



## **K-12 Comprehensive School Counseling Plan**

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## **Description of District**

The Moravia Central School District is a small, rural district in central New York serving approximately 1,000 students in UPK through grade 12. The district occupies two school buildings in the village of Moravia, in Cayuga County, about 50 miles southwest of Syracuse. The district map includes the towns of Locke, Moravia, Niles, Scott, Sempronius, Skaneateles, Summerhill and Venice which covers 131 square miles.

Centrally located in the midst of the Finger Lakes, the Moravia Central School District is ideally located near the cities of Auburn, Cortland and Ithaca; Syracuse and Binghamton are each a one-hour drive away and host a number of theaters, museums and musical offerings.

## **Program Foundation**

### **District Mission**

The mission of the educational community of Moravia is to nurture, inspire and empower all students to discover their passions and achieve personal success.

### **District Vision**

To provide a world-class education rooted in our community's values.

### **District Goals**

#### ***Core Beliefs:***

- All students learn.
- Character: We are honest and act with integrity.
- Work ethic: We work hard with purpose.

- Growth mindset: Grit, perseverance and optimism are building blocks to success.
- Innovation: We innovate and creatively problem solve.
- Personalized pathways: A rich, diverse and challenging environment encourages multiple pathways to success.
- Caring: We embrace the dignity of all and respect diversity.
- Safety: We provide a safe learning environment for all.
- Shared responsibility: Student, home and community involvement is essential to learning.
- Students are the priority.

***District priorities:***

- Support the social and emotional wellness of all students.
- Offer diverse, personalized pathways that result in more students graduating with rigorous outcomes.
- Improve vertical and horizontal alignment PK-12 through better communication and increased collaboration.

## **District Administration**

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## **Mental Health Department Mission:**

A collaborative team approach between mental health department, teachers, administration, parents and community members. Working together to foster high academic achievement, individual career pathways and social/emotional growth, which aligns with NYS Learning Standards, as well as, ASCA and NYSSCA standards.

## **K-12 Counseling Program Overview**

### ***Philosophy***

A comprehensive and developmental counseling program has three important components: Counseling, Consultation and Coordination. The core of the program is counseling. Counseling is a process of catharsis, self-exploration, and problem solving. Providing a safe, accepting environment enables students to work through their difficulties. Counseling should be based upon a developmental model of academic, career, and personal / social growth. This is done by a variety of counseling activities: individual counseling, group counseling, crisis counseling, and classroom guidance.

The second component of the counseling program is consultation. Counselors work with teachers, parents, administrators, and other educational and community specialists to help make the most appropriate decisions for each student.

The third component of the counseling plan is program and services coordination. Counselors coordinate activities that organize and develop students' academic, career and personal achievement. Counselors will coordinate the following: scheduling for the current year and following year, registering of new students, career and college planning, and standardized testing.

### **Annual Goals**

Program goals will be developed annually by the Mental Health Department. The goals will be developed in the beginning of the school year and will align with Moravia Central School District's Strategic Plan.

## Comprehensive Plan

Moravia Central School has developed a district wide comprehensive school counseling plan under the guidelines of the NYSED Regulations on Guidance Plans, NYSED Career Development and Occupational Studies Students Standards, and the ASCA Student Mindsets and Behaviors. The plan was created under the direction of the ASCA School Counselor Competencies and the ASCA Ethical Standards.

1. The plan was developed under the direction of a certified school counselor
2. All students K-12 have access to a certified school counselor
3. The plan will be updated annually and a report will be presented to the board of education annually

## Department Management System

### *Use of Time*

Component	Elementary	Middle School	High School
Guidance Curriculum	35-45%	25-35%	15-25%
Individual Student Planning	5-10%	15-25%	25-35%
Responsive Services	30-40%	30-40%	25-35%
System Support	10-15%	10-15%	15-20%

\* ASCA Use of Time Recommendations

### *Data Analysis*

**Goal:** To analyze data to improve or change the counseling program, as needed.



## **Methods**

1. Create a form to collect data.
2. Fill out the form on a weekly basis.
3. Analyze data in department meetings, bi-annually.

Process Data: counselors will provide evidence to show that the attached activities and services were provided to our students, which students they were provided to, and when they were provided.

Perception Data: counselors will collect information based on thoughts and feelings from students, parents, teachers, administrators, and other stakeholders about the activities, services, and work of the counselors.

Outcome Data: counselors will evaluate specific behavior of students as measured on an annual basis.

## ***Technology***

**Goal:** Use technology to foster academic, career and social/emotional growth.

## **Methods**

1. Counselors will administer career assessments to students in each grade level using the program Naviance.
2. Counselors will use website videos to support therapeutic teaching.
3. High school counselor will organize Cayuga Onondaga E learning courses for those who choose to take them.
4. High school counselor will assist students and parents to complete both college and FAFSA applications.
5. Counselors will connect parents and students to the portal on Schooltool.
6. School Social Worker assists families with online Summer Camp Registrations.
7. Counselors will track at risk students using Google Sheets to track discussions with parents, teachers and counselors.
8. Counselors will connect with administration, teachers, students, families and support services through email.

## ***Counseling Advisory Council***

1. We will develop and maintain a counseling program advisory council.

- Membership shall be comprised of representative stakeholders, including certified school counselors, school psychologists, school social worker, community based service provider, board of education member, administrator, teacher, and parent
- The Counseling Advisory Council shall meet no less than two times per year in order to review, advise, and support the counseling program set forth in the counseling plan.

2. The purpose of the council is to provide feedback on program goals, review results of the goals of the program, make recommendations about the school counseling program, and serve as advocates for the school counseling program.

3. Upon conclusion of each year, the CAC will complete an annual report of our findings which will be shared with the Board of Education during our presentation to the board, which will provide updates on progress made and plans for continued work.

## **Delivery System**

### ***Individual Counseling***

Counseling is a process of catharsis and self-reflection, whereby students are able to speak openly and work through issues and concerns in a caring and trusting environment. It is imperative to acknowledge the uniqueness and individuality of each student and respond to their needs appropriately.

**Goal:** To foster students' social, emotional, and personal growth and empower them to facilitate change(s).

## **Methods**

1. Students will participate in counseling sessions as difficulties arise or as a preventative measure.
2. The counselors will identify students at risk through observation, as well as, student, parent, and teacher referrals.
3. The counselors will meet with students individually with sessions varying in length depending on the severity of the problem or issue.
4. The counselors will utilize accepted theories and techniques appropriate for school students.
5. The counselors will help students resolve conflicts and make positive and healthy decisions.
6. The counselors will help students become more self-aware and build relationships with others.

## **Topics That May be covered (but not limited to):**

Alcohol/Drug, Pregnancy/STD's, Self-esteem, Parent/Family Issues, Conflict Resolution, Academic Concerns, Peer Relationships, Suicidal Ideation, Self-Injury, Anxiety, Depression, Anger Management, LGBTQ

## **Group Counseling**

Group counseling involves an interpersonal process and problem solving techniques that emphasize conscious thoughts, feelings, and behavior. Group counseling, which has a preventative and educational purpose, allows the counselor to focus on the students' needs while providing an opportunity for positive interactions and peer support.

**Goal:** To facilitate positive peer interactions and develop students social, emotional, and personal growth by working with groups.

## **Methods**

1. Counselors will help students develop more positive attitudes and better interpersonal skills.
2. Counselors will help students use the group process as a way of facilitating behavior change.
3. Counselors will help members transfer newly acquired skills and behavior learned in the group to everyday life.
4. Counselors will form a group as a preventative measure or as issues arise.

**Topics That May Be Covered (but not limited to):**

Conflict Management, self-esteem, social skills, anger management

***Crisis Counseling***

A crisis is an emotional distressing change or a turning point in one's life and a period of psychological disequilibrium. A crisis occurs when individuals are faced with overwhelming problems they feel they cannot handle.

**Goal:** To provide immediate, brief, counseling and interventions for students in crisis.

**Methods**

1. The counselors will assess the severity of the issue and the safety of the student.
2. The counselors will make necessary contacts with administrators and parents/guardians.
3. The counselors will make necessary referrals to appropriate mental health professionals.
4. The counselors will use the C-SSRS to identify suicidal ideation.

**Topics That May Be Covered (but are not limited to):**

Grief counseling, suicide prevention, physical, emotional and sexual abuse counseling, domestic violence counseling

***Classroom Guidance***

**Goal:** To facilitate career and collegiate interest, goal setting, anti-bullying prevention, mindfulness and social skills.

**Methods**

Students will learn about careers and college, as well as, develop social skills identified for current needs of students.

1. Counselors will provide sessions in the classroom
2. Counselors will review the New York State requirements necessary for graduation.
3. Counselors will prepare students for careers and post-secondary education.

## ***Professional Development***

**Goal:** To foster counselors' professional career development by gaining knowledge about the counseling and educational fields to better serve the student population.

### **Methods**

1. Counselors will participate in counseling or educational workshops.
2. Counselors will attend Counselor Meetings with the Cayuga Counselors Association and Social Workers will attend Cayuga School Social Workers Association meetings.
3. Counselors will participate in staff development and conferences.
4. Counselors will be members in NYS School Counselor's Association, American School Counseling Association, or other professional organizations.
5. Counselors will attend program open houses, such as New Visions, Compass, and programs at the Area Occupational Center.
6. Counselors will complete additional graduate level courses pertinent to the counseling field.

## ***Consultation***

**Goal:** To communicate and coordinate the counseling program with parents, teachers, staff, and administrators to assure all students are provided with appropriate assistance that encourages their personal, educational, and career development.

### **Methods**

1. Counselors will consult on an as needed basis, but not limited to:  
Counselors, Administrators, Teachers, Other faculty and Staff, Parents, Community Members, Outside Professionals
2. Counselors will attend weekly grade level team meetings.

3. Counselors will make referrals to mental health agencies when warranted.

### ***Administrative Tasks***

**Goal:** The following tasks are performed by the counseling staff to ensure students' success.

#### **Methods**

1. Counselors will complete scheduling tasks, which include course selection and master schedule building.
2. Counselors will provide information on graduation requirements through annual student meetings, where a transcript will be evaluated.
3. Counselors will verify completion and accuracy of grades every marking period and complete grade changes throughout the year.
4. Counselors will make student schedule changes throughout the year.
5. Middle School Counselor will be the testing coordinator: coordinate administration, organize answer sheets for vendor scoring and verify testing data.
6. Social Workers will communicate with families via phone and letters to organize support services.
7. The school psychologist is responsible for writing psychoeducational reports to help determine a student's eligibility to receive special education services.
8. Mental Health Department will be members of the Crisis Team and the Student Intervention Team.
9. The High School Counselor will be the AP Coordinator, PSAT Coordinator, and SAT Coordinator, which includes ordering, administering, and returning all exams.
10. The High School Counselor and the School Psychologist will work together to request testing accommodations for college entrance exams for students with disabilities

### ***Advisory***

**Goal:** To provide and receive support through teamwork and shared decision making.

## **Methods**

1. Counselors will attend weekly grade level meetings.
2. Counselors will have consultations with administrative staff, teachers, nurse and other members of the mental health team.
3. Mental health team will meet monthly for At Risk and Department Meeting.
4. School Psychologist will run the TST meetings, social worker and school counselor will participate as needed.
5. Meet with outside agencies to coordinate student support.
6. School Psychologist will attend CSE meetings, school counselors and social worker attend as needed.

## ***Testing and Development***

**Goal:** To coordinate New York State Assessments, Career and Post-Secondary Standardized Tests and Committee of Special Education testing.

## **Methods**

1. The middle school counselor will coordinate sixth through eighth grade assessments.
2. The high school counselor will coordinate and interpret standardized tests, which include:  
SAT, ACT, PSAT, ASVAB, and AP
3. The high school counselor will administer Accuplacer placement exams for college bound students on an as needed basis.
4. The high school counselor will scan, score, and verify regents exams through the NYS Citrix system.
5. The school psychologist will conduct informal/formal mental health screenings for at-risk students of concern.
6. The school psychologist will conduct psychoeducational testing for initial and triennial evaluations.

# NYSSCA Guidelines

## NYS EDUCATION DEPARTMENT COMMISSIONER'S REGULATIONS

### **PART 100.2 (j) Guidance programs**

**(1)** Public Schools. Each school district shall have a guidance program for all students.

**(i)** In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.

**(ii)** In grades 7-12, the guidance program shall include the following activities or services:

- (a)** an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;
- (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 school counselors;
- (c)** other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided



by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed schools social workers in cooperation with school counselors; and

(d) the services of personnel certified or licensed as school counselors.

(iii) Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such plan shall 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; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

(2) Nonpublic schools. Each nonpublic secondary school shall provide a guidance and counseling program for students in grades 7-12.

#### **NYSED REGULATIONS PART 100.2(j) IMPLEMENTATION ASSESSMENT**

This was developed to help you assess your school district's level of implementation of current NYSED regulations and provide a simple coding for with Reference Document 10 Comprehensive School Counseling Program Map

**1= None 2= Beginning 3= Developing 4= In Full Practice IMPLEMENTATION RATING 1 2 3 4**

**Each district shall have a guidance program for all students:**

(i) The K-6 school counseling program:

(i.1) is designed in coordination with the teaching staff

(i.2) prepares students to participate effectively in their current and future educational programs

(i.3) includes interventions for students with attendance problems

- (i.4) includes interventions for students with academic problems
- (i.5) includes interventions for students with behavioral problems
- (i.6) includes interventions for students with adjustment problems
- (i.7) educates students concerning avoidance of child sexual abuse
- (i.8) encourages parental involvement
- (ii) The 7-12 school counseling program is delivered by school counselors with the assistance of teachers and other staff
- (ii.1) includes the services of personnel certified or licensed as school counselors
- (ii.2) includes an annual review of each student's educational progress and career plans by a certified school counselor
- (ii.3) includes instruction at each grade level to help students learn about careers & career planning skills
- (ii.4) includes other advisory and individual and/or group counseling provided by school counselors; or school psychologists or school social workers in cooperation with school counselors
- (ii.4.1) enables students to benefit from the curriculum
- (ii.4.2) provides interventions for students with attendance problems
- (ii.4.3) provides interventions for students with academic problems
- (ii.4.4) provides interventions for students with behavioral problems
- (ii.4.5) provides interventions for students with adjustment problems
- (ii.4.6) provides advisement on developing and implementing postsecondary education and career plans
- (ii.4.7) encourages parental involvement
- (iii) The school district plan:
  - (iii.1) is filed in district office and available for review by any individual
  - (iii.2.1) includes program objectives which describe expectations of what students will learn from the program
  - (iii.2.2) includes activities to accomplish the objectives
  - (iii.2.3) includes specification of staff members and other resources assigned to accomplish objectives
  - (iii.2.4) includes provisions for the annual assessment of program results
  - (iii.3) is reviewed annually and revised as necessary

## **ASCA MINDSETS & BEHAVIORS:**

### ***Mindsets***

**M 1:** Belief in development of 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 lifelong 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

Behavior: Learning Strategies

**B-LS 1:** Demonstrate critical-thinking skills to make informed decisions

**B-LS 2:** Demonstrate creativity

**B-LS 3:** Use time-management, organizational and study skills

**B-LS 4:** Apply self-motivation and self-direction to learning

**B-LS 5:** Apply media and technology skills

**B-LS 6:** Set high standards of quality

**B-LS 7:** Identify long- and short-term academic, career and social/emotional goals

**B-LS 8:** Actively engage in challenging coursework

**B-LS 9:** Gather evidence and consider multiple perspectives to make informed decisions

**B-LS 10:** Participate in enrichment and extracurricular activities

### ***Behavior: Self-Management Skills***

**B-SMS 1:** Demonstrate ability to assume responsibility

**B-SMS 2:** Demonstrate self-discipline and self-control

**B-SMS 3:** Demonstrate ability to work independently

**B-SMS 4:** Demonstrate ability to delay immediate gratification for long-term rewards

- B-SMS 5:** Demonstrate perseverance to achieve long- and short-term goals
- B-SMS 6:** Demonstrate ability to overcome barriers to learning
- B-SMS 7:** Demonstrate effective coping skills when faced with a problem
- B-SMS 8:** Demonstrate the ability to balance school, home and community activities
- B-SMS 9:** Demonstrate personal safety skills
- B-SMS 10:** Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

***Behavior: Social Skills***

- B-SS 1:** Use effective oral and written communication skills and listening skills
- B-SS 2:** Create positive and supportive relationships with other students
- B-SS 3:** Create relationships with adults that support success
- B-SS 4:** Demonstrate empathy
- B-SS 5:** Demonstrate ethical decision-making and social responsibility
- B-SS 6:** Use effective collaboration and cooperation skills
- B-SS 7:** Use leadership and teamwork skills to work effectively in diverse teams
- B-SS 8:** Demonstrate advocacy skills and ability to assert self, when necessary
- B-SS 9:** Demonstrate social maturity and behaviors appropriate to the situation and environment

**NYSED Career Development & Occupational Studies (CDOS) Student Standards**

**STANDARD 1: Career Development** - Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

**1.1** Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

**STANDARD 2: Integrated Learning** - Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

**2.1** Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.

**STANDARD 3a:** Universal Foundation Skills - Student will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

**3a.1** Basic skills include the ability to read, write, listen, and speak as well as perform arithmetic and mathematical functions

**3a.2** Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.

**3a.3** Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.

**3a.4** Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.

**3a.5** Technology is the process and product of human skill and ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants.

**3a.6** Information management focuses on the ability to access and use information obtained from other people, community resources, and computer networks.

**3a.7** Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.

**3a.8** Systems skills include the understanding of and ability to work within natural and constructed systems.

**STANDARD 3b: Career Majors** - Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

**B/IS Business/Information Systems:** Core, Specialized, and Experiential  
HS Health Services: Core, Specialized, and Experiential

**E/T Engineering/Technologies:** Core, Specialized, and Experiential

**HPS Human and Public Services:** Core, Specialized, and Experiential

**NAS Natural and Agricultural Sciences:** Core, Specialized, and Experiential

A/H Arts/Humanities: Core, Specialized, and Experiential

## Accountability Process

The purpose of accountability is evaluate the plan annually in order to identify if the program is effective at improving students' academic, social/emotional and career exploration. The plan will be monitored and altered as needed. This component of the plan includes data analysis, program results and evaluation and improvement.

**1. Data Analysis:** Data drives decisions about the program. Data will be collected in response to the goal of the program. Goals will be set based on student needs which will be defined by administering needs assessments to students and staff in the beginning of the school year. The use of data will allow factual information to guide support staff in developing, planning and delivering effective programs based on student need.

**2. Program Results:** Analyzing data will allow for more focused programming, more appropriate interventions, and a more effective school counseling program. Three types of results reports will be utilized to provide the school counseling program with information needed to evaluate Student progress: curriculum results, small-group results, and closing-the-gap results.

**3. Evaluation and Improvement:** Program evaluation and improvement has three components:

- Counselors will self-evaluate themselves, their strengths, their areas in need of improvement, abilities, skills, and attitudes necessary to effectively complete the demands of the profession.
- Self-analysis of the school counseling program's strengths and weaknesses will be evaluated by using the School Counseling Program Assessment questionnaire
- Program goals will be reviewed based on goals created at the beginning of each new school year.

**ACADEMIC DOMAIN**

<b>Grade</b>	<b>Program Activity/Service</b>	<b>NYSED Regulations</b>	<b>ASCA Standards</b>	<b>NYSED-CDO S</b>	<b>Program Objective</b>	<b>Timeline</b>	<b>Staff/Resources</b>	<b>Assessment</b>
K-12	Crisis Counseling / Socioemotional Check-ins	i.2-i.6	M 1-3; BLS 1, BLS 9; BSMS 7; BSS 3	3a.2	Student will improve ability to stabilize emotions and function independently	Daily (as needed)	Counselors, School Psychologists, School Social Worker, Administration, Mental Health Agencies	Recorded observations, student Reports
K-12	Individual Counseling	i.2-i.6	M 1-6; BLS 1, BLS 3, BLS 4, BLS 7, BLS 9, BLS 10; BSMS 1-10; BSS 1-9	3a.1-3a.4, 3a.7	Identifying and working towards short-term and long-term socioemotional goals	Daily/ongoing	Counselors, School Social Worker, School Psychologists, Mental Health Agencies	Recorded observations, student reports

K-12	School/Home Communication (including attendance letter)	i.3, i.5, i.6, i.8	BLS 7, BLS 9		Providing supports and fostering positive relationships with families to improve student outcomes	Daily (as needed)	Counselors, School Social Worker, School Psychologists, Administration, School Nurses, Teachers, Mental Health Agencies	Attendance reports, phone logs
K-12	FAST Referral Process	i.3, i.5, i.6, i.8			To help provide wraparound support/resources for students and their families	As needed	FAST Team, School Social Worker, Counselors, School Psychologists, Administration, Agencies	Attendance reports, behavioral referrals, grades
K-12	At-Risk Team	i.3-i.6			District-wide collaboration to improve socioemotional functioning for those students identified as at-risk	Monthly	School Social Worker, School Psychologists, Counselors, CHAD Counselor, School Nurse, Administration	Attendance reports, behavioral referrals, grades, risk assessment protocols



K-5	Student Mentoring	i.1-i.6	M 1-3, M 6; BLS 10; BSMS 3, BSMS 6; BSS 2-4, BSS 6, BSS 8	3a.1, 3a.4	Foster mutually beneficial relationships within the school community	As needed	TST Members, Teachers, Teaching Assistants, High School Students, School Psychologists, Counselors, School Social Worker	Grades, Attendance reports, behavioral referrals, TST data tracking
K-5	Teacher Support Team (TST)	i.1-1.6, i.8			To identify, implement, and assess interventions designed to improve students' functioning in school	Biweekly throughout school year	TST Committee, Administration, Teachers, Service Providers	Attendance reports, behavioral referrals, grades, TST data tracking
5-6	Transition Process	i.2, i.6	BSMS 10; BSS 2, BSS 9		To facilitate the transition between the two buildings	Yearly	5th and 6th Grade Teachers, Administration, Counselor, School Psychologist, At-risk Team	Grades, attendance reports, student and teacher reports/observations, behavioral referrals
6	Mindfulness	ii.1	M1 - M3, B-SMS, B-SMS-2	3a.3, 3a.4,	Teach focus , reduce anxiety and depression. Self-awareness	Weekly	Counselor	Teacher Reports

6-8	Career Exploration: Naviance	ii.1, ii.4.6	M4 - M5, B-LS7 - B--LS9	3a.2, 3a.3, 3a.6, 3a.7, 3b	Career exploration	Annually	Counselor	Annual student meetings/parent meetings
6-8	Anti-Bullying	ii.1	B-SS2, B-SS4	3a.3, 3a.4	Bullying prevention	Ongoing	Counselor/Principal	DASA Reports
6-8	Lunch Groups (Social Skills)	ii.1	M1 - M3, B-SS2, B-SS4 -BSS9	3a.3, 3a.4	Skill building, positive peer interactions	Weekly	Counselor	Students
7	Life Lines (Suicide Awareness)	ii1, ii4, ii.4.1	BSMS-7	3a.3, 3a.4	Teach signs of suicide ideation and how to report concerns	Annually	Counselor	Counseling Reports
7	Internet Safety	ii.4.1, ii.4.7	M1, B-SMS9	3a.2	Teach appropriate posting/Anti bullying concerns	Annually	Counselor/Teacher	Parents/Students
6-7	Counseling Groups: Various Topics	ii.1, ii.4.2 - 4.5	B-SS1 -B-SS9 & BSMS1	3a.2, 3a.3, 3a.4	Counsel on Topics according to student need	Weekly	Counselor	Parents/Student
8	CHAD: Project Succss Program: (8 sessions)	ii.4.1	M1, B-SMS5, B-SMS7, BSMS-9, B-SMS10, B-SS1	3a.1 - 3a.4, 3a.7	Drug/Alcohol Awareness	Annually	Alcohol/Drug awareness	Teacher/Student/ Parents

10	CHAD: Health Decision Making (Alcohol Awareness)	ii.4.1	M1, B-SMS1, B-SMS2, B-SMS7, B-SMS9, B-SS5, B-SS8, B-SS9	3a.2 - 3a.4	Learn about risks of drugs and alcohol, help making healthy decisions	Annually	CHAD Counselor/Health Teacher	Student Observations
10	Career Exploration: (BOCES Road Show and College Visit)	ii.4.1	M4 - M6, B-LS7, B-LS10, B-SMS1, B-SS1, BSS3	3a.1, 3a.2, 3a.6, 3a.7	Learn about BOCES options and College majors	Annually	HS Counselor/10th grade Teachers	Student Observations
9	9th Grade Scheduling/Transition Meetings	ii. 1 - 3	M4-M6, B-LS4, BLS-8, B-LS10, B-SMS5, B-SMS1, B-SMS2, B-SS9, B-SS1	3a.1, 3a.7	Meet with students and parents to plan 9th grade schedule	Annually	MS Counselor/ HS Counselor	Career Worksheet, Personal Observations
8	Counseling Group: Counseling through Yoga	ii.1, ii.4, ii.4.1 - 4.5	M1, M3, M6, BSMS2	3a.2 - 4	Teach self-regulation skills	Weekly, sessions for 8 weeks	Counselor	Observations, Teacher reports
6-8	Mediations	ii.4.4, 11.4.5		3a.2	Teach conflict resolution skills	As needed	Counselor/Principal	Behavioral Referrals

8	Health Day		BSMS2, BSS 4, BSS 9		Teach health topics according to student need	Annually	Outside Agencies	Teacher observations
6-8	Academic At Risk Intervention	ii2, ii4, ii4.1, ii4.7	M2, M4-6, BLS 3-4, BSM 5-6	3a.1	Increase academic success	Weekly	Teachers/Principal/ Counselor	Grade Reports
9-12	Career Goal Exploration	ii. 1 - 3, ii.4.6 - 4.7	M4, M5, M6, B-LS4, B-LS5, B-LS7, B-LS8, B-SMS1, B-SMS4, B-SMS8, B-SS8, B-SS1	3a.1 - 4, 3a.6 - 7, 3b,	Students will increase knowledge of what careers they may want to do in the future	Annually	High School Counselor	Career Worksheets
9-12	ACE Program:	ii.4.1, ii.4.6	M4 - M6, B-LS4, B-LS6, BLS7, B-LS8,	3a.1 - 4, 3a.6 - 7	Students will gain college and career readiness skills	Ongoing basis	HS Counselor/HS Math Teacher	Student Reports, Recorded Observations
9-12	Counselor meets middle of marking period with struggling students	ii.1, ii.4.2 - 4.5	M1 - M6, B-LS3 -4, B-LS7, B-SMS1 - 8, B-SS8	3a.2 - 4	Students will discuss strategies to help them be successful academically	6 times a year	HS Counselor	Student Reports, Report Cards

9-12	Individual Student Meetings for schedule/career exploration	ii.1 - 3, ii.4.6	M1-M6, B-LS4, B-LS7 - 8, B-SMS1, , B-SMS5, B-SS8	3a.1 - 4, 3a.6 - 7, 3b,	Students will gain knowledge of courses and careers available to them	Annually	HS Counselor	Career Plan
10-12	College Information Yearly	ii.1-3, ii.4.1	M4, B-LS7, B-LS9	3a-6 - 7	Students will gain knowledge of how to apply for college	Annually	HS Counselor	Written Evaluations
10	Health Class (Resource Available in Cayuga County)	ii.4.1	M4	3a.7	Students will learn what resources are available in Cayuga County	Annually	Health Teacher	Personal Observations
10	Job Shadow Opportunity		M4, B-LS7, B-LS10, B-SS3, B-SS8	3a.1, - 4, 3a.6 - 7	Students will be able to observe professionals in their careers	As needed	HS Counselor/Business Teacher	Recorded Observations, Student Reports
12	Help with College Applications	ii.1, ii.4.6	M4 - M6, B-LS5, B-LS6, B-SS1	3a.1 - 4, 3a.6 - 7	Students will get support filling out college applications	As Needed	HS Counselor	Student Reports

K-12	Crisis Counseling / Socioemotional Check-ins	i.2-i.6	M 1-3; BLS 1, BLS 9; BSMS 7; BSS 3	3a.2	Student will improve ability to stabilize emotions and function independently	Daily (as needed)	Counselors, School Psychologists, School Social Worker, Administration, Mental Health Agencies	Recorded observations, student Reports
K-12	Individual Counseling	i.2-i.6	M 1-6; BLS 1, BLS 3, BLS 4, BLS 7, BLS 9, BLS 10; BSMS 1-10; BSS 1-9	3a.1-3a.4, 3a.7	Identifying and working towards short-term and long-term socioemotional goals	Daily/ongoing	Counselors, School Social Worker, School Psychologists, Mental Health Agencies	Recorded observations, student reports
K-12	School/Home Communication (including attendance letter)	i.3, i.5, i.6, i.8	BLS 7, BLS 9		Providing supports and fostering positive relationships with families to improve student outcomes	Daily (as needed)	Counselors, School Social Worker, School Psychologists, Administration, School Nurses, Teachers, Mental Health Agencies	Attendance reports, phone logs

K-12	FAST Referral Process	i.3, i.5, i.6, i.8			To help provide wraparound support/resources for students and their families	As needed	FAST Team, School Social Worker, Counselors, School Psychologists, Administration, Agencies	Attendance reports, behavioral referrals, grades
K-12	At-Risk Team	i.3-i.6			District-wide collaboration to improve socioemotional functioning for those students identified as at-risk	Monthly	School Social Worker, School Psychologists, Counselors, CHAD Counselor, School Nurse, Administration	Attendance reports, behavioral referrals, grades, risk assessment protocols
K-5	Student Mentoring	i.1-i.6	M 1-3, M 6; BLS 10; BSMS 3, BSMS 6; BSS 2-4, BSS 6, BSS 8	3a.1, 3a.4	Foster mutually beneficial relationships within the school community	As needed	TST Members, Teachers, Teaching Assistants, High School Students, School Psychologists, Counselors, School Social Worker	Grades, Attendance reports, behavioral referrals, TST data tracking

K-5	Teacher Support Team (TST)	i.1-1.6, i.8			To identify, implement, and assess interventions designed to improve students' functioning in school	Biweekly throughout school year	TST Committee, Administration, Teachers, Service Providers	Attendance reports, behavioral referrals, grades, TST data tracking
6-8	Student Concern Day	ii..1-11.4.7	M1-6		To identify students at risk of emotional, social, familial, or academic problems. Then we develop a plan.	Weekly	Team of Teachers, Counselor	Improved absenteeism, grades, less referrals, student reports of more satisfaction.
5-6	Transition Process	i.2, i.6	BSMS 10; BSS 2, BSS 9		To facilitate the transition between the two buildings	Yearly	5th and 6th Grade Teachers, Administration, Counselor, School Psychologist, At-risk Team	Grades, attendance reports, student and teacher reports/observations, behavioral referrals
8	9th Grade Transition Meetings	ii 1-2 ,ii 4.6-7	M2-6, BLS 1-10,	1.1, 2.1	To bridge middle school	Annually	ms/hs counselor	Appropriate placement/scheduling



					with high school			
6-8	Academic At Risk Intervention	ii2, ii4, ii4.7	M2, M4-6, BLS 3-4, BSM 5-6	3a.1	To	Ongoing	Counselor, Principal	Grade/Performance Data
9-12	At-Risk academic letters home to parents regarding summer school	ii.4.7, ii.4.3	M2, M3, M5, M6, B-SMS 5-8	3a.1	To identify students who may need summer school, communicate with parents	Annually	HS Counselor	Written Evaluations
9	Orientation	ii.4.3	M1-M6, B-LS 3, B-LS 4, B-LS 7, B-SMS 1, B-SMS 2, B-SMS 5, B-SMS 8	3a.1	To bridge middle with high school	Annually	HS Counselor/Admin/ 9th grade Teachers	Personal Observations
9-12	Individual Report card Meetings	ii.4.3	M1-M6, B-LS 3, B-LS 4, B-LS 7, B-SMS 1, B-SMS 2, B-SMS 5, B-SMS 8	3a.1	To communicate with students struggling academically	Every marking period	High School Counselor	Performance Data

12	Transcript Meetings	ii.4.3	M1-M6, B-LS 3, B-LS 4, B-LS 7, B-SMS 1, B-SMS 2, B-SMS 5, B-SMS 8	3a.1	To verify that seniors have all requirements	Annually	High School Counselor	Senior Notebook completion
9-12	Parent-Teacher Meetings	ii.4.2 - ii. 4., ii. 4.7	M1-M6, B-LS 1, B-LS 6, B-LS 7, B-LS 9, B-SMS all, B-SS all	3a.1	Organize parent/teacher conferences	As needed	High School Counselor	Student Observations/ Parent Observations/ Teacher observations
9-11	Student Schedule Meetings	ii.4.7, ii.4.6	M2-M6, B-LS 1, B-LS 6-10, B-SS 1, B-SS 3, B-SS 6, B-SS 8	3a.1 - 3a.3	Input Course requests for students	Annually	High School Counselor	Student Schedules
12	At-risk meetings with seniors for graduation - send letters to parents	ii.4.7	M1 - M3, M5, B-LS 1, B-LS 3-4, B-LS 7, B-SMS 1-10, B-SS 1,	3a.1-3a.3	Communicate with parents who is in jeopardy of not graduating	Annually	High School Counselor	HS Graduation Rate

			B-SS 3, B-SS 8					
8-11	Letters home to parents regarding grad requirements, student transcripts, and course requests	ii.4.7, ii.4.6	M2-M6, B-LS 1, B-LS 6-10, B-SS 1, B-SS 3, B-SS 6, B-SS 8		Communicate with parents and students what is offered and required to graduate from high school	Annually	High School Counselor	Recorded Observations
6-12	Mental Health/Counseling Referrals	ii.4, ii.4.2-4.5, ii.4.7	M1-M3, M5, B-LS 1, B-LS 7, B-LS 9, B-SMS all, B-SS all	3a.1 - 3a.4				
6-12	Parent/Teacher Meetings	ii.4.2 - ii. 4., ii. 4.7	M1-M6, B-LS 1, B-LS 6, B-LS 7, B-LS 9, B-SMS all, B-SS all	3a.3, 3a.4				
6-8	Open House for each grade	i.1, i.8,	M1-3;BSS3;					

**PERSONAL-SOCIAL DOMAIN**

<b>PERSONAL-SOCIAL DOMAIN</b>								
<b>Grade</b>	<b>Program Activity/Service</b>	<b>NYSED Regulations</b>	<b>ASCA Standards</b>	<b>NYSED-CDOS</b>	<b>Program Objective</b>	<b>Timeline</b>	<b>Staff/Resources</b>	<b>Assessment</b>
K-12	Crisis Counseling / Socioemotional Check-ins	i.2-i.6	M 1-3; BLS 1, BLS 9; BSMS 7; BSS 3	3a.2	Student will improve ability to stabilize emotions and function independently	Daily (as needed)	Counselors, School Psychologists, School Social Worker, Administration, Mental Health Agencies	Recorded observations, student Reports

K-12	Individual Counseling	i.2-i.6	M 1-6; BLS 1, BLS 3, BLS 4, BLS 7, BLS 9, BLS 10; BSMS 1-10; BSS 1-9	3a.1-3a.4, 3a.7	Identifying and working towards short-term and long-term socioemotional goals	Daily/ongoing	Counselors, School Social Worker, School Psychologists, Mental Health Agencies	Recorded observations, student reports
K-12	School/Home Communication (including attendance letter)	i.3, i.5, i.6, i.8	BLS 7, BLS 9		Providing supports and fostering positive relationships with families to improve student outcomes	Daily (as needed)	Counselors, School Social Worker, School Psychologists, Administration, School Nurses, Teachers, Mental Health Agencies	Attendance reports, phone logs
K-12	FAST Referral Process	i.3, i.5, i.6, i.8			To help provide wraparound support/resources for students and their families	As needed	FAST Team, School Social Worker, Counselors, School Psychologists, Administration, Agencies	Attendance reports, behavioral referrals, grades

K-12	At-Risk Team	i.3-i.6	BSMS 2, BSMS 7, BSMS 9; BSS 1-2, BSS 4-9		District-wide collaboration to improve socioemotional functioning for those students identified as at-risk	Monthly	School Social Worker, School Psychologists, Counselors, CHAD Counselor, School Nurse, Administration	Attendance reports, behavioral referrals, grades, risk assessment protocols
K-7	Second Step Program	i.5, i.6	BSMS 2, BSMS 7, BSMS 9; BSS 1-2, BSS 4-9		Educating students on positive socioemotional skills	As needed	Second Step Trainers, Teachers	Student reports, observations, Second Step questions
K-5	PBIS - Positive Behavior Interventions & Supports	i.1, i.2, i.5, i.6	M 1-3, M 6; BLS 4, BLS 6; BSMS 1, BSMS 2, BSMS 4; BSS 2, BSS 9	3a.1	Teaching and reinforcing prosocial behaviors in order to improve student outcomes and connection to school	Ongoing	PBIS Committee and Coaches, Elementary Faculty, Transportation, Administration	Attendance reports, behavioral referrals, PBIS incentives

K-5	Student Mentoring	i.1-i.6	M 1-3, M 6; BLS 10; BSMS 3, BSMS 6; BSS 2-4, BSS 6, BSS 8	3a.1, 3a.4	Foster mutually beneficial relationships within the school community	As needed	TST Members, Teachers, Teaching Assistants, High School Students, School Psychologists, Counselors, School Social Worker	Grades, Attendance reports, behavioral referrals, TST data tracking
K-5	Character Education	i.1, i.2, i.5	M 3, M 6; BLS 4, BLS 6, BLS 7; BSMS 1, BSMS 2; BSS 4-5, BSS 7, BSS 9	3a.1	Teaching and reinforcing prosocial behaviors in order to improve student outcomes and connection to school	Monthly	Character Education Committee, Teachers, Teaching Assistants, Administration	Attendance reports, behavioral referrals, character education awards
1	CHAD: Too Good for Violence (Anti-Bullying)	i.5, i.6, i.8	M 1, M 3; BSMS 1, BSMS 2, BSMS 9; BSS 2, BSS 4-5, BSS 7-9		Educating students on positive peer relationships	7 sessions/year	CHAD Counselor, School Social Worker, Counselors, School Psychologists, Administration	Attendance reports, behavioral referrals, student reports, DASA reports, parent report/feedback

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3 & 6	CHAD: Sport program (Healthy Choices)	i.5, i.6, i.8	M1; BLS 7, BLS 9; BSMS 2, BSMS 7, BSMS 9; BSS 5, BSS 9		Educating students on drug and alcohol prevention	3 sessions/year	CHAD Counselor, School Social Worker, Counselors, School Psychologists, Administration	Attendance reports, behavioral referrals, student reports, parent report/feedback
K-12	CHAD: Prevention Counseling	i.5, i.6, i.8	M 1; BLS 1, BLS 7, BLS 9; BSMS 1-2, BSMS 4-10; BSS 1-5, BSS 8-9		Identifying and working towards short-term and long-term socioemotional goals; Educating students on drug and alcohol prevention	Daily (as needed)	CHAD Counselor, School Social Worker, Counselors, School Psychologists, Administration	Attendance reports, behavioral referrals, student reports, parent report/feedback
K-5	Mental Health Screenings	i.5, i.6, i.8			To identify those students who are socioemotionally at-risk and provide	Approximately 2 weeks per school year	Cayuga Counseling Services, School Psychologist, Teachers	Screening tool used by Cayuga Counseling Services



					resources for families			
K-5	Teacher Support Team (TST)	i.1-1.6, i.8			To identify, implement, and assess interventions designed to improve students' functioning in school	Biweekly throughout school year	TST Committee, Administration, Teachers, Service Providers	Attendance reports, behavioral referrals, grades, TST data tracking
4-5	Lunch Bunch - Social Skills	i.6	M 3; BSS 1-3, BSS 9	3a.1, 3a.4	Fostering positive peer relationships	Every Friday throughout each school year	School Social Worker, School Psychologist, Teachers	Student reports
9 - 11	Grade level Team Meetings - Student Concern Day	ii..1-11.4.7	M1-6		To identify student concerns, implement interventions	Every Tuesday throughout each school year	Counselor, Teachers, Admin	Attendance reports, grades, teacher concerns, behavioral referrals

6-8	Student Concern Day	ii.1-11.4.7	M1-6		To identify students at risk of emotional, social, familial, or academic problems. Then we develop a plan.	Weekly	Team of Teachers, Counselor	Improved absenteeism, grades, less referrals, student reports of more satisfaction.
7	Anti-Bullying Awareness	ii.4.2-4.5	BSS1-9	3a.2-a.4	To teach what Bullying is and how we can all create an environment where it is unacceptable	Annually	Counselor	Decreased DASA reports
6	Mindfulness	ii4.1-4.5	BSS 1-9	3a.4	To teach students to be present and centered. Helps calm anxiety, depression and anger.	Weekly	Counselor	Student Reports, Parent Reports

6-8	Social skills group	ii4.2-4.4	M1-6, BSMS 1-10, BSS 1-9	3a2-3a4	Support and Teach through group interactions and dynamics. Topics are based on student need.	Weekly	Counselor	Student and Teacher Reports
6-8	Suicide Awareness: Life Lines	ii.1 114.2, ii4.5	BSMS 1, BSS 4	3a.3	Teach the signs of suicide ideation and explain how to identify and report concerns	Annually	Counselor	Student and Counseling Data
8	Health Day				Various speakers teach about topics currently affecting adolescents	Annually	Outside agencies	Teachers

**CAREER DOMAIN**

<b>CAREER DOMAIN</b>								
<b>Grade</b>	<b>Program Activity/Service</b>	<b>NYSED Regulations</b>	<b>ASCA Standards</b>	<b>NYSED-CDO S</b>	<b>Program Objective</b>	<b>Timeline</b>	<b>Staff/Resources</b>	<b>Assessment</b>
K-12	Individual Counseling	i.2-i.6	M 1-6; BLS 1, BLS 3, BLS 4, BLS 7, BLS 9, BLS 10; BSMS 1-10; BSS 1-9	3a.1-3a.4, 3a.7	Identifying and working towards short-term and long-term socioemotional goals	Daily/ongoing	Counselors, School Social Worker, School Psychologists, Mental Health Agencies	Recorded observations, student reports
K-5	Field Trips: Career Exploration (see below for specifics)	i.1	M 4; BLS 7, BLS 10	1.1	To provide community-based learning opportunities	September-June	Teachers, Administration, Community Resources, Transportation	Student reports

K-1	Anna's Farm Market	i.1, i.2, i.8	M 4; BLS7, BLS 10	1.1; 3b. NAS	To provide community-based learning opportunities	Multiple times each year	Teachers, Administration, Community Resources, Transportation	Student reports
K-2	Power's Library	i.1, i.2, i.8	M 4, M 6; BLS 7, BLS 10; BSS 9	1.1; 3b. BIS	To provide community-based learning opportunities	Once/year	Teachers, Administration, Community Resources, Transportation	Student reports
1	Zoo Trip (Habitats)	i.1, i.2, i.8	M 4, M 6; BLS 7, BLS 10; BSS 9	1.1; 3b. NAS	To provide community-based learning opportunities	Once/year	Teachers, Administration, Community Resources, Transportation	Student reports
1	Hospital Land	i.1, i.2, i.8	M 4, M 6; BLS 7, BLS 10; BSS 9	1.1; 3b. HS, 3b. HPS	To provide community-based learning opportunities	Once/year	Teachers, Administration, Community Resources, Transportation	Student reports
1	Post Office	i.1, i.2, i.8	M 4, M 6; BLS 7, BLS 10; BSS 9	1.1; 3b. HPS	To provide community-based learning opportunities	Once/year	Teachers, Administration, Community Resources, Transportation	Student reports

1	Bank	i.1, i.2, i.8	M 4, M 6; BLS 7, BLS 10; BSS 9	1.1; 3b. BIS	To provide community-ba sed learning opportunities	Once/year	Teachers, Administration, Community Resources, Transportation	Student reports
1	Court	i.1, i.2, i.8	M 4, M 6; BLS 7, BLS 10; BSS 9	1.1; 3b. HPS	To provide community-ba sed learning opportunities	Once/year	Teachers, Administration, Community Resources, Transportation	Student reports
1-2	Ice Cream Shop (Running a business)	i.1, i.2, i.8	M 4, M 6; BLS 7, BLS 10; BSS 9	1.1; 3b. BIS	To provide community-ba sed learning opportunities	Once/year	Teachers, Administration, Community Resources, Transportation	Student reports
2	Seneca Falls Landfill	i.1, i.2, i.8	M 4, M 6; BLS 7, BLS 10; BSS 9	1.1; 3b. HPS, 3b. BIS	To provide community-ba sed learning opportunities	Once/year	Teachers, Administration, Community Resources, Transportation	Student reports
2	Cortland Repertory Theatre	i.1, i.2, i.8	M 4, M 6; BLS 7, BLS 10; BSS 9	1.1; 3b. AH	To provide community-ba sed learning opportunities	Once/year	Teachers, Administration, Community Resources, Transportation	Student reports
K-2	Firefighters/EM Ts Visit	i.1, i.2, i.8	M 4, M 6; BLS 7, BLS 10; BSS 9	1.1; 3b. HS, 3b. HPS	To provide community-ba sed learning opportunities	Once/year	Teachers, Administration, Community Resources	Student reports

K-5	Merry-Go-Round Performers Visit	i.1, i.2	M 4-6; BLS 2, BLS 7, BLS 10; BSMS 2; BSS 6-7, BSS 9	1.1; 3b. AH	To provide community-based learning opportunities	Once/year/grade	Teachers, Administration, Community Resources	Student reports
2	Journal Writing on Careers	i.1, i.2	M 2, M 4-6; BLS 2, BLS 4, BLS 7, BLS 9; BSMS 3; BSS 1	1.1; 3b. AH	Exposure and discussion involving possible careers	Ongoing throughout year	2nd Grade Teachers, Community Resources	Student reports, teacher assessments of writing skills
5	Lime Hollow	i.1, i.2, i.8	M 4, M 6; BLS 7, BLS 10; BSS 9	1.1; 3b. NAS	To provide community-based learning opportunities	Once/year	Teachers, Administration, Community Resources, Transportation	Student reports
5	Y-Owasco	i.1, i.2, i.8	M 4, M 6; BLS 7, BLS 10; BSS 9	1.1; 3b. HS	To provide community-based learning opportunities	Once/year	Teachers, Administration, Community Resources, Transportation	Student reports
K-8	Future Farmers of America (FFA); Barnyard Day	i.2	M 4; BLS 7, BLS 10; BSS 2, BSS 6-7, BSS 9	1.1, 2.1, 3a.4, 3a.7; 3b. NAS	To provide learning opportunities focused on careers in agriculture	Monthly	Teachers, TST Committee	Grades, attendance reports, behavioral referrals, TST data tracking

7	Enterprise America	ii.4.6, 4.7	M3, M4, M6; BLS1, BLS 7; BSM3, BSM 7, BSS 1-9	1.1, 2.1; 3a1-8	Teach students how to apply, interview and perform a job. They learn how to run a small city through government, employment and financial situations.	Annually	7th grade teachers, FACS Teacher, School Counselor, Principal, Parents	End of day at Enterprise America outcomes
8	College and Vocational Tech Visit	ii.4.6, 4.7	M2, M4, M5, M6; B-LS 7, B-SMS 5, B-SS 1-3;	1.1	Introduce students to various educational and career paths.	Annually	Counselor, principal and 8th grade teachers	Student Outcomes
6-8	Naviance	1.2	M4, M6;	S1.1; 3B	Career Exploration and career assessments; college research	Annually	School Counselor	Student Knowledge
9-12	Career Goal Exploration	1.2	M4, M6	S1.1; 3B	Career Exploration and career assessments;	Annually	School Counselor	Naviance



					college research			
8-12	Career Fair	1.2	M4, M6	S 1.1; 3B	Speak to professionals in various careers - gain knowledge of careers	Every other Year	School Counselor High School Principal	Student Survey
9-12	ACE Program	ii.4.1, ii.4.6	M4, M6	S 1.1; 3B	Attend college programs to gain knowledge about careers	Annually	High School Counselor, Math Teacher(other ACE Coordinator)	Recorded Observations
9-12	Career Plan	1.2	M4, M6	S 1.1; 3B	Completion of a Career Plan	Annually	High School Counselor	NYS Career Plan
12	CCC Financial Aid presentations in ELA 12	ii.1,ii.4.1, ii.4.6	M4	3a.6-7	To teach seniors how to apply for financial aid for college	Annually	Financial Aid Rep from CCC	Student knowledge
10	SUNY Oswego Visit	ii.1,ii.4.1, ii.4.6	M4	3a.6-7	To assist students in learning what college is like	Annually	HS Counselor/10th grade Teachers	Student Observations
9	Syracuse Zoo Visit	ii.1,ii.4.1, ii.4.6	M4	3a.6-7	To learn about careers in the Ag field	Annually	HS Counselor/9th grade Teachers	Completion of Worksheet

9-12	College Night-CCA	ii.1, ii.4.1, ii.4.6	M4, B-LS9 10, B-SS1, B-SS3	3a.6 - 7,	To learn about colleges	Annually	HS Counselor	Student/Parent Observations
10-12	Alumni Day - College Day	ii.4.1, ii.4.6	M4, B-LS10, B-SS1, B-SS3	3a.6 - 7	To hear alumni speak about what college is like	Bi-Annually	HS Counselor/Admin	Student Observations
12	CCC Financial Aid presentations in ELA	ii.1, ii.4.1, ii.4.6	M4	3a.6 -7	To teach students how to apply for financial aid	Annually	HS Counselor/ELA 12 Teachers/CCC Financial Aid Rep	Teacher/ Student Observations
11-12	College and Military Rep. Visits	ii.4.1, ii.4.6	M4, B-LS6, B-LS 9-10, B-SS1, B-SS3	3a.2 - 3, 3a.6 - 7	To show students options for college and Military	Annually	HS Counselor	Personal Observations
12	College Application Assistance	ii.4.6, 3a.1, 3a.3, 3a.4, 3a. 5, 3a. 6, 3a.7	M2 - M6, B-LS2, B-LS4, B-LS6, B-SS1, B-SS6	3a.1 - 4, 3a.6 - 7	To assist seniors complete college applications	Annually	HS Counselor	chart of colleges applied to
12	Proctor college placement exams	ii.1, ii.4.6	M4 - M6, B-LS5, B-LS6, B-SS1	3a.1 - 4, 3a.6 - 7	Proctor exams for colleges	As needed basis	HS Counselor	Student evaluations

12	ELA Scholarship Presentations	ii.1, ii.4.1, ii.4.6	M4, M5, B-LS6, B-LS7, B-SMS-5	3a.1 - 4, 3a.6 - 7	Present Scholarships to students	Annually	HS Counselor	Student Observations/ Completed Scholarships
12	Individual meetings with seniors for college/career exploration	ii.1 - -2, ii.4.6 - 4.7	M4- M6, B-LS4, B-LS7, B-LS9, B-SMS8, B-SMS10	3a.1 - 4, 3a.6 - 7. 3b	Speak to students about their post-secondar y plans	Annually	HS Counselor	College planning notebook
10-12	College Fairs - OCC, TC3, CCA	ii.4.6, ii.4.1, 1.1	M2, M4, M5, M6, B-LS 4-7, B-LS 9, B-SS 1, B-SS 3, B-SS 9	3a.1 - 4, 3a.6 - 7. 3b	Attend College Fairs with Students	Annually	HS Counselor	Personal Observations
10	BOCES Tours/Individual BOCES Visits	ii.4.1, ii.4.6, 1.1	M1-M6, B-LS 1, B-LS 10, B-SMS 2-4, B-SMS 9-10, B-SS 2-3, B-SS 9	3a.1 - 4, 3a.6 - 7. 3b	Organize and attend BOCES visits with students	Annually	HS Counselor/10th grade teachers	Personal Observations

9-12	Open House table set up with College Information	ii.4.6, ii.4.7	M2-M6, B-LS 6, B-LS 9, B-SS 1, B-SS 3	3a.1 - 4, 3a.6 - 7. 3b	Present Information to parents and students in regards to college and career information	Annually	HS Counselor	Parental Sign-in
9-12	Job Shadowing/Internship Opportunities	ii.3, ii.4	M1-M6, B-LS 4, B-LS 10, B-SMS 1-3, B-SMS 8, B-SMS 10, B-SS 1, B-SS 3, B-SS 5-9	1.1, 2.1, 3a.3a.8, 3b	Provide opportunities for students to work at careers of their choosing	As Needed Basis	HS Counselor/Business Teacher	Formal Observations /Written Evaluations
8-12	Career Fair	ii. 4.6	M1, M4, M5, M6, B-LS 4, B-LS 7, B-LS 9, B-SMS 2-3, B-SS 1, B-SS 3, B-SS 9	1.1, 3b, 2.1	Organize local professionals to come and teach students about careers	BiAnnually	HS Counselor/Admin	Career Fair Worksheet

11	ASVAB and Results Presentation	ii.3	M2, M4-M6, B-LS 1, B-LS 4, B-LS 7, B-LS 9, B-SS 1	1.1, 2.1, 3a.5, 3a.6	Organize students taking the ASVAB and present post test results	Annually	HS Counselor	ASVAB test results/Post-test worksheet
11	PSAT	ii.4.6, ii.4.1	M2, M4-M6, B-LS 1, B-LS 4, B-LS 6, B-LS 8, B-SS 1	3a.1, 2.1	Organize and administer the PSAT	Annually	HS Counselor	Test Results
11-12	SAT/ACT	ii.4.6, ii.4.1	M2, M4-M6, B-LS 1, B-LS 3, B-LS 4, B-LS 6, B-SMS 1-8, B-SS 1-3	3a.1, 2.1	Assist students in signing up for ACT/SAT, organize and request tests for students with dis., manage SPED testing	Annually	HS Counselor	Test Results
12	ELA College Presentation	ii.4.6	M2, M4-M6, B-LS 1, B-LS 3, B-LS 4, B-LS 6, B-SMS 1-6, B-SMS 8,	1.1, 3a, 1-3a.8	Present to seniors college information	Annually	HS Counselor, ELA 12 Teacher	Naviance Results, Student Observations

			B-SMS 10, B-SS 1, B-SS 8, B-SS 9					
11	SAT Prep Course	ii.4.6, ii.4.1	M2, M4-M6, B-LS 1, B-LS 3, B-LS 4, B-LS 6, B-SMS 1 - 8, B-SS 1-3	3a.1, 2.1	Send letters home to parents and organize the prep course	Annually	HS Counselor	Personal Observations
12	FAFSA support for students and families	ii.4.7, ii.4.6	M4, B-LS 1, B-SMS 1, B-SMS 5, B-SS 1, B-SS 5, B-SS 8	3a.3	Assist students and parents complete the FAFSA on an individual basis	As needed basis	HS Counselor	Completion of FAFSA