Social
6-8	NYS Test Packet Preparation	Academic
6-8	Datateam Meetings	Academic
6-8	Weekly Team Planning Meetings	Academic Personal/Social
6-8	North Clinic Referrals/Coordination	Personal/Social
6-8	Student/School Counselor Individual Annual Review Meetings	Academic Career Personal/Social
6-8	Attendance Letter Screening	Academic Personal/Social

## LOOKING AHEAD

### Part 100

**Beginning with the 2019-2020 school year**, each school district shall have a comprehensive developmental school counseling/guidance program, for all students in kindergarten through grade 12. Each school district shall also ensure that all students in grades kindergarten through 12 have *access* to a certified school counselor(s)

(i) For all grades kindergarten through 12, district and building level comprehensive developmental school counseling/guidance programs shall prepare students to participate effectively in their current and future educational programs as age appropriate, and be designed to address multiple student competencies including career/college readiness standards, and academic and social/emotional development standards. The comprehensive developmental school counseling/guidance program (program) shall include the following activities or services:

(a) in grades kindergarten through 5, the program shall be designed by a certified school counselor in coordination with the teaching staff, and any appropriate pupil personnel service providers, for the purpose of preparing students to participate effectively in their current and future educational programs, to provide information related to college and careers, and to assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns, and where appropriate make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports;

(b) for students in grades 6 through 12, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans. For a student with disability, the plan shall be consistent with the student's individualized education program;

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

(d) other direct student services which may include, but need not be limited to, responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement, for the purpose of enabling students to benefit from the curriculum, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement. Provided that nothing herein shall prohibit certified or licensed school psychologists or certified or licensed school social workers pursuant to Part 80 of the commissioner's regulations from providing other direct student services within their applicable scope of practice;

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

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