

**THE HUDSON FALLS CENTRAL SCHOOL
DISTRICT**

**COMPREHENSIVE
SCHOOL COUNSELING
AND GUIDANCE
PLAN**

Approved: April 9th, 2019

I. INTRODUCTION

Recognizing the value of school counseling in our schools, the Hudson Falls School District agreed to adopt the 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. The program supports 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. The Hudson Falls Comprehensive School Counseling and Guidance Program (HFCSCGP) 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 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.

The HFCSCGP is 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. The HFCSCGP provides a strong framework for the program's components and mechanisms for ongoing management and evaluation.

With a robust comprehensive developmental school counseling program and guidance curriculum in

place, conducted with the active support and cooperation of other school staff, Hudson Falls' students will improve their study skills, and direct their emotions and behaviors to develop positive interpersonal relationships and cooperative learning and work skills. They will build confidence by improving their goal setting, decision-making and problem solving capabilities. They will become productive and responsible citizens. The beneficial results of the HFCSCGP will also extend to administration, staff, parents and the community.

II. FOUNDATION

Mission Statement

The mission of the Hudson Falls School Counseling Department is to provide a comprehensive, developmentally age-appropriate and sequential school counseling program designed to foster student achievement and school improvement. 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

The Hudson Falls Comprehensive School Counseling and Guidance Program (HFCSCGP) believes that 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, only students in grades 6-12 have access to a full time counselor. Our 6-12 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.

Rationale

School counseling is an essential component of each school's overall educational program, supporting academic success for each student. The comprehensive academic success for each school counseling program supports the development of the competencies and skills that students will acquire to meet standards and expectations established by the state, the community and the district, and prepares our students to meet the challenges of life, work and citizenship.

The Hudson Falls Comprehensive School Counseling and Guidance Program (HFCSCGP) is

intentionally designed to be data driven and developmental, and contains sequential 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 HFCSCGP.

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 (HFCSCGP) enables all students from Gr. 6-12 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 Core Learning Standards*.

Standard A. Academic Development:

- A. Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school across the life span.
- 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 (HFSCGP) 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.

Examples of topics covered in this area are:

- Test score review, interpretation and analysis (Middle and High School)
- Promotion and retention information (Middle and High School)
- Career decision-making (Middle and High School)
- Yearly course selection (High School)
- Program changes (Middle and High School)
- Financial aid (High School)
- Interest inventories (Middle and High School)
- Senior exit surveys (High School)
- Social skills (Middle and High School)
- Test-taking strategies (Middle and High School)
- College selection (High School)
- Job shadowing (High School)
- Senior planning appointments (High School)
- Review of behavior plans (Middle School)
- Discipline reviews -responsibility planning (Middle School)
- Annual review (Middle and High School)
- Attendance review (Middle and High School)
- Vocational exploration (Middle and High School)

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 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 completed every five years.

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.

Advisory Committees

Hudson Falls school counselors have representation on the Hudson Falls School Health Advisory Counsel SHAC. SHAC's primary purposes are: developing and overseeing activities that promote healthy lifestyles, and fostering a community-wide effort to support healthy families and lifestyle decisions. These complement the district's comprehensive school counseling goals.

Action Plans

Action plans are a useful tool in responding to identified needs, implementing specific steps, and clearly identifying who will be responsible for which steps, and the schedule for implementation. In order to efficiently and effectively deliver the HFCSCGP, school counselors may decide to use action plans to guide curriculum development and accountability (results) measures. The HFCSCGP implements SMART (Specific, Measurable, Achievable, Realistic and Timely) Goals when developing action plans. HFCSCGP's current SMART goals can be found in the appendix of this document.

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). Some examples of effective lesson plans utilized by the HFCSCGP can be found in the appendix of this document.

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. Although there may be different percentages in the distribution of the school counselors' time between the components of the delivery system and the levels served, HFCSCGP recommends that 80% of the school counselor's time should be spent in direct service, with the remainder of time spent on program management. Non-counseling activities should be kept to an absolute minimum in order to minimize the potentially negative effect on results. Please see next page for examples.

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

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.

A sample calendar, with suggested timelines for curriculum and individual planning sessions is included in the appendix of this document. School counselors must determine an appropriate schedule for the implementation of the HFCSCGP in their school.

V. ACCOUNTABILITY

Accountability and evaluation are essential components of the HFCSCGP. These components will be used to demonstrate the effectiveness of the HFCSCGP in measurable terms. The data will be used to justify programming that supports positive outcomes for students.

Program Goal Analysis

Data will be collected in a manner consistent with professional guidelines as well as state and Federal laws, rules, policies and standards. The creation and maintenance of records will respect student confidentiality. Current technology will be employed to make reports organized, clear and useful. The focus of the reports should be to answer the question, *“How are students different as a result of the program?”* The data derived from the implementation of **SMART goals** will be used to document the effectiveness of the HFCSCGP’s current programming.

SMART Goal data serves as a tool for:

- Ensuring the goal was achieved as planned
- Ensuring targeted students were served
- Ensuring developmentally appropriate materials were used
- Analyzing the goal’s effectiveness
- Sharing the achievement successes of the goals
- Improving the program
- Advocating for systemic change in the school system

Program Review

The program review is a tool that assists school counselors in the analysis of each element within each program. The completed review provides a breakdown of component information. This information helps school counselors define areas which may need enhancement or improvement, and guides future actions designed to improve student standards results.

A program review is completed cyclically to determine the following:

- Program strengths and areas in need of improvement
- Short and long term goals
- Items to be addressed in management agreements

The information derived from program reviews is shared with the administration. The results of a program review will also help determine program goals, any training that may be needed and action plans for the following cycle.

Approximately every five years, a more extensive program audit is completed. The program audit is used to assess the school counseling program in comparison with ASCA’s National Model for School Counseling Programs. Using the findings of both program implementation and results, strengths and weaknesses are determined, and goals are created. Program audits follow the National Model’s checklist.

VI. IMPLEMENTATION

Time Line for the 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 HFCSCGP Model

School Year 2014-

- 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 HFCSCGP
- 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

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 MIDDLE SCHOOL
SCHOOL COUNSELING DEPARTMENT
ABC SMART GOAL 2016-2017

SMART Goal Planning Form:

Specific- WHO? WHAT?

GOAL: Increase the number of students who are high school ready at the end of their eighth grade school year.

Measurement/Assessment – HOW?

GOAL: Use the ABC Tracking Model and College and Career Readiness Standards to assess high school readiness. See final page of goal.

Attainable/Achieve- REASONABLE?

GOAL: Implementation and tracking of specific Attendance, Behavioral, and Course Completion (ABC's) interventions.

Relevant- EXPECTED RESULT?

GOAL: 40% decrease of at least one level of risk (according to ABC Tracking Model) for the total at-risk student population in grades 6-8.

Timed- WHEN?

GOAL: Final data will be available by the end of June 2017.



Adapted from “On Track for Success”

The use of an early warning indicator and intervention systems to build a Grad Nation developed by Johns Hopkins University.

A student’s decision to drop out of high school is not a sudden act, but a slow process of disengagement over a period of years. Research shows that most students at risk of falling off track could graduate if they were provided with the appropriate supports early enough and those supports were sustained.

Early Warning Indicator and Interventions Systems represent a collaborative approach among educators, administrators, parents and communities to using data effectively to keep students on the pathway to graduation.

Research results identify three key factors, the **ABC**’s that were better predictors of student outcomes than demographics or test scores: Attendance, Behavior and Course passing/performance.

Hudson Falls Middle School ABC Early Warning System (EWS)

- A- Attendance (absent 5 or more days per quarter)
- B- Behavior (two or more referrals per quarter)
- C- Course Completion (failing two or more ELA, Math, Science, Social Studies, per quarter)

Levels of Risk

Green Level One: At risk for one indicator

Yellow Level Two: At risk for two indicators

Red Level Three: At risk for all three indicators

ABC list compiled and shared at the end of each quarter. Tracking lists shared with Core Teams and Child Study Team for discussion and planned interventions.

GOAL: Reduce student’s level of risk. Remove student from list.

APPENDICES

HUDSON FALLS- SCHOOL COUNSELING DEPARTMENT SMART GOALS 2016-2017 GOAL ONE: HIGH SCHOOL

L

Specific - WHO? WHAT?

GOAL ONE:

- Decrease the number of compulsory age students who have 18 or more absences by 10%

Measurement/Assessment – HOW?

GOAL ONE:

- Use attendance records to identify at risk students

Attainable/Achieve- REASONABLE?

GOAL ONE:

- Use attendance protocols developed by counselors and administrators to affected population.

Relevant - EXPECTED RESULT?

GOAL ONE:

- 10% decrease in 18 or more absences in High School compulsory age students.

Timed- WHEN?

GOAL ONE:

- Final data will be available by the end of June 2017.

HUDSON FALLS- SCHOOL COUNSELING DEPARTMENT
ASCA NATIONAL STANDARDS

ACADEMIC DEVELOPMENT- STANDARD A

<p><u>Standard A:</u></p> <p>Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in the school and across the life span.</p>	<p>MS:</p> <ul style="list-style-type: none"> · Annual Reviews- All Students · Career and College Planning- Grade 8 · Graduation Requirements- Grade 7 · Adirondack Regional Career Fair · Lake George Job Fair · College and Career Cafe · Parent Conference Planning Form · Upward Bound Recruitment · ABC Lists- Quarterly · Student Database · Parent Newsletter- Helping Students Learn · Parent Newsletter- Daily Learning Planner · CTY Program · ACC Summer Enrichment Program · IST, CST and Team Meetings · Academic Improvement Planning · January Failure- parent letter · Summer School- parent letter · High School Teacher Recommendation Form · Brief Strategic Intervention · Lunch Groups · Mentoring Coordination · Transfer Students- Intake Meeting and Group Orientation · MS Survival Skills- Grade 6 · Grade 8- Honors Screening Process · Grade 6- Getting Ready for MS- Summer Calendar · CSE Annual Reviews · Grade 6 Parent 	<p>6 <u>X</u> 9 <u>X</u></p> <p>7 <u>X</u> 10 <u>X</u></p> <p>8 <u>X</u> 11 <u>X</u></p> <p> 12 <u>X</u></p>
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Orientation- Presentation
and Packet

HS:

- Early College in High School Programs
- Tec-Smart
- Guidance Direct Portfolio
- Military Recruiter visits
- College Representatives
- Classroom Lessons
- SUNY Adirondack Career Fair
- Aspire Results
- PSAT Results
- Interest Profile
- Sophomore Parent Conferences
- Freshmen Orientation
- Financial Aid Night
- College Campus Visits
- College Representative Visits
- College Caravan
- Military Recruiter Visits
- Activity Sheets
- Guidance Direct Program
- SUNY Adirondack Open House Visit
- Report Cards
- Progress Reports
- Surviving High School Lesson
- Upward Bound Recruitment
- Transfer Student- Intake and Orientation
- Agenda Use
- Child Study Team
- Senior Failure Letter

HUDSON FALLS- SCHOOL COUNSELING DEPARTMENT
ASCA NATIONAL STANDARDS

ACADEMIC DEVELOPMENT- STANDARD B:

<u>STANDARD</u>	<u>EVIDENCE</u>	<u>GRADES</u>	
		<u>MS</u>	<u>HS</u>
<u>Standard B:</u> Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.	MS: <ul style="list-style-type: none"> · Course Catalog · Annual Reviews- All Students · Career and College Planning- Grade 8 · Graduation Requirements- Grade 7 · College and Career Café · Parent Conference Planning Form · Upward Bound Recruitment · ABC Lists- Quarterly · Student Database · Parent Newsletter- Helping Students Learn · Parent Newsletter- Daily Learning Planner · CTY Program · ACC Summer Enrichment Program · IST, CST and Team Meetings · Academic Improvement Planning · January Failure- parent letter · Summer School- parent letter · High School Teacher Recommendation Form · Brief Strategic Intervention · Lunch Groups · Mentoring Coordination · Transfer Students- Intake Meeting and Group Orientation · Grade 6- Getting Ready for MS- Summer Calendar · MS Survival Skills- Grade 6 	6 <u>X</u> ___ 7 <u>X</u> ___ 8 <u>X</u> ___	9 <u>X</u> ___ 10 <u>X</u> ___ 11 <u>X</u> ___ 12 <u>X</u> ___

- CSE Annual Reviews
- Grade 8- Honors Screening Process
- Grade 6 Parent Orientation- Presentation and Packet
- Student Progress Report

HS:

- Aspire Results
- PSAT Results
- Interest Profile
- Sophomore Parent Conferences
- Freshmen Orientation
- Financial Aid Night
- College Campus Visits
- College Representative Visits
- College Caravan
- Military Recruiter Visits
- Activity Sheets
- Guidance Direct Program
- SUNY Adirondack Open House Visit
- Report Cards
- Progress Reports
- Surviving High School Lesson
- Upward Bound Recruitment
- Transfer Student- Intake and Orientation
- Agenda Use
- Child Study Team
- Senior Failure Letter
- Parent Newsletters
- Honor/Merit Roll
- Parent/Teacher Conferences
- Counselor/Student meetings
- Weekly Reports
- College Postings
- Leadership Recognition Programs
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HUDSON FALLS- SCHOOL COUNSELING DEPARTMENT

ASCA NATIONAL STANDARDS

ACADEMIC DEVELOPMENT- STANDARD C:

<u>STANDARD</u>	<u>EVIDENCE</u>	<u>GRADES</u>	
		<u>MS</u>	<u>HS</u>
<p><u>Standard C:</u></p> <p>Students will understand the relationship of academics to the world of work and to life at home and in the community.</p>	<p>MS:</p> <ul style="list-style-type: none"> · Annual Reviews- All Students · Career and College Planning- Grade 8 · Graduation Requirements- Grade 7 · Adirondack Regional Career Fair · Lake George Job Fair · College and Career Cafe · Parent Conference Planning Form · Upward Bound Recruitment · ABC Lists- Quarterly · Student Database · Parent Newsletter- Helping Students Learn · Parent Newsletter- Daily Learning Planner · CTY Program · ACC Summer Enrichment Program · IST, CST and Team Meetings · Academic Improvement Planning · January Failure- parent letter · Summer School- parent letter · High School Teacher Recommendation Form · Brief Strategic Intervention · Lunch Groups · Mentoring Coordination · Transfer Students- Intake Meeting and Group Orientation · MS Survival Skills- Grade 6 · Grade 8- Honors Screening Process · Grade 6- Getting Ready for MS- Summer 	<p>6 <u>X</u></p> <p>7 <u>X</u></p> <p>8 <u>X</u></p>	<p>9 <u>X</u></p> <p>10 <u>X</u></p> <p>11 <u>X</u></p> <p>12 <u>X</u></p>

Calendar

- CSE Annual Reviews
- Grade 6 Parent Orientation- Presentation and Packet

HS:

- Early College in High School Programs
- Tec-Smart
- Guidance Direct Portfolio
- Military Recruiter visits
- College Representatives
- Classroom Lessons
- SUNY Adirondack Career Fair
- Aspire Results
- PSAT Results
- Interest Profile
- Sophomore Parent Conferences
- Freshmen Orientation
- Financial Aid Night
- College Campus Visits
- College Representative Visits
- College Caravan
- Military Recruiter Visits
- Activity Sheets
- Guidance Direct Program
- SUNY Adirondack Open House Visit
- Report Cards
- Progress Reports
- Surviving High School Lesson
- Upward Bound Recruitment
- Transfer Student- Intake and Orientation
- Agenda Use
- Child Study Team
- Senior Failure Letter

CAREER DEVELOPMENT- STANDARD A:

<u>STANDARD</u>	<u>EVIDENCE</u>	<u>GRADES</u>	
		<u>MS</u>	<u>HS</u>
<p><u>Standard A:</u></p> <p>Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.</p>	<p>MS:</p> <ul style="list-style-type: none"> · Annual Reviews- All Students · Career and College Planning- Grade 8 · Career Cluster Interest Inventory · College Planning Checklist · Careers in Skills Classes · Careers for Me- Interest Inventory- Grade 6 · COPS- Interest Assessment- Grade 8 · College Connection Day · SUNY Team Info Day · Graduation Requirements- Grade 7 · Adirondack Regional Career Fair · Lake George Job Fair · College and Career Cafe · Parent Newsletter- Helping Students Learn · Parent Newsletter- Daily Learning Planner · ACC Summer Enrichment Program · High School Teacher Recommendation Form · Brief Strategic Intervention · Lunch Groups · Mentoring Coordination · MS Survival Skills- Grade 6 · Grade 6 Parent Orientation- Presentation and Packet · Grade 6- Getting Ready for MS- Summer Calendar · Grade 8- Honors Screening Process <p>HS:</p>	<p>6 <u>X</u></p> <p>7 <u>X</u></p> <p>8 <u>X</u></p>	<p>9 <u>X</u></p> <p>10 <u>X</u></p> <p>11 <u>X</u></p> <p>12 <u>X</u></p>

	<ul style="list-style-type: none"> · Classroom Presentations · Activity Sheet · Early College in High School Programs · Tec-Smart · Guidance Direct Portfolio · Military Recruiter visits · College Representatives · Classroom Lessons · SUNY Adirondack Career Fair · Aspire Results · PSAT Results · Interest Profile · Sophomore Parent Conferences · Freshmen Orientation · Financial Aid Night · College Campus Visits · College Representative Visits · College Caravan · Military Recruiter Visits · Activity Sheets · Guidance Direct Program · SUNY Adirondack Open House Visit · Report Cards · Progress Reports · Surviving High School Lesson · Upward Bound Recruitment · Transfer Student- Intake and Orientation · Agenda Use · Child Study Team · Senior Failure Letter 	
<u>Elementary K-5 levels</u>	New tudent Orientation	

HUDSON FALLS- SCHOOL COUNSELING DEPARTMENT

ASCA NATIONAL STANDARDS

CAREER DEVELOPMENT- STANDARD B:

<u>STANDARD</u>	<u>EVIDENCE</u>	<u>GRADES</u>	
		<u>MS</u>	<u>HS</u>
<p><u>Standard B:</u></p> <p>Students will employ strategies to achieve future career goals with success and satisfaction.</p>	<p>MS:</p> <ul style="list-style-type: none"> · Annual Reviews- All Students · Career and College Planning- Grade 8 · Career Cluster Interest Inventory · College Planning Checklist · Graduation Requirements- Grade 7 · Adirondack Regional Career Fair · Lake George Job Fair · College and Career Cafe · Careers in Skills Classes · Careers for Me- Interest Inventory- Grade 6 · COPS- Interest Assessment- Grade 8 · College Connection Day · SUNY Team Info Day · Parent Newsletter- Helping Students Learn · Parent Newsletter- Daily Learning Planner · ACC Summer Enrichment Program · High School Teacher Recommendation Form · Brief Strategic Intervention · Lunch Groups · Mentoring Coordination · MS Survival Skills- Grade 6 	<p>6 <u>X</u></p> <p>7 <u>X</u></p> <p>8 <u>X</u></p>	<p>9 <u>X</u></p> <p>10 <u>X</u></p> <p>11 _____</p> <p>12 _____</p>

- Grade 6 Parent Orientation- Presentation and Packet
- Grade 8- Honors Screening Process
- Grade 6- Getting Ready for MS- Summer Calendar

HS:

- Goal setting
- 9th Grade College Visits
- Guidance Direct Portfolio
- Sophomore Parent Conferences
- College Caravan
- Freshmen Orientation
- SUNY Adirondack Career Fair
- Yearly Counselor Meetings (4 year plan)
- Early College in High School Programs
- Tec-Smart
- Military Recruiter visits
- Classroom Lessons
- SUNY Adirondack Career Fair
- Aspire Results
- PSAT Results
- Interest Profile
- Sophomore Parent Conferences
- Financial Aid Night
- College Campus Visits
- College Representative Visits
- Activity Sheets
- Guidance Direct Program
- SUNY Adirondack Open House Visit
- Report Cards
- Progress Reports
- Surviving High School Lesson
- Upward Bound Recruitment
- Transfer Student- Intake and Orientation
- Agenda Use
- Child Study Team
- Senior Failure Letter

CAREER DEVELOPMENT- STANDARD C:

<u>STANDARD</u>	<u>EVIDENCE</u>	<u>GRADES</u>	
		<u>MS</u>	<u>HS</u>
<p><u>Standard C:</u></p> <p>Students will understand the relationship between personal qualities, education, training and the world of work.</p>	<p>MS:</p> <ul style="list-style-type: none"> · Annual Reviews- All Students · Career and College Planning- Grade 8 · Career Cluster Interest Inventory · College Planning Checklist · Graduation Requirements- Grade 7 · Adirondack Regional Career Fair · Lake George Job Fair · College and Career Cafe · Careers in Skills Classes · COPS- Interest Assessment- Grade 8 · College Connection Day · SUNY Team Info Day · Parent Newsletter- Helping Students Learn · Parent Newsletter- Daily Learning Planner · ACC Summer Enrichment Program · Brief Strategic Intervention · Lunch Groups · Grade 8- Honors Screening Process · MS Survival Skills- Grade 6 · Grade 6 Parent Orientation- Presentation and Packet · Grade 6- Getting Ready for MS- Summer Calendar · Mentoring Coordination <p>HS:</p> <ul style="list-style-type: none"> · Guidance direct lesson and interest inventory · ACT Aspire · Freshmen Orientation · Classroom Presentations · SUNY Adirondack Career 	<p>6 <u>X</u></p> <p>7 <u>X</u></p> <p>8 <u>X</u></p>	<p>9 <u>X</u></p> <p>10 <u>X</u></p> <p>11 <u>X</u></p> <p>12 <u>X</u></p>

	<p>Fair</p> <ul style="list-style-type: none">· Guidance Library· Student/Counselor meetings· Early College in High School Programs· Tec-Smart· Guidance Direct Portfolio· Military Recruiter visits· College Representatives· Classroom Lessons· SUNY Adirondack Career Fair· PSAT Results· Interest Profile· Sophomore Parent Conferences· Financial Aid Night· College Campus Visits· College Representative Visits· College Caravan· Military Recruiter Visits· Activity Sheets· Guidance Direct Program· SUNY Adirondack Open House Visit· Report Cards· Progress Reports· Surviving High School Lesson· Upward Bound Recruitment	
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HUDSON FALLS- SCHOOL COUNSELING DEPARTMENT

ASCA NATIONAL STANDARDS

PERSONAL /SOCIAL- STANDARD A:

<u>STANDARD</u>	<u>EVIDENCE</u>	<u>GRADES</u>	
		<u>MS</u>	<u>HS</u>
<p><u>Standard A:</u></p> <p>Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.</p>	<p>MS:</p> <ul style="list-style-type: none"> · Annual Reviews- all students · Graduation Requirements- Grade 7 · Adirondack Regional Career Fair · Lake George Job Fair · College and Career Café · Parent Conference Planning Form · ABC Lists- Quarterly · Student Database · Parent Newsletter- Helping Students Learn · Parent Newsletter- Daily Learning Planner · Parent Newsletter- Firm, Fair and Consistent · ACC Summer Enrichment Program · Camp Chingachgook · Brief Strategic Intervention · Lunch Groups · Mentoring Coordination · Transfer Students- Intake Meeting and Group Orientation · MS Survival Skills- Grade 6 · Grade 8- Honors Screening Process · Grade 6- Getting Ready for MS- Summer Calendar · Grade 6 Parent Orientation- Presentation and Packet · Job Interviewing Guide · Global Youth Service Day · Student Risk and Self Injury Assessments · Responsibility Planning · Behavior Plan- Student Assessment · Rating Scales · Mediation · KC (Kindness and 	<p>6 <u>X</u></p> <p>7 <u>X</u></p> <p>8 <u>X</u></p>	<p>9 <u>X</u></p> <p>10 <u>X</u></p> <p>11 <u>X</u></p> <p>12 <u>X</u></p>

	<p>Compassion) Club</p> <ul style="list-style-type: none"> ○ Monthly Themes ○ Fundraisers ○ New Student Welcome ○ Gratitude Projects ○ Fun Nights ○ Pep Rally <p>HS:</p> <ul style="list-style-type: none"> · Individual Counseling · Student Conferences · 21st Century Program referrals · Parent Conferences · Early College in High School Programs · Tec-Smart · Guidance Direct Portfolio · College Representatives · Parent Newsletters · Classroom Lessons · SUNY Adirondack Career Fair · Aspire Results · PSAT Results · Interest Profile · Sophomore Parent Conferences · College Campus Visits · College Representative Visits · College Caravan · Military Recruiter Visits · Activity Sheets · Guidance Direct Program · SUNY Adirondack Open House Visit · Report Cards · Progress Reports · Surviving High School Lesson · Upward Bound Recruitment · Agenda Use · Child Study Team 	
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PERSONAL/SOCIAL- STANDARD B:

<u>STANDARD</u>	<u>EVIDENCE</u>	<u>GRADES</u>	
		<u>MS</u>	<u>HS</u>
<p><u>Standard B:</u></p> <p>Students will make decisions, set goals and take necessary action to achieve goals.</p>	<p>MS:</p> <ul style="list-style-type: none"> · Annual Reviews- all students · Graduation Requirements- Grade 7 · Career and College Planning- Grade 8 · Adirondack Regional Career Fair · Lake George Job Fair · College and Career Café · Job Interviewing Guide · Parent Conference Planning Form · ABC Lists- Quarterly · Student Database · Parent Newsletter- Helping Students Learn · Parent Newsletter- Daily Learning Planner · Parent Newsletter- Firm, Fair and Consistent · Global Youth Service Day · ACC Summer Enrichment Program · Camp Chingachgook · Grade 8- Honors Screening Process · Responsibility Planning · Behavior Plan- Student Assessment · Rating Scales · Mediation · Brief Strategic Intervention · Lunch Groups · Mentoring Coordination · Transfer Students- Intake Meeting and Group Orientation · MS Survival Skills- Grade 6 · Grade 6 Parent Orientation- Presentation and Packet · Grade 6- Getting Ready for MS- Summer Calendar 	<p>6 <u>X</u></p> <p>7 <u>X</u></p> <p>8 <u>X</u></p>	<p>9 <u>X</u></p> <p>10 <u>X</u></p> <p>11 <u>X</u></p> <p>12 <u>X</u></p>

- Student Risk and Self Injury Assessments
- Careers in Skills Classes
- SUNY Team Info Day
- College Connection Day
- High School Teacher Recommendation Form
- Academic Improvement Plan Form
- KC (Kindness and Compassion) Club
 - Monthly Themes
 - Fundraisers
 - Fun Nights
 - Pep Rally

HS:

- Individual Counseling
- Freshmen Orientation
- Sophomore Parent Conference
- Guidance Library
- College Caravan
- 9th grade College Visits
- Early College in High School Programs
- Tec-Smart
- Guidance Direct Portfolio
- Military Recruiter visits
- College Representatives
- Classroom Lessons
- SUNY Adirondack Career Fair
- Aspire Results
- PSAT Results
- Interest Profile
- Sophomore Parent Conferences
- Financial Aid Night
- College Campus Visits
- College Representative Visits
- Military Recruiter Visits
- Activity Sheets
- Guidance Direct Program
- SUNY Adirondack Open House Visit
- Report Cards
- Progress Reports
- Surviving High School Lesson
- Upward Bound Recruitment
- Transfer Student- Intake and Orientation
- Agenda Use
- Child Study Team
- Senior Failure Letter

**HUDSON FALLS- SCHOOL COUNSELING DEPARTMENT
ASCA NATIONAL STANDARDS**

PERSONAL /SOCIAL- STANDARD C:

<u>STANDARD</u>	<u>EVIDENCE</u>	<u>GRADES</u>	
		<u>MS</u>	<u>HS</u>
<u>Standard C:</u> Students will understand safety and survival skills.	MS: <ul style="list-style-type: none"> · Annual Reviews- all students · Graduation Requirements- Grade 7 · Adirondack Regional Career Fair · Lake George Job Fair · ABC Lists- Quarterly · Student Database · Parent Newsletter- Helping Students Learn · Parent Newsletter- Daily Learning Planner · Parent Newsletter- Firm, Fair and Consistent · Parent Conference Planning Form · Global Youth Service Day · Camp Chingachgook · Student Risk and Self Injury Assessments · Responsibility Planning · Behavior Plan- Student Assessment · Rating Scales · Mediation · Brief Strategic Intervention · Lunch Groups · Mentoring Coordination · Transfer Students- Intake Meeting and Group Orientation · MS Survival Skills- Grade 6 · Grade 6- Getting Ready for MS- Summer Calendar · KC (Kindness and Compassion) Club <ul style="list-style-type: none"> ○ Monthly Themes ○ Fundraisers ○ New Student Welcome ○ Fun Nights ○ Pep Rally · Grade 6 Parent Orientation- Presentation 	6 <u> X </u> 7 <u> X </u> 8 <u> X </u>	9 <u> X </u> 10 <u> X </u> 11 <u> X </u> 12 <u> X </u>

	<p>and Packet</p> <ul style="list-style-type: none">· CDC youth Risk Behavior Survey· IST, CST and Team Meetings <p>HS:</p> <ul style="list-style-type: none">· Surviving High School classroom lesson· SOS Program for Suicide Prevention· Parent Newsletters· Transfer student meetings· 9th Grade orientation and parent night· SADD Pre-Prom presentation support· Student/Counselor meetings· CST/IST Meetings· Mediation	
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