

# Waterford-Halfmoon Union Free School District

## K-12 Comprehensive School Counseling Plan

### **Mission**

The Waterford-Halfmoon Union Free School District is a partnership of school, parents and community dedicated to the goal of providing an excellent education for all of our students. Our mission is to ensure that all students develop and demonstrate the knowledge, skills, abilities and character needed to live useful, productive and rewarding lives.

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# **New York State Part 100 Regulations – School Counseling Programs**

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As per the New York State Education Department, listed in Part 100 of the Commissioner's Regulations, School Counseling/Guidance Programs are defined as follows:

- I. Public Schools: Each school district shall have a guidance program for all students.
- II. In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to effectively participate 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.
- III. In grades 7-12, the School Counseling Program shall include the following activities and services:
  - A. An annual review of each student's educational progress and career plans, with such reviews conducted with each student individually or with small groups by personnel certified or licensed as school counselors.
  - B. 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 the school counselor.
  - C. Other advisory and individual or group counseling assistance to enable students to benefit from the curriculum to help students develop and implement postsecondary educational and career plans; to help students who exhibit any attendance, academic, behavioral or adjustment problems; 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; such individual or group counseling shall be provided by certified or licensed school psychologists or certified or licensed school social workers in cooperation with certified and licensed school counselors.

- IV. 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. Such plan should be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specifications of the staff members and other resources assigned to accomplish the objectives; provisions for the annual assessment of the program results.

Note: The State Education Department of New York has released proposed changes for the regulations to be more in line with the ASCA National Model. As a district we understand that this document is fluid as changes are released from the State.

### Board of Education Policy Authorization

In accordance with Policy 8230, Waterford-Halfmoon Union Free School District (WHUFSD) has developed a comprehensive, standards-based counseling program. Over the past several years the WHUFSD Counseling Department has worked to transform our school counseling program into one that values results-based best practices in order to better serve our students. The counseling support systems that we provide are goal oriented and developmental in nature, based on various types of student data (attendance, grades and discipline). These services aim to help all students, no matter their individual circumstances, to maximize their potential and to develop the skills necessary to become contributing members of a global society.

# Waterford-Halfmoon's 21st Century Counseling Plan

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This is a plan that has been designed to meet the educational demands of the 21st century in order to better serve the WHUFSD school community. A 21st century counseling program is one that is results-based, comprehensive, developmentally-appropriate, proactive in nature, and designed to reach every student. When developing and implementing such a program, it is necessary that school counselors hold a wide range of skills that go beyond the essential counseling skills. In order to provide a data-driven program that aims to improve student achievement, school counselors must demonstrate the skills of leadership, advocacy, collaborations and data analysis. With this in mind, the WHUFSD school counselors have utilized a variety of professional development opportunities to further develop their skills. By focusing on these areas, they are also capable of carrying out the needs of a 21st Century school counseling plan.

Our comprehensive school counseling model values content, process and accountability. School counselors are integral participants in collaborative programs that guide student achievement. Collaborating with teachers, administrators, community members, and families provides school counselors with information that can direct their programs. New York State school counselors with the support of superintendents, principals, and local boards of education, can analyze and assess school counseling programs, implement programs through a variety of delivery systems, and maintain an accountability system that demonstrates effectiveness.

*The National Standards for School Counseling Programs* (1997) and the *National Model for School Counseling Programs*, both developed by the American School Counseling Association (ASCA), have shifted the focus of school counseling from a student-by-student system to a comprehensive and developmental program that focuses on academic, career, and personal/social development for every K – 12 student. It is also recommended that specialized school counselors, such as At-risk counselors, have no more than an 8% ratio of the school building's population. The WHUFSD School Counseling Department strives to meet these recommendations and to provide research-based services in order to better serve our community. All staffing decisions are determined within the district's fiscal parameters and overall priorities.

The transformations that have occurred to the comprehensive school counseling program at WHUFSD will help meet the demands of the 21st Century educational system and will increase the continuity of services that are provided to our students at all levels. The services provided by our school counselors play significant roles in the closing of a variety of achievement gaps and are a benefit to student learning.

## The Comprehensive Model

The comprehensive school counseling program is a framework for the systematic development, implementation, and evaluation of school counseling programs. The comprehensive school counseling plan was designed in a way that:

- Acknowledges the work of school counselors as advocates for students.
- Creates results-based counseling programs that support diverse student populations.
- Help to close learning gaps.
- Aims to reach all students through the use of exemplary strategies that assess academic, career, and social/emotional progress.
- Is guided by developmentally appropriate and goal-oriented student competencies.

The process for delivery of the National Standards linked to the Common Core Standards is accomplished by utilizing each of the four components of the comprehensive model. The four main components of the model are:

1. The **foundation** of the program which addresses the belief and mission that every student will benefit from the school counseling program.
2. The **management system** that presents the organizational process and tools needed to deliver a comprehensive school counseling program. These processes and tools include: agreements or responsibilities, use of data, action plans, time and task analysis, and monthly calendars.
3. The **delivery system** which defines the implementation process and the components of the comprehensive model (guidance curriculum, individual planning with students, responsive services and system support).
4. The **accountability system** which helps school counselors demonstrate the effectiveness of their work in measurable terms such as impacts over time, performance evaluation, and a program audit.

The National Model for School Counseling Programs speaks to the importance of accountability and having an organizational framework that documents and demonstrates “**how students are different as a result of the school counseling programs.**” A commitment to accountability shifts public perception from questions such as “what do school counselors really do?” to showing how school counselors are key players in the academic success for all students. While we will use the model as a guide we will be progressive in our thinking and always evaluate and update what we are doing based on what is in the best interest of the students.

# WHUFSD School Counseling Department Foundation

## **School District Mission Statement**

The Waterford-Halfmoon Union Free School District is a partnership of school, parents and community dedicated to the goal of providing excellent education for all of our students. Our mission is to ensure that all students develop and demonstrate the knowledge, skills, abilities and character needed to live useful, productive and rewarding lives.

## **Counseling Mission Statement**

The mission of the Waterford-Halfmoon UFSD Counseling Department is to meet the individual needs of all students by providing them with support, information, resources, and guidance through a comprehensive developmental school counseling program. The services provided by the WHUFSD school counselors empower students to develop the knowledge, skills, abilities and character needed to pursue their individual goals and become contributing members of our society.

## **Counseling Vision Statement**

It is the vision that students graduating from Waterford-Halfmoon UFSD will be college and career ready and will have the skills needed to maximize their academic success and social/emotional development. The comprehensive school counseling program supports students through a rigorous curriculum while providing a variety of opportunities for self-directed growth to become contributing and healthy members of a competitive global society.

## **Annual Goals**

Program goals are developed annually in alignment with the vision, mission and the goals of the district, school and department. The goals will serve to guide the curriculum and corresponding action plans. A draft of yearly goals are developed for each counselor at the beginning of the school year and prior to finalizing agreement documentation with the building principal.

## **Student Competencies**

As a result of a comprehensive counseling program, students should demonstrate the following mindsets and behaviors as outlined by ASCA:

- **Academic Development** – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.
- **Career Development** – Standards guiding school counseling programs to help students understand the connection between school and the world of work and plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the lifespan.

- **Social/Emotional Development** – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

School counselors use these standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential. To operationalize the standards, school counselors select competencies that align with the specific standards and become the foundation for classroom lessons, small groups and activities addressing student developmental needs. The competencies directly reflect the vision, mission and goals of the comprehensive school counseling program and align with the school's academic mission.

### **Counselor Competencies and Ethics**

The WHUFSD school counselor will reference the ASCA School Counselor Competencies (2010) as an outline of the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate their comprehensive, developmental, results-based school counseling programs.



# WHUFSD Counseling Department Management System

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The management system incorporates organizational processes and tools to ensure that the WHUFSD counseling program is organized, concrete, clearly delineated, and reflective of the school's needs.

**Program Implementation** - The counseling department in collaboration with the building principal will work to ensure that each student has access to the counseling program. In addition, counselors will allocate time to:

- deliver guidance lessons
- provide individual student planning
- provide responsive services
- managing system support

During the school year, counselors should monitor their time and determine the percentage of time spent in each component of the school counseling program.

**Use of Time** - District counselors recognize the value of delivery of services to students. It is recommended that school counselors spend 80% of their time in delivery of services to students. The remaining time is spent for foundation, management & accountability.

**Use of Data** - A comprehensive school counseling program is data driven. School counselors must show that each activity implemented is part of the program, and was developed from analysis of the students' needs, achievements, and/or related data. To do this, school counselors need to evaluate process, perception, and results data.

At both levels (Elementary and Jr/Sr High School), School counselors will review and discuss data driven needs for the student population. This may include review of graduation rates, attendance, and standardized test scores. For every desired competency and result there must be a plan how the desired competency will be achieved. Each action plan should include: competencies addressed, description of activity, timeline in which the activity will be completed, who is responsible for delivery, means of evaluating student success, expected results.

The counseling department will decide on a plan of action to meet student needs. Counselors and the school district leadership team will agree on how services will be assigned to specific counselors.

# WHUFSD School Counseling Department Delivery System

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**Direct Student Services** - The counseling curriculum provides developmental activities that address academic, career and personal/social needs of students K-12. This is accomplished through:

- Classroom Activities: school counselors present lessons in the classroom.
- Group Activities: school counselors conduct group activities outside of the classroom to address student's particular needs.

**Individual Student Planning** - Counselors monitor students' progress so they may achieve success in academic, personal/social, and career areas. This may be accomplished through:

- Individual or Small Group Appraisal: Work with students in analyzing and evaluating abilities, interests, skills, and achievement.
- Individual or Small Group Advisement: Work directly with students on achieving success in personal/social, academic, and career areas.
- Case Management: Monitor individual students' progress.
- Placement: Collaborate with school staff in determining the best educational setting for students as they meet their academic and social goals.

**Responsive Services** - School counselors provide support and interventions to meet the needs of students. This is accomplished through:

- Individual and Small Group Counseling: Counseling is provided for students experiencing social, emotional, personal, or academic difficulties.
- Crisis Counseling: Short term counseling that is provided to students, families or staff as an immediate intervention to a crisis.

## **Indirect Student Services**

- Referrals: School counselors provide families with a variety of resources, both inside and outside of school, to better serve our students.
- Consultation: School counselors collaborate with families, school staff and community agencies to develop interventions for students.
- Interdisciplinary Activities: School counselors collaborate with school staff to implement curriculum across content areas.

**System Support** - School counselors assess the effectiveness of the counseling program. This is accomplished through:

- Teaming: School counselors participate in district wide and building committees.

- Professional Development: School counselors regularly participate in training, conferences, and meetings to update knowledge and skills.
- Program Promotion: School Counselors provide orientation and information regarding the programs to the greater community via websites, counseling newsletters and presentations.
- Program Management and Evaluation: School counselors regularly collect and analyze data to evaluate the program and continue updating program activities.

# Scope and Sequence by Program Levels

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## ELEMENTARY SCHOOL SCOPE AND SEQUENCE

Waterford-Halfmoon Elementary School  
2021-2022 Elementary Guidance Plan

### Peer Relationship Group Program

**Program Description:** Students meet in small groups with age-related peers and participate in a variety of activities and games that focus on raising awareness of appropriate and inappropriate peer behaviors and social skills, and handling teasing and bullying.

**Staff Assigned:** Elementary Social Worker

**Target Population:** Students in grades 1-6 who have been referred through RtI Committee.

**Timeline:** December through May

#### **Expected Outcomes:**

- Students will be able to identify qualities that make a good friend.
- Students will be able to identify how to handle peer conflict.
- Students will be able to identify how to handle teasing and bullying.
- Students will be able to identify coping strategies to deal with their feelings.

**Evaluation Methods:** Elementary School Social Worker will conduct a post group evaluation.

#### **Activities:**

- Plan & Prepare:
  - Appropriate lesson plans for targeted group, based on age and primary area of concern. Align lessons with ASCA standards.
  - Inform students, parents and faculty.
  - Parental permission slips sent out / collected.
- Conduct bi-monthly group counseling sessions for various groups (average 6-8 sessions).
- Individual counseling sessions provided as needed.
- Parent and teacher consultations provided as needed.

- Referrals to outside counseling provided to parents as needed.

**Resources:**

- Literature, Curricula & materials that align with ASCA and school social work standards:
  - Social skills, bullying, friendship, coping skills.
  - Topic-related board games, activities and art supplies.
- Community resources for referrals.

## Child Sexual Abuse Prevention Program

**Program Description:** Students will participate in a classroom program in which the students will learn about the different kinds of touching and what actions to take if someone were to touch them inappropriately. A short video (obtained from WSWHE BOCES) is included to reinforce the message.

**Staff Assigned:** Elementary School Social Worker and School Psychologist

**Target Population:** All students in K-6

**Timeline:** June

### **Expected Outcomes:**

- Students will be able to discern between the types of touches:
  - good touch (i.e. hug, high-five, pat on the back)
  - bad touch (i.e. hit, kick, pinch)
  - secret touch (i.e. touching or looking at private body parts)
- Students will be to know how to handle unwanted touching (bad or secret touch)
  - No
  - Go
  - Tell
- Students should feel safe in talking about or reporting sexual abuse and will know it is not their fault.

**Evaluation Methods:** Students will be able to describe the types or touches and explain what they would do through random observations.

### **Activities:**

- Plan and Prepare:
  - Lesson Plan
  - Inform students, parents and faculty.
- Conduct lessons on child sexual prevention and view video in each classroom/grade level.
- Parent and teacher consultation provided as needed. -Individual counseling and referral to child protection services as needed.

### **Resources:**

- Various literature on child abuse prevention.
- Various videos.

### Encourage Parent Involvement Program

**Program Description:** Parents will be given the opportunity to meet teachers and conference throughout the year. The School Social Worker will attend various conferences as requested by teacher, parent, or administrator.

**Staff Assigned:** Elementary Teachers, Principal and School Social Worker

**Target Population:** Parents in K-6

**Timeline:** September through June

**Expected Outcomes:**

- Parents will understand their student's academic achievement, social and emotional development and aptitudes.
- Parents will understand that they are encouraged to participate in the elementary school program.

**Evaluation Methods:**

- Teacher/Principal/Social Worker observation
- Parent Conference & student report form
- Parental involvement by attendance at various school functions

**Activities:**

- Back-to-School Night
- Parent-teacher conferences
- Various activities (i.e. Family Fun Night, Father-Daughter Dance, Health Fair)
- Case Conferences
- Report Cards
- PTO
- Preschool Intervention

### Emotional-Regulation Group Program

**Program Description:** Students meet in small groups with age-related peers and participate in a variety of activities and games that focus on raising awareness of emotions and techniques for coping and problem solving to increase better self-control and emotional health.

**Staff Assigned:** Elementary Social Worker

**Target Population:** Students in grades 1-6 who have been referred through RtI Committee.

**Timeline:** December through May

**Expected Outcomes:**

- Students will be able to identify coping strategies to deal with their feelings.
- Students will be able to identify emotional intensity and triggers.

**Evaluation Methods:** Elementary School Social Worker will conduct a post group evaluation.

**Activities:**

- Plan & Prepare:
  - Appropriate lesson plans for targeted group, based on age and primary area of concern.
  - Align lessons with ASCA standards.
  - Inform students, parents and faculty.
  - Parental permission slips sent out /collected.
- Conduct bi-monthly group counseling sessions for various groups (average 6-8 sessions).
- Individual counseling sessions provided as needed.
- Parent and teacher consultations provided as needed.
- Referrals to outside counseling provided to parents as needed.

**Resources:**

- Literature, Curricula & materials that align with ASCA and school social work standards:
  - coping skills, emotional awareness, problem-solving
  - Topic-related board games, activities and art supplies
- Community resources for referrals.



## JUNIOR/SENIOR HIGH SCHOOL SCOPE AND SEQUENCE

Waterford-Halfmoon Jr/Sr High School  
2021-2022 Jr/Sr High Guidance Plan

**Program Results** - Counselors analyze the school counseling program using information collected through process, perception, or outcomes data samples. This data will be used to inform decisions related to program improvements. The WHUFSD Counseling Advisory Council at the high school along with each counseling department will review the programs to identify trends and areas of success and areas in need of improvement.

**Evaluation and Improvement** - Program evaluation and improvement has four components: self-analysis of the school counselor's strengths and areas of improvement using the School Counselor Competencies Assessment, self-analysis of the school counseling program's strengths and areas of improvement, evaluation of the school counselor's performance using the Salem APPR document, and review of program goals created at the beginning of the year.

### Program Objective for Instruction 6-12 (Grade 6)

**Target Population:** 6th grade students

**Expected Outcomes:** An annual individual progress review for sixth grade students will help each student learn what skills are necessary to be successful in Grade 7, to reflect on their educational progress and successes, and how this effects their future plans.

**Evaluation Method(s):** Complete a worksheet to identify target skills.

### **Program Description:**

Activities	Target Group or Sub Group	Staff Assigned & Time	Staff/ Resources	Dates of Activity	ASCA
Annual Review	Students in Grade 6	7th Grade Counselor		End of May - beginning of June	AA1.5 AA2.2 AB1.7 AB2.6 AB2.7

## Program Objective for Instruction 7-12 (Grade 7)

**Target Population:** 7th grade students

**Expected Outcomes:** To introduce students to the Guidance Department and develop an understanding of the ways a counselor can help them in making career and/or personal decisions. To emphasize the need to develop a feeling of identity through greater awareness of who they are, how they feel about themselves, and how they can match their own interests, abilities and values to possible career choices.

**Evaluation Method(s):** Each student will answer a set of questions, which will be updated periodically as group sessions progress.

### **Program Description:**

Activities	Target Group or Sub Group	Staff Assigned & Time	Staff/ Resources	Dates of Activity	ASCA
Small Group: 1. What is a Guidance Counselor 2. What to expect in 7th grade.	Students in grade 7		Career Counseling  Academic Record  Worksheets for clarifying topics	October through May	AA1.2 A1.5 AB1.3 AC1.2 AA3.1 AA2.3 CA1.1-1.4 CA1. 9 CA2.8 CC1.3 CC2.1 PSA1.2
Topics: 1. My career Planning Record. 2. Who am I? 3. Different Kinds of Work. 4. My Interests & Abilities.		Counselor & FACS teacher (2 periods every 10 week session)			
Parent Orientation Program	Grade 7 Parents & Students	Counselor & Assistant Principal	Stepping up Booklet Schedules	August	

### Program Objective for Instruction 7-12 (Grade 8)

Target Population Students: 8th grade students

Expected Outcomes: Students will demonstrate an understanding of the fundamentals of the career planning process, especially as it relates to the high school course selection process.

Evaluation Method(s): All students will complete a tentative high school plan.

Program Description:

Activities	Target Group or Sub Group	Staff Assigned & Time	Staff/ Resources	Dates of Activity	ASCA
Classroom Instruction	Students in Grade 8	Counselor and FACS teacher (3 class periods per semester)	Student Program Guide	October through May	AA2.3 CA1.1-4 CA2.8-9 CB1.1 CB2.1 CB2.4 CC1.1
Individual Conferences		Counselor as needed			
BOCES Orientation for all students (Trip to Saratoga WSWHE BOCES)		Counselor (2x per year, 12 hours)			

## Program Objective for Peer Mediations

**Target Population:** Students in grade 7 - 9

**Expected Outcomes:** Students will meet together with an adult and develop a peaceful coexistence plan.

**Evaluation Method(s):**

- Student Report
- Teacher Input
- Track Referrals

**Program Description:**

Activities	Target Group or Sub Group	Staff Assigned & Time	Staff/ Resources	Dates of Activity	ASCA
Peer Mediation	Students in grades 7-9	School Counselor, School Social Worker & Assistant Principal		September through June, as needed	PS: A,B,C

## Program Objective for Instruction

**Target Population:** Students in grades 9-12

**Expected Outcomes:** Students will become aware of their abilities, aptitudes and interests and will develop an ability to gather information and to use guidance resources to improve decision-making skills in aiding them to set and accomplish goals.

**Evaluation Method(s):** All students will have a tentative high school plan, and all graduates will develop a plan of action to seek employment, enter the military, or to continue their academic training.

### **Program Description:**

Activities	Target Group or Sub Group	Staff Assigned & Time	Staff/ Resources	Dates of Activity	ASCA
Group Programs	Grades 9-12	Counselors sessions (40 min each) at each grade level	Career counseling online  Classroom teachers lesson plans	October through May	A 1.1-5 B 2.1-9 C1 A 2.3, 7-9 AB2.3
PLAN Test	Grade 10	Counselor & Teachers (4 hrs)	Interests & skills survey		
PSAT Test	Grade 11	Counselor/ Teacher (3 hrs)	Educational objectives		
Review results of all testing	Grades 9-12	Counselor/ Teacher, as necessary	College or Career Planning		

## Program Objective for Annual Review 7-12

**Target Population:** students in grade 7-12

**Expected Outcomes:** Students will be aware of their current academic standing, their achievement, interests and abilities, educational requirements (see Regents & school diploma, for entry into jobs, trade schools, college, and military service) and possible career goals.

**Evaluation Method(s):** Review of student folder and student record card (see attached sample) to determine necessary next step(s) in academic and career planning.

### **Program Description:**

Activities	Target Group or Sub Group	Staff Assigned & Time	Staff/ Resources	Dates of Activity	ASCA
Conferences (small group- usually 4 or fewer) and individuals to review progress, programs and future academic and career plans.	Grade 7 parent orientation in August, (evening program)  Grade 8 with parents & students; 9-12 with students (with parents as requested)	Counselors, approx. 40 min per student	Course description booklets  Course selection sheets  PLAN Tests  College Catalogs  Exploring careers  Occupational Outlook Handbook	September through June	Academics A1.1-5 A2.1-5 A3.1-6 B1.1 -7 B2.1-9 C 1.1-6  Career: A1.1,3,5-10A 2.3, 7-9 B1.1-3,5-6 B2.1-3 C1.1-4 C2.1  Personal/ Social: A1.1-5,9-10 A2.6 B1.1-4,8-12 C1-6

### Support Service Team

**Program Objective:** For Support service faculty will meet biweekly to develop an assistance plan for students experiencing difficulties.

**Target Population:** students grade 7-12 who experience social/emotional, academic, and behavioral difficulties.

**Expected Outcomes:** Students' difficulties are addressed. Follow-up on the implemented plan and assess the need for continued action.

**Evaluation Method(s):** Developed plans

#### **Program Description:**

Activities	Target Group or Sub Group	Staff Assigned & Time	Staff/ Resources	Dates of Activity	ASCA
Team Consultation	Grades 7 - 12	Support staff, ongoing	Teachers, Counselors, Psychologist, Nurse, Administrator	September through June	Academics: A1.4,5 A2.2-3.5 A3.1 B1.3-5.7 B2.1-8 C1.4-6  Career: A1.5-7 A2.1,7,9 B1.1-3 C1.1-2 C2.2-3  Personal/ Social A1.3,5,8,10 A2.1,6-7 B1.1-12 C1.1-2,4-10
Support Services Staff Meeting	Grades 7 & 8		Principal, School Nurse, Psychologist, Counselors		

## Advisory Assistance 7-12

**Program Objective:** for Advisory Assistance

**Target Population:** Parents of students in Grade 7-12 indicating need for assistance to resolve problems with child or help with college search.

**Expected Outcomes:** Parent/Guardian will be referred to appropriate professional or professional agency for assistance.

**Evaluation Method(s):** Report of parent will indicate satisfaction.

**Program Description:**

Activities	Target Group or Sub Group	Staff Assigned & Time	Staff/ Resources	Dates of Activity	ASCA
Referrals to: VESID; School Psychologist School Social Worker Saratoga County Mental Health Family Services and other outside agencies; in-house mental health counselor	Identified Students/ parent	Pupil service professionals	Appropriate counselor or teacher Social Worker VESID Counselor Area Family Services Planned Parenthood Family Planning (A1.Med.)	Ongoing	1.1 2.1 3a 3b A2.1-4 A3.1-4 B1.1-7
College reps/financial aid officers			College Staff		



### Advisory Assistance 7-12

**Program Objective:** To assist students who have decided not to obtain their diploma from WHHS and provide them with information regarding alternate options.

**Target Population:** Students dropping out.

**Expected Outcomes:** Students and parents leaving WHS without a diploma will have been provided the opportunity to obtain information regarding alternative education programs.

**Evaluation Method(s):** Exit interviews.

Activities	Target Group or Sub Group	Staff Assigned & Time	Staff/ Resources	Dates of Activity	ASCA
Advise students leaving school of their options  Facilitate parent/ student meeting to discuss options.  Provide information on TASC and other alternative programs.  Facilitate connection to TASC prep or other program  Signing TASC application	Grades 10-12	Pupil service professionals	TASC application  Alternative programs  Counselors, Student & Parent	Ongoing	Academic: ABC  Career: ABC  Personal/ Social: ABC

## Counseling Assistance 7-12

**Program Objective:** Individual or Group Counseling Assistance 7-12

**Target Population:** Students 7-12 identified as being in need of additional assistance.

**Expected Outcomes:**

- Students will exhibit improved behavior:
  - In school performance
  - In social relationships
  - In ability to make plans and set goals
  - In accepting responsibility for their actions

**Evaluation Method(s):**

- Counselor, teachers, staff observations
- Analysis of school records
- Report from student

**Program Description:**

Activities	Target Group or Sub Group	Staff Assigned & Time	Dates of Activity	ASCA
Identify Students in need of additional assistance	Grades 7-12	Counselors, Teachers, Social Worker (1/2 - 1 hr per week)	Ongoing	Domain: A&S/E Mindset: SMS 1-10
Individual Counseling	Identified Students and CSE Mandates	Counselors, as needed/student Social Workers		Academics A2.1-4 A3.1-4 B1.1-7 PS:A1-2, 5-9 PS:A2.1-2.5
Group Counseling	Identified Students	Counselors, Psychologist 5-10 periods per group		PS:B 1.2-1.7

Case Conferences  Parent-Teacher Conferences  Administrator- Counselor-Parent	Post-grad counseling & Advice	10-12 Counselor, Administrator		PS:C1.9-11
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## Counseling Assistance 7-12

**Program Objective:** Encouragement of Parental Involvement

**Target Population:** Parents of Students in grades 7-12

**Expected Outcomes:** Parents will understand their children's academic progress, abilities, aptitudes, and interests. Parents will understand and participate in their children's educational and career planning.

**Evaluation Method(s):** Parental Feedback

**Program Description:**

Activities	Target Group or Sub Group	Staff Assigned & Time	Staff/ Resources	Dates of Activity	ASCA
Student, Parent, Teacher, Counselor Conferences	Grades 7-12	Counselor (1½ - 1 hr per conf.)	Student records, planning folders, & course selection booklets	Spring	Academic: ABC  Career: ABC
Phone or in person Open House		All			Personal/ Social: ABC  Academic: A1.1-5 A2. 1-3 A3.1-2, 4-5 B1/1-2,4-5.7 B2.1- 9 C1.1-6
Parent Group Meetings: Orientation to 7th Grade	7th Grade Parents	Counselor, Assistant Principal (2-2½ hrs)		August	Career: A1.1-3,5-7 A2-B1.1-2 B2.1 C1.1 C2.1
Orientation to High School	8th Grade Parents			March/April	Personal/
College/ Financial Aid Workshop	11/12th Grade Students & Parents			10-12 Counselor & Area College	November/ December

		Financial Aid Officer (2 hrs)			Social: A1.1-3,5-6 8-12 A2.2,4 ,6-7 B1.1-3, 5,9-12 C1.1 -6
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## Counseling Assistance 7-12

**Program Objective:** Encouragement of Parental Involvement transition to Junior High.

**Target Population:** Parents of incoming 7th grade students and 7th grade students.

**Expected Outcomes:** To become familiar with the layout of the Jr./Sr. High School. To understand the Junior high Program and schedule. To understand the role of the school guidance counselor.

**Evaluation Method(s):** Parental Feedback

### **Program Description:**

Activities	Target Group or Sub Group	Staff Assigned & Time	Staff/ Resources	Dates of Activity	ASCA
Stepping Up Booklet  Tour of Building  Guidance Presentations  Student Schedules	Orientation meeting for incoming 7th grade students & Parents	7th Grade Guidance Counselor & Assistant Principal (2 hrs)	Stepping up booklets, student schedules, map of building	August	AA1.1,1.2 AA2.1,2.2 AC1.6

## Counseling Assistance 7-12

**Program Objectives:** BOCES Orientation (Program Planning)

**Target Population:** 8th Grade students

**Expected Outcomes:** Students will become aware of program offerings at our WSWHE BOCES Vo-Tech Center.

**Evaluation Method(s):**

- Complete a worksheet describing the experience.
- Student selection of appropriate programs during the last two years of high school.

**Program Description:**

Activities	Target Group or Sub Group	Staff Assigned & Time	Staff/ Resources	Dates of Activity	ASCA
Show DVD Tour of WSHWE BOCES CTE programs/spend afternoon in one program	All 8th grade students (FACS class and CSE students not enrolled in that class)	8th Grade Counselor & FACS Teacher (6hrs, 2x per year)	Counselors, staff at Vo-Tech Center	November & February	1.1,2.1,3a,3 b CA1.2 CB1.5, 1.7, 2.1,2.4

## Counseling Assistance 7-12

**Program Objective:** BOCES Orientation (Program Planning) Vo-Tech/CTE Program

**Target Population:** Grade 10 students + some CSE students

**Expected Outcomes:** Students will become aware of program offerings at our WSWHE BOCES VO-Tech Center and be able to make an informed choice about programs will best meet their needs. Students will learn that Vo-Tech is a viable option.

**Evaluation Method(s):** Student selection of appropriate program during the last two years of high school.

### **Program Description:**

<b>Activities</b>	<b>Target Group or Sub Group</b>	<b>Staff Assigned &amp; Time</b>	<b>Staff/ Resources</b>	<b>Dates of Activity</b>	<b>ASCA</b>
Select one class to visit for the afternoon  Return to visit, second option if necessary	Interested 10th Grade students	Counselors (5 hrs)	BOCES Student guides	February & March	1.1,2.1,3a, 3b



## Crisis Intervention

**Program Objective:** Crisis Intervention 7-12

- Appropriate assessment and intervention will be conducted to ensure student safety and to provide support during and after crisis situations.

**Target Population:** Students in grades 7-12

**Expected Outcomes:** Student in crisis will receive appropriate assessment and intervention during and after crisis situation.

**Evaluation Method(s):** Teacher/ staff observation, parental feedback, student report, outside agency/ mental health provider feedback.

**Program Description:**

Activities	Target Group or Sub Group	Staff Assigned & Time	Staff/ Resources	Dates of Activity	ASCA
Crisis Intervention	K-12	Counselors, Social Worker, Psychologist, School Nurse, Administrators & Outside Agencies		Ongoing, as needed	PS:A1.6, 1.7, 1.8 PS:A2.1-8

# WHUFSD Counseling Department Accountability System

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To achieve the best results for students, WHUFSD school counselors will regularly evaluate their program to determine its effectiveness. WHUFSD school counselors use accountability strategies to monitor student achievement and to evaluate and improve the school counseling program. The school counseling program components may be accessed through Data Analysis, Program Results and Evaluation and Improvement.

**Data Analysis** - Counselors collect, analyze, and report data by specific subgroups and ensure that decisions about student instruction and learning are driven by achievement data for every subgroup. The process begins with needs and strengths assessment and moves through what changes need to be made. The use of data replaces hunches and hypotheses with factual information instead and guides the school counselor and student support staff in planning and delivering learning support programs for all students.