



*Ballston Spa Central School District
K-12 Comprehensive School Counseling Plan*

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Ballston Spa Central School District - Introduction

District Description

The Ballston Spa Central School District currently serves approximately 4,300 students from Pre-kindergarten through grade 12. Located in the heart of New York's "Tech Valley" (approximately 25 minutes north of Albany and 5 minutes south of Saratoga Springs), the area has been growing, both in residential and commercial development. As of the 2015 census, the 12020 zip code has over 31,000 residents spanning the 65 square miles of the district's boundaries. A diverse socioeconomic population resides within our suburban district, which encompasses portions of the Towns of Milton, Malta, Ballston, and Charlton and the Village of Ballston Spa. Over 140,000 people live within 15 minutes of Ballston Spa, supporting and working at over 5,500 businesses.

The District includes four elementary schools (grades Pre-K-5), which include Milton Terrace Elementary School, Gordon Creek Elementary School, Malta Avenue Elementary School and Wood Road Elementary School; Ballston Spa Middle School (grades 6-8) and Ballston Spa High School (grades 9-12).

Ballston Spa Central School District Mission

The Ballston Spa Central School District is committed to providing an excellent education that maximizes the potential of each student. In partnership with the family and community, our students will become responsible and well-rounded adults.

"A Meaningful Diploma for All Students"

Ballston Spa Central School District Graduation Competencies

Graduation Competency	Description
Effective Communicators	Use and respond to a variety of methods and mediums (written, oral, and electronic)
	Express knowledge, thoughts, feelings and perceptions
	Recognize and respond appropriately to an array of purposes and audiences
Academically Skilled	Interpret learning objectives
	Acquire and sustain a general knowledge of and express appreciation for varied disciplines
	Use a variety of resources to investigate, acquire, and apply information
Critical Thinkers	Employ effective decision-making processes to evaluate, interpret, and apply information from multiple perspectives and sources
Skilled information Managers	Identify, extract, manipulate and evaluate information
	Use a variety of technological and informational resources
Productive Workers	Contribute individually or as a member of a team for a positive outcome

	Take responsibility for behavior in relation to "workplace" expectations
	Demonstrate the skills needed to succeed professionally
Personally and Interpersonally Skilled	Recognize , value, and appreciate the perspectives and strengths of self and others
	Work cooperatively, independently, and effectively
Responsible Citizens	Demonstrate ongoing civic involvement in global and local communities
	Understand and respect the worth and dignity of all individuals and cultures
Self-Directed Learners	Take responsibility for lifelong learning by pursuing knowledge independently and persistently
Physically and Mentally Healthy	Develop an awareness of self and practice habits necessary for a healthy lifestyle

American School Counselor Association Domains

Academic Development - Standards guiding school counseling programs to strategies and activities to support and maximize each student's ability to learn

Career Development - Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) 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. 9

The ASCA Mindsets & Behaviors for Student Success: K-12 College-and Career-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

- M 1. Belief in the development of the whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 2. Self-confidence in ability to succeed
- M 3. Sense of belonging in the school environment
- M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
- M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6. Positive attitude toward work and learning

Category 2: Behavior Standards

Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

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Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with other students
B-LS 3. Use time-management, organizational and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4. Apply self-motivation and self direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long term rewards	B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	B-SS 5. Demonstrate ethical decision making and social responsibility
B-LS 6. Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long- and short-term academic, career and social/ emotional goals	B-SMS 7. Demonstrate effective coping skills when faced with a problem	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8. Actively engage in challenging coursework	B-SMS 8. Demonstrate the ability to balance school, home and community activities	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

K-12 School Counseling Program Foundation Overview

The Ballston Spa Central School K-12 School Counseling Plan has been developed in compliance with the New York State Education Department Commissioner's Regulations 100.2(j) and in alignment with the Ballston Spa Central School District's Board of Education Mission Statement and Student Exit Standards. As per the New York State Education Department Commissioner's Regulations, The New York State Career Development and Occupational Studies (CDOS) Standards, The American School Counselor Association (ASCA) National Standards for School Counseling Programs, The American School Counselor Association Ethical Standards for School Counselors, and the New York State School Counselor Association Guidance Program guidelines. Per NYS Education Department Commissioner's Regulations this plan will be reviewed and updated annually.

Ballston Spa Central School District Counseling Department Mission Statement

The mission of the Ballston Spa K-12 school counseling program is to promote high standards and expectations that challenge all students across academic, personal, social-emotional and career domains and to inspire students to learn, excel and become responsible and well-rounded adults.

Through a comprehensive developmental school counseling program the professional school counselors will implement a curriculum promoting a positive, safe, respectful and culturally sensitive environment which enhances the learning process. Working in collaboration with educators, teachers, parents, guardians and the community, school counselors will facilitate programs that enable students to increase their ability to independently problem solve and think critically and to be productive members of a global society.

The School Counselors in the Ballston Spa School District believe:

- All students have the right to be treated with respect as unique individuals regardless of ethnic/racial status, age, economic status, or special needs.
- All students have the right to participate in a comprehensive school counseling program that is planned to assist them in becoming effective communicators; academically skilled; productive and versatile thinkers; skilled

information managers; productive workers; personally and interpersonally skilled; responsible citizens of their community, nation, and world; self-directed learners; and physically and mentally healthy.

- All students in grades K-12 shall have access to a full-time, state certified, masters-degree-level school counselor to deliver the counseling program.

The School Counselors in the Ballston Spa Central School District are committed to:

- Maintaining the high standards of integrity, leadership, and professionalism established in the ethical standards developed by the American School Counselor Association and adapted by the New York State School Counselor Association
- Participating in professional training and staff development that is ongoing, planned, purposeful, and collaboratively developed

Ballston Spa's comprehensive School Counseling program:

- Is based on specific goals and measurable competencies to meet student needs in areas of academic, career, and character development domains and is planned to include School Counseling curriculum, individual planning, responsive services, and system support in its delivery system.
- Provides activities to meet the developmental needs of all students grades K-12 with a focus on Skills for the 21st Century that include; critical thinking, problem solving, use of information and communications technology, global awareness, civic literacy, financial literacy, and health awareness.
- Supports a safe environment, improved behavior and decrease in violent incidents, increased positive self-awareness, reduced drop-out rates, better understanding of the importance of learning, and improved problem solving strategies.
- Includes activities to increase the academic success of students K-12 identified by the Committee on Special Education who are in jeopardy of making adequate progress toward graduation.

- Is conducted in concert with faculty, family, and other individuals who are instrumental to the well-being and overall academic achievement of all students.
- Is planned and implemented by the BSCSD School Counseling team who will monitor students' progress and is delivered in collaboration with all stakeholders at the building level.
- Is supervised and evaluated by the Director of Student Support Services.

Ballston Spa Central School District Counseling Department Vision Statement

The vision of the Ballston Spa K-12 school counseling program is for all students to earn a meaningful diploma and for all students to achieve high levels of academic success and learning while fostering positive social -emotional growth. Students will be provided opportunities to meet the challenges of the global workforce, be college and career ready, self-sufficient, critical thinkers and able to problem solve independently. Students will learn how to achieve personal success and be self motivated to become productive, responsible, compassionate and contributing members in their community. School Counselors will encourage an atmosphere that allows students to achieve their full potential. We hold a vision that students will leave Ballston Spa CSD able to:

- ***Read well*** – because we intentionally, explicitly, and systematically taught them to
- ***Write well*** – because we intentionally, explicitly, and systematically taught them to
- ***Think well*** – because we intentionally, explicitly, and systematically taught them to
- ***Learn well*** – because they can read, write, and think well
 - ***ACROSS ALL CONTENT AREAS and IN A VARIETY OF SETTINGS***
- ***Be well*** – physically, socially, emotionally, and mentally because we know and support our kids
- ***Be citizen-ready*** – because of the opportunities and experiences that we provide them both in school and in the community

Ballston Spa Central School District Counseling Staff

Level	School	Counselor	FTE	Student:Counselor Ratio
Elementary	Gordon Creek	Lynn Razzano	1.0	499:1
	Malta Ave	Michelle Palmer	1.0	320:1
	Milton Terrace	Regina Murphy	1.0	458:1
	Wood Road	Cathy Roy Rachel Terry	1.0 1.0	552:2
Middle School	Ballston Spa Middle School	William McAleese	1.0	264:1
		Caroline O'Connor	1.0	273:1
		Evan Osborne	1.0	264:1
		Christina Mendelsohn	1.0	161:1
High School	Ballston Spa High School	Colleen Benge	1.0	216:1
		Christina Carlson	1.0	166:1
		Kevin Flores	.6 Counselor / .4 K-12 Counseling Director	153:1
		Mara Gallagher	1.0 Counselor	207:1
		Christy Knapp	1.0	220:1

		Nicole Stehle	.6 Counselor/ .4 IB Dept. Leader	140:1
		Lyndsey Wilcox	1.0	217:1

Ballston Spa CSD - School Counseling Program Management Overview

Planned Programming

Each school year, school counselors will develop a counseling department plan in collaboration with building and district administration. All students will be assigned a school counselor in order to allow for all students to benefit from having access to the school counseling program in each building. These plans will include:

- classroom lessons
- individual planning/programming
- individual and group counseling sessions
- responsive services
- program development and implementation
- school support
- building management

Use of Time

School Counselors realize the importance of spending a majority of their time working directly with the student body. This includes trying to adhere to the recommended 80% delivery time to be spent on direct/indirect services. Below, we have mapped out our planned/organized time to be spent with students. We will evaluate annually our progress and achievement in this area.

Service	Percent of time		
	Elementary School	Middle School	High School
Direct Services to Students	65%	60%	50%
Indirect Services for Students	15%	20%	30%
Program Planning	10%	10%	10%
School Support	10%	10%	10%

Ballston Spa CSD- School Counseling Program Delivery Overview

Direct Student Services

School Counseling Core Curriculum

This component provides all students the knowledge and skills appropriate to their development level through a collaborative model of delivery which involves the school counselor, classroom teachers, and other appropriate education professionals, and including prevention and pre-referral activities.

Individual Student Planning/Programming

Individual planning with all students to assist in establishing individual goals and developing future plans through coordinated, ongoing systemic activities, including personalized, individual goal setting and parent involvement.

Responsive Services

Supportive, short-term counseling with the goal of facilitating the educational functioning or academic achievement of all students. This component consists of activities that meet immediate needs and concerns that may require counseling, consultation, referral, or information.

Indirect Services

All district-wide counselors will work closely with parents, community members, teachers, and other educators. Through this collaborative effort, school counselors will be able to advocate and provide additional supports to students through weekly, monthly, and yearly meetings about student success. This will involve communications with all interdisciplinary activities.

Ballston Spa CSD School Counseling Plan: Kindergarten - 5th Grade

Delivery	Foundation			Management			
Program Activity or Service	Program Objectives	ASCA Domains	Student Standards (ASCA, CDOS)	Timeline	Student Focus/Tier	Staff & Resources	Accountability
Primary Project *Wood Rd Only*	❖ Provide early intervention and support for students with minor adjustment to school difficulties	S/E	<u>ASCA</u> M 1-3, M 5-6, B-LS 2, B-LS 4, B-SMS 1, B-SMS 3, B-SS 3, B-SS 8	October-May	Grades K-2: Tier III	❖ ES Counselor ❖ Child Associate	❖ Teacher Child Rating Scale (TCRS) ❖ Number of students served
Mentor Program	❖ Increase emotional support and connection to school to students who are feeling disconnected or left out in some way	S/E	<u>ASCA</u> M 3, B-SS 2, B-SS 3, B-SS 6	November-May	Grades 3-5: Tier II	❖ ES Counselors ❖ HS Counselors ❖ Elementary Teachers	❖ Number of students served ❖ End of year student survey
Individual Counseling	❖ Counselors work with students 1:1 to assist with academic, career and social emotional topics/needs.	Academic; S/E	<u>ASCA</u> M1, M3,	September-June	Grades K-5: Tier III	❖ ES Counselors	❖ Frequency of times met and supports implemented
Group Counseling	❖ Counselors work with students in a	S/E	<u>ASCA</u> M1, M3,	October-June	Grades K-5: Tier II	❖ ES Counselors ❖ Teachers	❖ Number of s ❖ Student/

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	small group to assist with targeted social emotional topics/needs.		B-LS 10, B-SMS 2, B-SS 1-3, B-SS 6, B-SS 7			❖ Staff	Teacher Feedback
Character Education/PBIS	❖ Counselors work with all staff to deliver/support school-wide program to address character issues such as Kindness, Respect, and Responsibility	S/E	<u>ASCA</u> M 1, M 2 M 6 B-LS 4 B-LS 7 B-SMS 2 B-SMS 7 B-SMS 10 B-SS 2	September-June	Grades K-5: Tier I	❖ ES Counselors ❖ All staff	❖ Student/Teacher Feedback
Classroom curriculum/lessons	❖ Counselors deliver various Social Emotional lessons throughout the school year to address age appropriate lessons on social/emotional needs.	S/E	<u>ASCA</u> M 1, M 2 M 6 B-LS 4 B-LS 7 B-SMS 2 B-SMS 7 B-SMS 10 B-SS 2	September-June	Grades K-5: Tier I	❖ ES Counselors	❖ Classroom attendance
Kindness Week	❖ Counselors work with all staff and students to encourage acts of kindness. Kindness lessons will be delivered in all classrooms.	S/E	<u>ASCA</u> B-SS 1-2, B-SS 6, B-SS 9	January	Grades K-5: Tier I	❖ ES Counselors	❖ Attendance in lesson, Number of returned Kindness checklists ❖ Student/Teacher feedback

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Unity Week	❖ Counselors work with all staff and students to encourage tolerance and acceptance of diversity. Unity lessons will be delivered in all classrooms.	S/E	ASCA M 1, M 2 M 6 B-LS 4 B-LS 7 B-SMS 2 B-SMS 7 B-SMS 10 B-SS 2	October	Grades K-5: Tier I	❖ ES Counselors	❖ Attendance in lesson, unity chain filled with ideas from students ❖ Student/Teacher feedback
Kindergarten Parent Night	❖ Counselors work with all related staff to orient parents to academic, behavioral and emotional expectations for their child as they enter the school system.	S/E Academic		March	Kindergarten: Tier 1	❖ ES Counselors ❖ Kindergarten teachers ❖ Transportation ❖ Nurses ❖ Administration	❖ Number in attendance
Support Coordination for Holiday Assistance	❖ Counselors work with support staff and outside agencies to identify and assist families in need.	S/E	ASCA M 1, M 3	November-December	Grade K-5: Tier III	❖ ES Counselors ❖ Social Workers ❖ Staff	❖ Total number/list of families helped
Meet the Teacher Night	❖ Collaborate with parents & guardians to further increase communication and understanding of expectations of a school counselor in	Academic S/E	ASCA M 3 B-LS B-LS 6 B-LS 8 B-LS 10 B-SS 3	September	Grades K-5: Tier I	❖ ES Counselors ❖ Elementary Faculty/Staff	❖ Attendance

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	the elementary school setting.						
New student Transition/ Placement	❖ Counselors are available to meet with new students and their families to assist with their academic, social and emotional transition to Ballston Spa Elementary School	Academic, S/E	<u>ASCA</u> : M3, M6 B-L7 B-SS3	Ongoing: All Year	Grade 5: Tier I	❖ ES Counselors	❖ Total number of new registrations
5th Grade Transition Activities	❖ Middle level counselors work with Elementary Counselors and teachers to present on Middle School expectations and help prepare students to transition to BSMS.	Academic, S/E	<u>ASCA</u> M 1-3 M 5-6 B-LS 7 B-LS 10 B-SMS 10 B-SS 3	February- June	Grade 5: Tier I	❖ MS Counselors ❖ Elementary Counselors ❖ Teachers	❖ Total number in attendance
Weekly Students of Concern Meetings	❖ Elementary counselors work with principals, administrative aides, social workers and nurses to address students of concern and brainstorm various ways to help them.	Academic, S/E	<u>ASCA</u> M 1-2 & 5-6 B-LS 6-8 B-SMS 6-7 B-SS 3	Ongoing: Sept-June	Grades K-5: Tier I	❖ ESCounselors ❖ School Nurse ❖ Social Workers ❖ Administrators	❖ Total number of students/ activities discussed

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Tier II Behavioral Plan Meetings	❖ Elementary counselors work principals, administrative aides, social workers and nurses and meet to create and execute a plan to address specific student needs ❖ Elementary Counselors monitor progress and attend meetings to update/change plan as needed	Academic, S/E	<u>ASCA</u> M 1-2 & 5-6 B-LS 6-8 B-SMS 6-7 B-SS 3	Ongoing: Sept-June	Grades K-5: Tier II	❖ ESCounselors ❖ School Nurse ❖ Social Workers ❖ Administrators	❖ Total number of students/ activities discussed and plans developed
Weekly Backpack Program	❖ Counselors work with support staff, teachers and outside agencies to identify and assist families in need of weekly backpacks	S/E	<u>ASCA</u> M 1, M 3	October-June	Grades K-5: Tier III	❖ ES Counselors ❖ Staff ❖ Social Workers	❖ Total number/list of families helped
Professional Development	❖ Counselors participate in and provide professional development opportunities (e.g. ASCA, CDCA, etc.)	Academic; Career; S/E	<u>ASCA:</u> M 1-6 B-LS 1-10 B-SMS 1-10 B-SS 1-9	Ongoing: All year	Grades K-5: Tier I	❖ ES Counselors ❖ Professional Development Opportunities & Resources	❖ Total number of PD sessions attended
Mental Health Referrals & Consults: Parsons Clinic &	❖ Counselors submit student referrals for professional mental	S/E	<u>ASCA:</u> M 1-6 B-LS 7	Ongoing: All year	Grades K-5: Tier III	❖ ES Counselors ❖ Parsons Counselors ❖ Referral Forms and	❖ Total number of students referred

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Community Based Providers	health and alcohol/drug awareness services ❖ Counselors consult with professional clinicians regarding shared students		B-SMS 2 B-SMS 6-7 B-SMS 9-10 B-SS 3 B-SS 5 B-SS 8			Releases	
Crisis Team	❖ Counselors collaborate with building and district crisis support team to support students, staff, and community members in times of crisis	S/E	<u>ASCA:</u> M 1-6 SMS 1-10 B-SS 3	Ongoing: All year as needed	Grades K-5: Tier I	❖ ES Counselors ❖ Social Workers ❖ School Psych ❖ Nursing Staff ❖ Building Admin ❖ District Admin	❖ Frequency of times met and supports implemented based on need

Ballston Spa CSD School Counseling Plan: 6th - 8th Grade

Delivery	Foundation			Management			
Program Activity or Service	Program Objectives	ASCA Domains	Student Standards (ASCA, CDOS)	Timeline	Student Focus/Tier	Staff & Resources	Accountability
6th Grade & New Student Orientation	❖ Provide comprehensive details on middle school expectations and daily routines. Including: Classroom expectations, building logistics, student programming & extracurricular activities.	Academic; S/E	ASCA M 1 M 6 B-LS 10 B-SMS 10 B-SS 2 B-SS 3	September	Grades 6-8: Tier I	❖ MS Counselors	❖ Attendance
New Student Luncheon	❖ Assisting new students with their transition to BSMS while fostering an environment of inclusion and understanding. New students meet in	Academic; S/E	ASCA M3, M 6 B-SMS 10 B-SS 2	September	Grades 6-8: Tier I	❖ MS Counselors	❖ Attendance

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	grade level groups during lunch along with Peer Leaders to discuss concerns and how to get involved.						
Meet the Teacher Night	❖ Collaborate with parents & guardians to further increase communication and understanding of expectations in the middle school setting.	Academic S/E	<u>ASCA</u> M 3 B-LS B-LS 6 B-LS 8 B-LS 10 B-SS 3	September	Grades 6-8: Tier I	❖ MS Counselors ❖ BSMS Faculty/Staff	❖ Attendance
School Counseling Push in Presentations for Social Emotional, Academic and Career awareness.	❖ Develop lessons and coordinate with classroom teachers to present and discuss topics pertaining to social emotional needs, mental health, coping strategies, academic responsibility, academic skills, DASA, career awareness.	Academic S/E Career	<u>ASCA</u> M 1 M 2 M 6 B-LS 10 B-SMS 7 B-SMS 10 B-SS 2 B-SS 3 <u>CDOS</u> 1	September- May	Grades 6-8: Tier I	❖ MS Counselors ❖ BSMS Faculty/Staff	❖ Survey of students participating in the program.
Mindfulness Program	❖ Teaching students to think and	S/E	<u>ASCA</u> M 1, M 2	September- June	Grades 6-8: Tier I	❖ MS Counselors ❖ School Psychologist	❖ Survey of students

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	respond to negative or stressful situations in a manner that is thoughtful, appropriate and encourages emotional maturity.		M 6 B-LS 4 B-LS 7 B-SMS 2 B-SMS 7 B-SMS 10 B-SS 2 B-SS 9			❖ Social Studies Department	participating in the program.
Restorative Practice Circles	❖ Develop and facilitate circle lessons for the purpose of social/emotional or behavioral concerns	S/E	<u>ASCA</u> M 1, M 2 M 6 B-LS 4 B-LS 7 B-SMS 2 B-SMS 7 B-SMS 10 B-SS 2 B-SS 9	September-June	Grades 6-8: Tier I	❖ MS Counselors ❖ School Psychologist ❖ Faculty	❖ Student feedback
6-8th Grade Academic Start Off Presentation	❖ Classroom presentation on the importance of completing school work, report cards, attendance, and the differences from elementary schooling	Academic	<u>ASCA</u> M 1-6	October	Grade 6-8: Tier I	❖ MS Counselors	❖ Attendance
Newsletter/Email Blasts	❖ Increase communication with parents/guardians and provide pertinent	Academic, S/E, Career	<u>ASCA</u> M 1-6 <u>CDOS</u> 1	September-June	Grade 6-8: Tier I	❖ MS Counselors	❖ All families receive it electronically.

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	information and important dates as it relates to their middle school students.						
AIS Student Programming	❖ Coordinate with teachers to program intervention services.	Academic	<u>ASCA</u> M 2, M 5 M 6 B-LS 3 B-LS 6-8	October	Grade 6-8: Tier II	❖ Counselors ❖ Teachers ❖ Grade level Administrator	❖ Total number of students assisted
Academic Advisement	❖ Meet with students that are failing/ at risk of failing to develop program supports and assist in developing strategies to find academic success (Advisory, AIS, Parent/ Teacher Conference etc).	Academic, S/E	<u>ASCA</u> B-SMS 1 B-SMS 6	Ongoing: Sept-June	Grades 6-8: Tier III	❖ MS Counselors	❖ Students provided tools to assist in academic performance
Grade Level Team Meetings - Weekly	❖ Counselors meet weekly to discuss student concerns and develop plans to support students with their team of teachers and grade level administrators.	Academic, S/E	<u>ASCA</u> M 1-2 & 5-6 B-LS 6-8 B-SMS 6-7 B-SS 3	Ongoing: Sept-June	Grades 6-8: Tier I	❖ MS Counselors ❖ Grade Level Teachers ❖ Grade Level Administrator	❖ Total number of students/activities discussed

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What to know about High School- 8th Grade Presentation	❖ Classroom presentation introducing them to the expectations of HS. Earning credit, attendance, and understanding transcripts.	Academic	<u>ASCA</u> M 1-6 B-LS 7 B-LS 8 B-LS 10 B-SS 3	November	Grade 8: Tier I	❖ Counselors ❖ Teachers	❖ Classroom attendance/student feedback
6-8th Grade Tolerance Programming	❖ Classroom presentation to educate students on the need to embrace our differences. Introduce strategies and solutions. Discuss DASA laws.	S/E	<u>ASCA</u> M 3, M 6 B-SS 1-9	November	Grade 6-8: Tier I	❖ MS Counselors	❖ Classroom attendance/student/teacher feedback
Support Coordination for Holiday Assistance	❖ Counselors work with support staff and outside agencies to identify and assist families in need.	S/E	<u>ASCA</u> M 1, M 3	November-December	Grade 6-8: Tier I	❖ MS Counselors Social Workers	❖ Total number/list of families helped

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School Supply Drive	❖ Counselors utilize student volunteers to organize and distribute school supplies to those in need ❖ Counselors house school supplies in a centralized location for quick access throughout the school year as needed	Academic, S/E	<u>ASCA</u> M 2 M 3 M 6 B-LS 3 B-LS 8 SMS 6	Sept. & Ongoing	Grades 6-8: Tier I	❖ School Counselors ❖ Homeless Liaison ❖ Student Volunteers	❖ Number of students who attend the drive
Individual Student Meetings	❖ Counselors work with students 1:1 to assist with academic, career and social emotional topics/needs.	Academic, Career, S/E	<u>ASCA</u> M 1-6 B-LS 1-10 B-SM 1-10 B-SS 1-9 <u>CDOS</u> 1	Ongoing: September-June	Grades 6-8: Tier I	❖ MS Counselors	❖ Frequency of times met and supports implemented based on needs.
Review Quarter 2 Schedules	❖ Counselors review student schedules and make adjustments based on required electives and student needs.	Academic	<u>ASCA</u> M1, M5 M6 B-LS 6-10 B-SMS 6 B-SMS10 B-SS 3 B-SS 8	November	Grades 6-8: Tier I	❖ MS Counselors	❖ Accuracy of schedules

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8th Grade Field Trip Committee Advisement	❖ Counselors coordinate with field trip advisors to address students with Financial Need/ assist in Rooming Assignments etc.	S/E	ASCA M 3 B-LS 10 B- SMS , B- SS 5	November	Grade 8: Tier I	❖ MS Counselors ❖ Field Trip Advisors	❖ Successful completion of at risk students attending trip
Develop At Risk Report	❖ Counselors review report cards, progress reports and input from teachers to develop a list of students at risk of failing a core course.	Academic, S/E	ASCA M4 B-LS 9 B-SS 6	December	Grades 6-8: Tier II	❖ MS Counselors	❖ Total number of students assisted
8th Grade Winter Activity Day Planning	❖ Coordination with 8th grade staff to create a team community building activity for all students to feel a sense of belonging within the school community.	S/E	ASCA B-LS 10	December	Grade 8: Tier I	❖ MS Counselors	❖ Total number of students in attendance
Interim Distribution	❖ Progress reports reviewed and sent home.	Academic	ASCA M 2, M 5 M 6 B-LS 8	December	Grades 6-8: Tier I	❖ MS Counselors	❖ Completion of distribution

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Individual letters regarding failing grades	❖ Create a letter to send to parents indicating the concern of student progress leading to a plan for passing courses.	Academic	<u>ASCA</u> B-LS 6 B-LS 8	January	Grades 6-8: Tier II	❖ MS Counselors	❖ Letters sent to families
Course Recommendations	❖ Collaborate with faculty to discuss course options and availability so they are able to recommend appropriate placements for their students.	Academic, Career	<u>ASCA</u> M 2, M 5 M 6 B-LS 6-8 <u>CDOS</u> 1	January	Grades 6-8: Tier I	❖ MS Counselors ❖ Administrators	❖ Every student takes course work to meet grade level requirements
Course Selection	❖ Counselors present course offerings to students and assist them in making the most appropriate individual course selections based on NYS requirements and personal interest.	Academic, Career	<u>ASCA</u> M 2, M 5-6 B-LS 1 B-LS 7-8 B-SS-1 B-SS 8 <u>CDOS</u> 1	January- February	Grades 6-8: Tier I	❖ MS Counselors	❖ Review of schedules
6-8 Grade Level Building-Wide Student Team Building Events	❖ School Counselors coordinate with Academic Teams of teachers to build community spirit	S/E	<u>ASCA</u> B-LS 10 B-SS 6	January	Grade 6-8: Tier I	❖ MS Counselors	❖ Total number of students in attendance

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	and a sense of belonging for students within our building (Olympics/ Activity Days).						
8th Grade Parent Night	❖ Focuses on transition from MS to HS to assist parents and students in better understanding High School requirements and procedures.	Academic	ASCA M 1-6 B-LS 8 B-SMS 10 B-SS 3	February	Grade 8: Tier I	❖ MS Counselors	❖ Number in attendance
5th Grade Transition Presentations	❖ Middle level counselors work with Elementary Counselors to present on Middle School expectations and help prepare students to transition to BSMS.	Academic, S/E	ASCA M 1-3 M 5-6 B-LS 7 B-LS 10 B-SMS 10 B-SS 3	February	Grade 5: Tier I	❖ MS Counselors ❖ Elementary Counselors	❖ Total number in attendance
Meet with Case Managers for IEP Planning/ Scheduling	❖ Discussion of student needs based on IEP in creation of student schedules	Academic	ASCA M 2 M 4-6 B-LS 1 B-LS 7 B-SS 1 B-SS 8	February-March	Grades 6-8: Tier III	❖ MS Counselors ❖ IEP/504 Case Managers	❖ Total number of meetings attended

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Middle School Success Meetings	❖ Coordination with grade level administrators to schedule parent student meetings for those students in danger of failing. Create a plan for academic success.	Academic	<u>ASCA</u> M 1-6 B-LS 3 B-LS 6-8 B-LS 10 B-SMS 2-3 B-SMS 6-7 B-SS 3	February-March	Grades 6-8: Tier II	❖ MS Counselors	❖ Frequency of times met and supports implemented
5th Grade Parent Night	❖ Presentation to parents introducing them to the expectations of middle school. Discussion of schedules, grading and supports included.	Academic	<u>ASCA</u> M 1-3 M 5-6 B-LS 7-8 B-LS10 B-SMS 10 B-SS 3	April	Grade 5: Tier I	❖ MS Counselors ❖ Elementary Counselors	❖ Total parents in attendance
5th Grade Orientation Day	❖ Counselors, Administration, faculty and peer leaders welcome future 6th grade students to assist in their transition from elementary to middle school.	Academic	<u>ASCA</u> M1-6 B- LS 3 B- LS 6 B-SMS 10 B-SS 2	May	Grade 5: Tier I	❖ MS Counselors ❖ Administration ❖ Faculty/Staff ❖ Peer Leaders	❖ Student/teacher feedback
8 th Grade Get Involved Assembly	❖ Coordinate with HS counselors, ITL's and upperclassman to present	S/E	<u>ASCA</u> M 1, M 3 M 6 B-LS 7	May	Grade 8: Tier I	❖ MS Counselors ❖ MS Administration ❖ HS Counselors ❖ HS Administration	❖ Total number in attendance

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	information to the incoming Freshman class.		B-LS 10 B-SMS 8 B-SS 2 B-SS 3 B-SS 7				
Master Schedule for Summer Academy	❖ Create and complete the master schedule for our summer academy	Academic	<u>ASCA</u> M 2, M 5 B-LS 6 B-LS 8	June	Grade 6-8: Tier I	❖ MS Counselors ❖ MS Administration	❖ Accuracy of student schedules
Moving Up Day Middle School	❖ Coordinate and assist in the culmination ceremony for MS students	Academic	<u>ASCA</u> : M 1-3 M 5-6 B-SMS 10 B-SS 2-3	June	Grade 8: Tier I	❖ MS Counselors ❖ MS Administration ❖ Faculty/Staff	❖ Attendance and viewer feedback
Middle School - Summer School Programing	❖ Counselors review students' needs for summer school with grade level administration.	Academic	<u>ASCA</u> : M 2, M 5 B-LS 6 B-LS 8	June	Grade 6-8: Tier II	❖ MS Counselors	❖ Accuracy of individual student planning
Middle School Retention Meetings	❖ Counselors Meet with the Principal and teams to discuss potential retention and a plan.	Academic, Career, S/E	<u>ASCA</u> : M 1-2 M 5-6 B-LS 7-8	June	Grade 6-8: Tier III	❖ MS Counselors ❖ MS Administration	❖ Total number of students discussed

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Master Scheduling	❖ Counselors do all master scheduling for the building (Faculty/staff placement; IEP/504; class placement and sectioning; AIS and course placement)	Academic	<u>ASCA:</u> B-LS 6 B-LS 8	July August	Grade 6-8: Tier I	❖ MS Counselors ❖ MS Administration	❖ Accuracy of student and faculty schedules
New student registration	❖ Counselors meet with new students and their families to assist with their academic, social and emotional transition to Ballston Spa MS	Academic	<u>ASCA:</u> M3, M6 B-L7 B-SS3	Ongoing: All Year	Grade 6-8: Tier I	❖ MS Counselors	❖ Total number of new registrations
Scheduling for next year – Resolve Conflicts	❖ Counselors review all schedules checking for accuracy and make corrections as necessary	Academic	<u>ASCA:</u> M 2 M 5 B-LS 8	July August	Grade 6-8: Tier I	❖ MS Counselors	❖ Total number of students assisted
Distribute tentative schedules	❖ In coordination with secretaries, schedules are mailed	Academic	<u>ASCA:</u> M 2 M 5 B-LS 8	July August	Grade 6-8: Tier I	❖ MS Counselors	❖ Total number of students 6-8
Send out Summer School results	❖ Counselors review and mail report cards.	Academic	<u>ASCA:</u> M 5	July August	Grade 6-8: Tier I	❖ MS Counselors	❖ SS report cards mailed

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			B-LS 6 B-LS 8 B-SMS 5				
Update student Schedules with Summer School Results	❖ Counselors cross reference summer school results with grade level programming	Academic	ASCA: M 5 B-LS 6 B-LS 8	July August	Grade 6-8: Tier II	❖ MS Counselors	❖ Student schedule accurately reflect summer school results
Distribute Student/Faculty Schedules	❖ Counselors confirm with administration to distribute schedules	Academic	ASCA: M 6 B-LS 8	July August	Grade 6-8: Tier I	❖ MS Counselors	❖ Schedules distributed
Maintain Student Records	❖ To ensure that each student makes appropriate academic progress.	Academic	ASCA: B-LS 7-8	Ongoing: All year	Grades 6-8: Tier I	❖ MS Counselors ❖ SchoolTool ❖ Student Academic Record	❖ Every student takes appropriate coursework based on ability and interest.
Professional Development	❖ Counselors participate in and provide professional development opportunities (e.g. ASCA, CDCA, etc.)	Academic; Career; S/E	ASCA: M 1-6 B-LS 1-10 B-SMS 1-10 B-SS 1-9	Ongoing: All year	Grades 6-8: Tier I	❖ MS Counselors ❖ Professional Development Opportunities & Resources	❖ Total number of PD sessions attended
Special Education/ 504 Meetings	❖ Counselors attend CSE and 504 meetings to provide academic, personal/social, post-grad plan	Academic	ASCA: M1, M5 B-LS 7-9 B-SMS 5-6 B-SS 3	Ongoing: September- June	Grades 6-8: Tier III	❖ School Counselors ❖ Parent ❖ CSE Chairperson ❖ School Psychologist ❖ Student	❖ Total number of meetings attended

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	updates					❖ Social Workers	
Mental Health Referrals & Consults: Parsons Clinic & Community Based Providers	❖ Counselors submit student referrals for professional mental health and alcohol/drug awareness services ❖ Counselors consult with professional clinicians regarding shared students	S/E	<u>ASCA:</u> M 1-6 B-LS 7 B-SMS 2 B-SMS 6-7 B-SMS 9-10 B-SS 3 B-SS 5 B-SS 8	Ongoing: All year	Grades 6-8: Tier III	❖ MS Counselors ❖ Parsons Counselors ❖ Referral Forms and Releases	❖ Total number of students referred
Crisis Team	❖ Counselors collaborate with building and district crisis support team to support students, staff, and the community in times of crisis	S/E	<u>ASCA:</u> M 1-6 SMS 1-10 B-SS 3	Ongoing: All year as needed	Grades 6-8: Tier I	❖ MS Counselors ❖ Social Workers ❖ School Psych ❖ Nursing Staff ❖ Building Admin ❖ District Admin	❖ Frequency of times met and supports implemented based on need

Ballston Spa CSD School Counseling Plan: 9th - 12th Grade

Delivery	Foundation			Management			
Program Activity or Service	Program Objectives	ASCA Domains	Student Standards (ASCA, CDOS)	Timeline	Student Focus/Tier	Staff & Resources	Accountability
Early College High School Program Promotion	❖ To help interested students become more familiar with ECHS program & environment.	Academic; Career	<u>ASCA:</u> M 2-6 B-LS 6-8 B-SS 1-3 B-SS 6 <u>CDOS:</u> 1	Ongoing: All year	Grades 9-10: Tier I	❖ HS Counselors ❖ ECHS Staff ❖ Promotional Materials ❖ Permission Slips	❖ Total number of student visits
Assist with Job Placement & Employability Skills	❖ Local employment opportunities are made available to all students. ❖ Counselors assist students with application & interview resources	Career	<u>ASCA:</u> M2 M 4-6 B-LS 7 B-SMS 1-4 B-SS 1-3 B-SS 6-7 <u>CDOS:</u> 1 & 3a	Ongoing: All year	Grades 9-12: Tier I	❖ HS Counselors ❖ Employment Opportunities ❖ Job Placement Resources	❖ Total number of students assisted
Maintain Student Records	❖ To ensure that each student is on track to complete NYS graduation requirements and meet their full academic potential.	Academic	<u>ASCA:</u> B-LS 7-8	Ongoing: All year	Grades 9-12: Tier I	❖ HS Counselors ❖ SchoolTool ❖ Student Academic Record ❖ NYS Graduation Requirements	❖ Every student takes coursework to meet graduation requirements

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New Student Registration	❖ Counselors meet with new students and their families to assist with their academic, social and emotional transition to Ballston Spa HS	Academic; S/E	<u>ASCA:</u> M3 M6 B-LS 7 B-SS 3	Ongoing: All year	Grades 9-12: Tier I	❖ HS Counselors ❖ SchoolTool ❖ Program Planning Guide ❖ Academic Records ❖ New Student Forms	❖ Total number of students registered
Distribution of Working Papers	❖ Counseling department provides working paper applications for eligible students	Career	<u>ASCA:</u> M 5-6 B-LS 10 <u>CDOS:</u> 1	Ongoing: All year	Grades 9-12: Tier I	❖ HS Counselors ❖ Administrative Assistants ❖ Working Paper Application	❖ Number of working paper applications processed
Academic Counseling	❖ Counselors program supports and assists students in developing strategies to find academic success (e.g. Credit Recovery, Support Study Hall, etc.)	Academic; S/E	<u>ASCA:</u> B-SMS 1 B-SMS 6	Ongoing: All year	Grade 9-12: Tier II	❖ HS Counselors ❖ SchoolTool ❖ Grade Reports ❖ Teacher Reports	❖ Total number of students seen for academic support
Mental Health Referrals & Consults: Parsons Clinic & Saratoga Prevention Council	❖ Counselors submit student referrals for professional mental health and alcohol/drug awareness services ❖ Counselors consult with professional clinicians regarding shared students	S/E	<u>ASCA:</u> M 1-6 B-LS 7 B-SMS 2 B-SMS 6-7 B-SMS 9-10 B-SS 3 B-SS 5 B-SS 8	Ongoing: All year	Grades 9-12: Tier III	❖ HS Counselors ❖ Parsons Counselors ❖ Prevention Council Counselors ❖ Referral Forms and Releases	❖ Total number of students referred

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College Applications	❖ Counselors submit required academic records for each student application	Academic; Career	<u>ASCA:</u> M 4-5 B-LS 1 B-LS 3-5 B-LS 7 B-SMS 5 B-SS 1 <u>CDOS:</u> 1	Ongoing: All year	Grade 12: Tier I	❖ HS Counselors ❖ SchoolTool ❖ Transcripts ❖ Naviance ❖ College Application Resources ❖ School Profile	❖ Total number of students applied to at least 1 college
Professional Development	❖ Counselors participate in and provide professional development opportunities (e.g. College Board, SUNY Op, ASCA, CDCA, etc.)	Academic; Career; S/E	<u>ASCA:</u> M 1-6 B-LS 1-10 B-SMS 1-10 B-SS 1-9	Ongoing: All year	Grades 9-12: Tier I	❖ HS Counselors ❖ Professional Development Opportunities & Resources	❖ Total number of PD sessions attended
Provide School Supplies	❖ Counselors house school supplies in a centralized location for quick access throughout the school year as needed	Academic, S/E	<u>ASCA</u> M 2 M 3 M 6 B-LS 3 B-LS 8 SMS 6	Ongoing: All year	Grades 9-12: Tier I	❖ School Counselors ❖ Homeless Liaison	❖ Number of students who access school supplies
Ensure Students are Registered for Regents Exams	❖ Register the necessary students for Regents Exams	Academic	<u>ASCA</u> B-LS 6 B-LS 8	Ongoing: All year	Grades 9-12: Tier 2	❖ School Counselor ❖ School Tool ❖ Testing Coordinator ❖ CSE Case Managers	❖ Students are registered for their appropriate exams

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Naviance Exploration 9th - 12th grades	❖ Counselors will review Naviance with students and show them the many programs they can use (ie: career search, college search, resume builder, learning style)	Career	<u>ASCA</u> M4 M6 B-LS 1 B-LS 5 B-LS 7	Ongoing	Grade 10-11: Tier 1	❖ HS Counselors ❖ Naviance	❖ Students will have started the career exploration process and will become more familiar with Naviance
Crisis Team	❖ Counselors collaborate with building and district crisis support team to support students, staff, and community members in times of crisis	S/E	<u>ASCA:</u> M 1-6 SMS 1-10 B-SS 3	Ongoing: All year as needed	Grades 9-12: Tier I	❖ High School Counselors ❖ Social Workers ❖ School Psychologists ❖ Nurses ❖ Building Administration ❖ District Administration	❖ Frequency of times met and supports implemented based on need
Send out College Board and ACT Disabilities Registration Forms	❖ Complete the required paperwork for students with testing accommodations to be considered by CollegeBoard for SAT test accommodations	Academic	<u>ASCA</u> M 2 M 4 M 5 B-LS 8	Ongoing: All year as needed	Grades 11-12: Tier III	❖ School Counselors ❖ IEP/504 Plan documents with supporting materials	❖ Number of students with test accommodations who have submissions to CollegeBoard
College Fair	❖ College admissions counselors and military recruiters	Career	<u>ASCA</u> M 4	September, October, May	Grades 10-12: Tier I	❖ School Counselors ❖ College Admissions	❖ Number of post-secondary representatives in

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	come to campus for a post-secondary planning college fair		B-LS 1 B-LS 7 B-LS 9 B-SMS 1 B-SS 1 <u>CDOS</u> 1 3a			Representative ❖ Military Recruiters	attendance ❖ Number of students who register to attend the event
Scholarship Applications	❖ Counselors provide all students with scholarship opportunities and nominate students as appropriate. ❖ Counselors assist all interested and eligible students with scholarship applications	Career	<u>ASCA:</u> M4 B-LS 1 B-LS 4-5 B-LS 7 B-SMS 5 B-SS 1	September -June	Grades 9-12: Tier I	❖ HS Counselors ❖ Scholarship Resources ❖ Naviance ❖ SchoolTool	❖ Total number of students assisted/applied for scholarships
Individual Student Meetings	❖ Counselors work with students 1:1 to assist with academic, career, and social/ emotional topics	Academic; Career; S/E	<u>ASCA:</u> M 1-6 B-LS 1-10 B-SM 1-10 B-SS 1-9	September -June	Grades 9-12: Tier I	❖ HS Counselor ❖ Academic, Career, Social/ Emotional Resources	❖ Total number of students assisted in each ASCA domain
College Representative Visits	❖ Provide students with the opportunity for direct contact with college admission representatives ❖ College representatives will	Career	<u>ASCA:</u> M4 B-LS 7 B-LS 9 B-SS 1 B-SS 3 <u>CDOS:</u> 3a	September -June	Grades 9-12: Tier I	❖ HS Counselors ❖ Admission Reps ❖ Naviance	❖ Number of Rep Visits scheduled and students registered

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	provide updated and current information for their institution						
College Instant Admission Days	❖ College representatives meet with students to review their application and provide an admission decision	Academic; Career	<u>ASCA:</u> M 1-6 B-LS 7-8 B-LS 10 B-SS 3 <u>CDOS:</u> 3b	September -November March- April	Grade 12: Tier II	❖ HS Counselor ❖ College Rep ❖ College Application ❖ Transcript	❖ Number of students signed up for Instant Admit
Student Awareness Group (SAG)	❖ Counselors and administrators discuss possible supports and interventions for students at-risk both academically and social/emotionally	Academic; Career; S/E	<u>ASCA:</u> M 1-6 B-SMS 6-7 B-SS 3	September -June	Grades 9-12: Tier II	❖ HS Counselors ❖ Building Admin	❖ Number of students discussed
Teaching and Learning Support Team (TLST)	❖ Discuss and develop appropriate plans of action to support students referred to the Rtl committee for academic and social/emotional concerns	Academic; Career; S/E	<u>ASCA:</u> M 1-6 B-SMS 6-7 B-SS 3	: September -June	Grades 9-12: Tier II	❖ HS Counselors ❖ Building Admin ❖ HS Teachers ❖ School Psych ❖ Social Workers	❖ Number of students referred to Rtl
Promotion and Maintenance of Department Events and Information	❖ Counseling department promotes and maintains school	Academic; Career; S/E	<u>ASCA:</u> M 1-6 B-LS1-6	September -June	Grades 9-12: Tier I	❖ HS Counselors ❖ Administrative Assistants ❖ HS Website	❖ Number of messages communicated and ease of

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	counseling events available for students and families via various modes of communication					❖ Messenger System ❖ E-Mail ❖ Newsletters ❖ Social Media ❖ Schoology	information access
Individual Counseling	❖ Counselors provide short term counseling in a 1:1 setting to build positive supports and positive social/emotional skills	S/E	<u>ASCA:</u> M 1-2 M6 B-LS 4 B-SMS 1-2 B-SMS 7 B-SMS 10 B-SS 1-2 B-SS 6 B-SS 9	September -June	Grades 9-12: Tier III	❖ HS Counselors ❖ Social/ Emotional Resources	❖ Total number of students seen for S/E support
Develop at Risk Report & Action Plan for all Grades	❖ Counselors review data from SchoolTool to determine what students are at risk for failing classes and meet with these students to develop an action plan for success	Academic	<u>ASCA</u> M 1-6 B-LS 8 B-SMS 6	September -June	Grades 9-12: Tier I	❖ HS Counselors ❖ Administration ❖ Teachers ❖ SchoolTool	❖ Students are provided tools to assist in improving their academic performance
Special Education/ 504 Meetings	❖ Counselors attend CSE and 504 meetings to provide academic, personal/social, post-grad plan	Academic		September -June	Grades 9-12: Tier III	❖ School Counselors ❖ Parent ❖ CSE Chairperson ❖ School Psychologist	

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	updates					❖ Student ❖ Social Workers	
Freshmen and New Student Orientation Day	❖ Staff organizes an orientation so those new to the high school can become familiar with their surroundings and their teachers prior to the first day of school, while learning of the opportunities available	Academic, Social/Emotional	<u>ASCA</u> M 1-3 M 6 B-LS 8 B-LS 10 B-SMS 10 B-SS 2 B-SS 3	September	Grades 9-12: Tier I	❖ School Counselor ❖ Teachers ❖ Support Staff ❖ Administrators ❖ Clubs & Activities	❖ Number of students who attend orientation
Letter to parents of seniors regarding graduation requirements and post-secondary planning information	❖ School Counselors compile letters to be mailed home to each family, detailing what their student needs to graduate along with information on programs for post-secondary planning	Academic	<u>ASCA</u> M 5 B-LS 8	September	Grade 12: Tier I	❖ School Counselors ❖ Secretarial Support Staff ❖ Excel spreadsheet of individual student requirements ❖ Letter detailing upcoming events	❖ A letter is mailed to the parents/guardians of every student
College Application Information Night	❖ Senior students and their families will be educated on the application process	Career	<u>ASCA</u> M 4 B-LS 7 B-SMS 4 <u>CDOS</u> 1	September	Grade 12: Tier I	❖ School Counselors ❖ Naviance ❖ Handouts: ~Teacher Letter of recommendation ~Counselor Notification	❖ Those in attendance are able to start the application process upon departure

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						~Common Q & A's ~Which Application do I Use? ~Upcoming Test Dates	
Financial Aid Information Night	❖ Senior students and their families will be educated on the FAFSA process	Career	<u>ASCA</u> M 4 B-LS 7 B-SMS 4 B-SS 1	September	Grades 11 - 12: Tier I	❖ School Counselors ❖ Financial Aid Officer	❖ Those in attendance are able to start the FAFSA form
Meet the Teacher Night	❖ Families meet with their students school counselor throughout the evening event ❖ Counselors assist in distributing schedules and pertinent information for the night.	Academic	<u>ASCA</u> M 3 B-LS B-LS 8 B-LS 10 B-SS 3	September	Grades 9-12 Tier 1	❖ Entire high school staff	❖ Create a relationship with families so they feel comfortable contacting their child's school counselor
Senior Meetings	❖ Meet with seniors to ensure they are on track for graduation and to discuss post-secondary plans	Academic, Social/ Emotional	<u>ASCA</u> M 2 M 4 M 5 B-LS; all B-SMS 1 B-SMS 8 B-SS 6	September -December	Grade 12: Tier I	❖ School Counselor	❖ Students will know what is needed for graduation ❖ Students will know the steps needed for their post-secondary plans.

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Small Group Senior Planning Meetings	❖ Meet with students during lunches to inform them of the college application process as it aligns with our school and external organizations (i.e. CollegeBoard, Naviance, Common Application)	Academic, Career	<u>ASCA</u> M 2 M 4 B-LS 3 B-LS 4 B-LS 7 B-LS 9 B-SS 1	October	Grade 12: Tier I	❖ School Counselors ❖ College folder with forms and reference sheets: ~Teacher Letter of recommendation ~Counselor Notification ~Common Q & A's ~Which Application do I Use? ~Upcoming Test Dates ~Transcript	❖ That all seniors applying to college receive their college folder
9th Grade Small Group Meetings	❖ Meet with 9th graders to review graduation requirements and evaluate interests.	All Domains	<u>ASCA</u> M; all B-LS 5 B-LS 7 B-LS 8 B-SS 1 B-SS 3 B-SS 6 <u>CDOS</u> 1-SS 1, B-SS 3, B-SS 6	October	Grade 9: Tier I	❖ School Counselor	❖ Students will meet their counselor and be familiar with graduation requirements as well as what the school counseling office offers
Senior College and Career Planning Day	❖ Meet with seniors to review/work on college applications or career exploration.	Career	<u>ASCA</u> M; all B-LS 3-5 B-LS 7 B-SMS 1-5 B-SS 1 <u>CDOS</u>	October	Grade 12: Tier I	❖ School Counselor	❖ Seniors will at least have begun filling out college applications and/or researching career options. Counselors

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			1				present to assist.
HOBY Award Competition	❖ Students can apply to HOBY which is for 10th grade students who will experience life on a university campus, interact with local community leaders, participate in leadership conferences, and conduct a community service project.	Social/Emotional	M 1 M 2 M 5 M 6 B-LS 7 B-SS 1 B-SS 6 B-SS 7 B-SS 8	November	Grade 10: Tier I	❖ HS Counselors	❖ School Counselors will review and choose students to attend the HOBY leadership conference based on resume and personal essay.
Financial Aid FAFSA Workshop	❖ Provide financial aid information to students and families in a workshop forum	Career	<u>ASCA</u> M4 B-LS5 B-LS7	November	Grades 9-12: Tier I	❖ HS Counselors ❖ College Financial Officer	❖ Number of families who attend
Support Coordination for Holiday Assistance	❖ HS Counselors Collaborate with Social Workers and Homeless Liaison to develop a list of families in need	Social/Emotional	<u>ASCA</u> M1. M3	November-December	Grades 9-12: Tier I	❖ Community Agencies ❖ HS Counselors ❖ HS Social Workers ❖ Homeless Liaison ❖ Community Members	❖ Families in need will receive holiday assistance as needed

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Edit/Review Program Planning Guide	❖ Update courses in the Program Planning Guide	Academic	<u>ASCA</u> M1 B-LS 6-8	December	Grades 8-11: Tier I	❖ HS Counselors ❖ Administration ❖ Department Chairs	❖ Completed and updated Program Guide
Review and educate about PSAT results with students	❖ Interpret results of the PSAT exam, educate about test prep programs	Academic	<u>ASCA</u> M2 M4 M5 B-LS 3 B-LS 7 B-SMS 3, B-SS 1	January	Grade 10-11: Tier II	❖ HS Counselors ❖ College Board ❖ Khan Academy	❖ Information distributed ❖ Completed presentations
Second Semester Schedule Changes After Regents Week	❖ Change schedules as needed based on exam scores, class failures, and necessary supports (ie: support study hall, credit recovery)	Academic	<u>ASCA</u> B-LS 7-8	January	Grades 9-12: Tier I	❖ HS Counselors ❖ Administration ❖ Teachers	❖ Complete Schedule Changes
Coordinate CTE visits for interested 10th grade students	❖ Counselors will arrange visits to BOCES for interested 10th graders during the scheduling process	Academic	<u>ASCA</u> M2 M5-6 B-LS 7	February	Grade 10: Tier I	❖ HS Counselors ❖ Guidance Administrative Assistant ❖ CTE staff	❖ Interested 10th grade students will be scheduled for program visits at BOCES
Promote and Award Junior Scholarships	❖ Promote and award Junior Scholarships to 11th grade students	Academic	<u>ASCA</u> M4 B-LS 5 B-SMS 4-5 B-SS 1	February	Grade 11: Tier I	❖ HS Counselors ❖ Teachers	❖ 11th grade students will receive Junior Scholarships

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Mid-year reports sent to colleges	❖ Counselors will send mid-year reports to colleges	Academic	<u>ASCA</u> M4 B-LS7 B-SMS4-5	February	Grade 12: Tier I	❖ HS Counselors ❖ Naviance	❖ Mid-year reports sent
Verify Senior Class Ranking	❖ Senior rank will be established by running the senior class transcripts	Academic	<u>ASCA</u> M2 M5-6 B-LS8	February	Grade 12: Tier I	❖ HS Counselors	❖ Senior rank will be established
Request seniors complete "Senior Survey"	❖ Counselors will announce via online and morning announcements for seniors to complete the Senior Scholarship Survey	Academic	<u>ASCA</u> M4 M6 B-LS5 B-LS7 B-SMS3 B-SS1	February	Grade 12: Tier I	❖ HS Counselors	❖ Surveys will be completed to utilize information during Scholarship Committee time
Senior Awards Committee Meetings	❖ To advocate for senior students eligible for scholarship recognition	Academic; Career	<u>ASCA:</u> B-LS 9 B-SS 8	February	Grade 12: Tier 1	❖ HS Counselors ❖ Teachers ❖ Administrators	❖ Scholarship Meeting Participation
Course Selection	❖ Guide students and families in choosing academic programs and courses	Academic	<u>ASCA</u> M5 M 6 B-LS 1	February-March	Grades 8-11: Tier I	❖ HS Counselors ❖ Students ❖ Parents	❖ Completed course selection

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	❖ Review course recommendations ❖ Organize and participate in jump recommendation meetings		B-LS 7 B-LS 8				
Academic Program Planning	❖ Counselors meet with each student to review course recommendations and discuss academic progress in order to select appropriate courses for the following school year	Academic; Career	<u>ASCA:</u> M 1-6	February- May	Grades 9-11: Tier I	❖ HS Counselors ❖ Course Selection Sheet ❖ SchoolTool ❖ Transcript ❖ Program Planning Guide	❖ Total number of students seen within timeframe
Junior Conferences	❖ To assist students and families in post-secondary planning.	Academic; Career	<u>ASCA:</u> M1 M5-6 B-LS 1 B-LS 7 B-SMS 5 B-SS 8	March - April	Grades 9-11: Tier I	❖ HS Counselors	❖ Total number of meetings held
BOCES Applications & Visits	❖ Orchestrate visits for students interested in BOCES ❖ Submit applications for new and returning students	Academic; Career	<u>ASCA:</u> M3 M5-6 B-LS 1 B-LS 4 B-LS 7 B-LS 10 B-SMS 5 B-SMS 10	March - April	Grades 10-11: Tier I	❖ HS Counselors	❖ Total number of students who visit and apply to BOCES

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			B-SS 8 B-SS 9				
Resolve Scheduling Conflicts	❖ To resolve academic conflicts for the following school year	Academic; Career	<u>ASCA:</u> B-LS 1 B-LS 7 B-SMS 10	May - June	Grades 9-12: Tier I	❖ HS Counselors	❖ Student schedule conflicts have been resolved
Student Course Failure Planning	❖ Determine a plan to recover required course credits for graduation	Academic	<u>ASCA:</u> M3-6 B-LS 3-4 B-LS 7 B-SMS 1-2 B-SMS 4-7	June - July	Grades 9-12: Tier I	❖ HS Counselors	❖ Number of students registered for summer school ❖ Number of students rescheduled for required courses
Post-Secondary Plan Verification	❖ To update diploma type earned, post-secondary plans, and submit final transcript in student management system.	Academic; Career	<u>ASCA:</u> B-LS 3 B-SMS 1 B-SMS 3 B-SMS 10 B-SS 1 B-SS 6 B-SS 8	June - July	Grade 12: Tier I	❖ HS Counselors	❖ All student records confirmed and submitted