

# UTICA CITY SCHOOL DISTRICT



Utica City School District  
K-12 Comprehensive  
School Counseling Plan



## TABLE OF CONTENTS

### FOUNDATION

Description of the Utica City School District.....	4
Board of Education Vision and Mission Statements .....	4
School Counseling Program Vision, Mission and Beliefs .....	6
School Counselor Role .....	7
Benefits of a Comprehensive School Counseling Plan .....	8
Program Standards .....	10
ASCA Mindsets & Behaviors for Student Success .....	11
NYSED Career Development & Occupational Studies (CDOS) Standards .....	12
NYSED Career Plans.....	13

### MANAGEMENT

Program Implementation and Use of Time .....	15
Board of Education Policy Authorization .....	16
Advisory Council .....	16

### DELIVERY

Utica City School District School Counseling Program.....	19
Utica City School District School Counseling Program Services .....	19
Annual Counseling Calendar of Activities .....	22

### ACCOUNTABILITY

Comprehensive School Counseling Program Assessment.....	26
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# FOUNDATION



## [NYSED Part 100.2\(j\) Regulation](#)

# THE UTICA CITY SCHOOL DISTRICT

## **Description**

Utica is a community of approximately 60,000 people centrally located in the heart of Upstate New York. The residents of Utica represent a diverse population of nationality groups. In recent years many students have come from Afghanistan, Burma, the Dominican Republic, Iraq, Kinyarwanda, Malaysia, Somalia, Southeast Asia, Sudan, and Yemen. There are approximately 10,000 students in our urban school district, which continues to grow each year in enrollment. Our students begin school in ten different elementary schools. In the seventh grade, our students transition into one of two middle schools and students complete their public education at Thomas R. Proctor High School which consists of approximately 3,000 students, speaking over 25 different languages. The school district is proud of our tradition and diversity, along with the wide array of programming available to all of our students, including Advanced Placement courses, Dual Credit College Enrollment and numerous elective choices for all students pursuing their goal to become college and career educated upon graduation.

## **BOARD OF EDUCATION**

## **Vision**

Utica City School District students will attain the knowledge, skills and character necessary to become productive members of society.

## **Mission**

The Utica City School District will ensure accountability and continuous improvement in the education of our students by:

- Providing a quality education for a diverse student population in a safe and orderly environment
- Developing essential academic and responsible citizenship skills
- Graduating students ready to pursue continuing education, become gainfully employed, or enlist in military service
- Ensuring quality and equity in the distribution of resources including well-maintained facilities and emerging technology



## UTICA CITY SCHOOL DISTRICT SCHOOL COUNSELING PROGRAM

### Description

The Utica City School District School Counseling Plan has been developed in compliance with the New York State Education Department Commissioner's Regulations 100.2. Other resources utilized to ensure our program remains current with all relevant professional standards includes: 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 (NYSSCA) Guidance Program guidelines.

This plan has been designed to meet the educational demands of the 21<sup>st</sup> century in order to better serve our Utica community and our students. Our Comprehensive School Counseling Program is one that is results-based, developmentally appropriate, proactive, and designed with every student in mind. In order to effectively carry out the goals of our counseling program, our school counseling staff must demonstrate the skills of leadership, advocacy, collaboration, professionalism, and data analysis. The Utica City School District school counselors are divided among thirteen buildings from elementary to high school.

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

- Understands and acknowledges school counselors as advocates for students
- Supports diverse student populations by creating results-based counseling programs
- Helps to close learning gaps
- Reaches all students by implementing strategies that assess academic, career, and social/emotional progress
- Develop student competencies that are developmentally appropriate and goal oriented

The process of delivery of the National Standards are accomplished by utilizing each of the four components of a comprehensive school counseling model. The four main components of the model are:

1. **The foundation** of the program which addresses the belief and mission that every student will benefit from the school counseling program



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

### **Counseling Program Vision**

All Utica City School District students will develop competencies related to college and career readiness, academic skills, mental health awareness, and social-emotional development.

### **Counseling Program Mission**

The School Counseling Program will ensure student growth and development leading to individual postsecondary and career goals by:

- Providing direct and indirect program services
- Providing individual and group counseling services
- Providing opportunities for parental involvement in developing each student's academic program, postsecondary and career goals

### **Counseling Program Beliefs**

School Counselors in the Utica City School District believe that students learn best when:

- Counselors advocate for ALL students
- Clear academic and behavioral expectations are communicated and understood
- Personal responsibility for learning is cultivated and developed
- Classroom instruction nurtures active learning with differentiated instruction
- Individual strengths and efforts are encouraged and recognized
- A school community where respect, acceptance for difference, and civility are modeled by all
- Families are encouraged to take an active and supportive role in the child's education



## SCHOOL COUNSELOR ROLE

Among the skills that characterize a school counselor, the following are considered essential:

SKILL	DESCRIPTION
<b>Counseling</b>	School counselors spend time on individual and group counseling, crisis intervention, prevention and responsive services.
<b>Consultation</b>	School counselors acting as consultants can help parents, teachers, and students work together effectively. They seek solutions to improve the educational/social/emotional experience for all students.
<b>Coordination of Services</b>	School counselors coordinate resources and services for students and families through community outreach. School counselors collaborate with agencies to provide a variety of services and opportunities to students and their families.
<b>Leadership</b>	School counselors seek to make schools a welcoming learning community where all students can achieve academic, career, and personal/social success.
<b>Advocacy</b>	School counselors are advocates for all students.
<b>Teaming and Collaboration</b>	Counselors collaborate with all school community members. Counselors collaborate most closely with teachers to deliver the counseling program. In addition, they use professional development opportunities to promote the counseling programs to members of the educational community and develop collaborate projects.
<b>Use of Data</b>	Data provides a method to determine the impact of a school counseling program on a student success and school climate.
<b>Use of Technology</b>	School counselors are technologically literate and proficient in using the internet, communicating electronically, and processing data electronically to better assess student progress and program quality.

*Adapted from: The ASCA National Model. Role of a School Counselor*



## BENEFITS OF A COMPREHENSIVE SCHOOL COUNSELING PLAN

Comprehensive developmental school counseling programs provide a system that encourages and promotes academic, career and social/emotional development in preparation for the challenges of the 21st century. School counseling programs have a positive impact on students, parents/guardians, teachers, administrators, boards of education, school counselors, and the community.

BENEFITS FOR	BENEFITS
Students	<ul style="list-style-type: none"><li>• Prepares students to challenges of the 21st century by acquiring knowledge, attitudes, and skills pertaining to academic, career, and social/emotional development</li><li>• Connects the educational program to future success</li><li>• Ensures student access to the school counseling plan</li><li>• Promotes a rigorous academic curriculum for every student</li><li>• Promotes commitment to learning</li><li>• Supports development of skills to increase student success</li><li>• Ensures equitable access to educational opportunities</li><li>• Monitors data to facilitate student improvement</li><li>• Fosters advocacy for students</li><li>• Facilitates career exploration and development</li></ul>
Parents	<ul style="list-style-type: none"><li>• Prepares their children for the challenges of the 21st century through academic, career, and social/emotional development</li><li>• Provides support for parents in advocating for their child's academic, career, and social/emotional development</li><li>• Develops a systemic approach for their child's long-range planning and learning</li><li>• Increases opportunities for parent/school interaction</li><li>• Provides training and informational workshops</li></ul>
Teachers	<ul style="list-style-type: none"><li>• Promotes an interdisciplinary team approach to address student needs and educational goals</li><li>• Positively impacts school climate and learning community</li><li>• Supports classroom instruction</li><li>• Increases teacher accessibility to the school counselor as a classroom presenter and resource</li><li>• Provides a system for co-facilitation of classroom guidance lessons</li><li>• Encourages positive, calendared activities and supportive working relationships</li><li>• Analyzes data to improve school climate and student achievement</li></ul>
Administrators	<ul style="list-style-type: none"><li>• Aligns the school counseling program with the school's academic mission</li><li>• Assists administration to use school counselors effectively to enhance learning and development for all students</li><li>• Provides a proactive school counseling curriculum addressing the students' needs and enhancing the school climate</li><li>• Uses data to jointly develop school counseling goals and school counselor responsibilities</li><li>• Provides a means of evaluating the effectiveness of the school counseling program</li></ul>





Boards and Departments of Education	<ul style="list-style-type: none"> <li>• Provides rationale for implementing a comprehensive developmental school counseling program in the school system</li> <li>• Supports appropriate credentialing and staffing</li> <li>• Provides a basis for determining funding allocations for school counseling programs</li> <li>• Provides assurance that a quality school counseling program is available to every student</li> <li>• Informs the community about the school counseling program</li> <li>• Provides data about improved student achievement</li> </ul>
School Counselors	<ul style="list-style-type: none"> <li>• Provides a clearly defined school counselor role and function</li> <li>• Eliminates non-counseling functions</li> <li>• Provides direct service to all students</li> <li>• Provides a tool for program management and accountability</li> <li>• Enhances the role of the school counselor as a student advocate</li> <li>• Ensures involvement in the academic mission of the school</li> </ul>
Postsecondary Institutions	<ul style="list-style-type: none"> <li>• Enhances articulation and transition of students to postsecondary institutions</li> <li>• Prepares students for advanced educational opportunities</li> <li>• Motivates students to seek a wide range of substantial postsecondary options</li> </ul>
Student Services Personnel	<ul style="list-style-type: none"> <li>• Provides student services personnel with a clearly defined role of the school counselor</li> <li>• Fosters a positive team approach, which enhances cooperative working relationships</li> <li>• Clarifies areas of overlapping responsibilities</li> <li>• Maximizes collaborative teaming to ensure individual student success</li> <li>• Uses school counseling program data to maximize benefit to individual student growth</li> </ul>
Business and Industry	<ul style="list-style-type: none"> <li>• Increases the opportunities for business and industry to participate actively in the total school program</li> <li>• Provides increased opportunity for collaboration among counselors, business, and industry</li> <li>• Provides a potential workforce with decision-making skills, pre-employment skills, and increased worker maturity</li> </ul>
Community	<ul style="list-style-type: none"> <li>• Provides an increased opportunity for collaboration and participation of community members with the school counseling program</li> <li>• Creates community awareness and visibility of the school counseling program</li> <li>• Connects the community to the needs of the school and the school to the needs of the community</li> <li>• Enhances economic development through quality preparation of students for the world of work</li> </ul>

*Adapted from: New York State Counselor Association. The NYS Model for Comprehensive K-12 Counseling Programs.*



## PROGRAM STANDARDS

The American School Counseling Association National Standards for school counseling programs facilitate student development in three domains: academic development, career development, and personal/social development. The following are the nine national standards adopted by New York State. These standards serve as the foundation of the Utica City School District Comprehensive School Counseling Plan, and represent the knowledge, attitudes, and skills that all students will acquire and demonstrate across the three domains as a result of participation in the Utica City School District Comprehensive School Counseling Program.

DOMAIN	ASCA NATIONAL STANDARDS (STUDENT OUTCOMES)	
ACADEMIC	A	Students will acquire the attitudes, knowledge, and skills contributing to effective learning in school and across the lifespan.
	B	Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
	C	Students will understand the relationship of academics to the world of work and to life at home and in the community.
CAREER	A	Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
	B	Students will employ strategies to achieve future career goals with success and satisfaction.
	C	Students will understand the relationship between personal qualities, education, training, and the world of work
SOCIAL/ EMOTIONAL	A	Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.
	B	Students will make decisions, set goals, and take necessary action to achieve goals.
	C	Students will understand safety and survival skills.

*Adapted from: The ASCA National Model.*



# **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.		
<ol style="list-style-type: none"> <li>1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being</li> <li>2. Self-confidence in the ability to succeed</li> <li>3. Senses of belonging in the school environment</li> <li>4. Understanding that postsecondary education and life-long learning are necessary for long-term career success</li> <li>5. Belief in using abilities to their fullest to achieve high-quality results and outcomes</li> <li>6. Positive attitude toward work and learning</li> </ol>		
Category 2: Behavior Standards		
Student will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling		
LEARNING STRATEGIES	SELF-MANAGEMENT SKILLS	SOCIAL SKILLS
1. Demonstrate critical-thinking skills to make informed decisions	1. Demonstrate ability to assume responsibility	1. Use effective oral and written communication skills and listening
2. Demonstrate creativity	2. Demonstrate self-discipline and self-control	2. Create positive and supportive relationships with other students
3. Use time-management, organizational and study skills	3. Demonstrate ability to work independently	3. Create relationships with adults that support success
4. Apply self-motivation and self-direction to learning	4. Demonstrate ability to delay immediate gratification for long-term rewards	4. Demonstrate empathy
5. Apply media and technology skills	5. Demonstrate perseverance to achieve long- and short-term goals	5. Demonstrate ethical decision-making and social responsibility
6. Set high standards of quality	6. Demonstrate ability to overcome barriers to learning	6. Use effective collaboration and cooperation skills
7. Identify long- and short-term academic, career and social/emotional goals	7. Demonstrate effective coping skills when faced with a problem	7. Use leadership and teamwork skills to work effectively in diverse teams
8. Actively engage in challenging coursework	8. Demonstrate the ability to balance school, home and community activities	8. Demonstrate advocacy skills and ability to assert self, when necessary
9. Gather evidence and consider multiple perspectives to make informed decisions	9. Demonstrate personal safety skills	9. Demonstrate social maturity and behaviors appropriate to the situation and environment
10. Participate in enrichment and extracurricular activities	10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

Adapted from: <https://www.schoolcounselor.org/asca/media/asca/home/mindsetsbehaviors.pdf>



## 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 arithmetical 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>B/IS</b>	<b>Business/Information Systems:</b> Core, Specialized, and Experiential
<b>HS</b>	<b>Health Services:</b> Core, Specialized, and Experiential
<b>E/T</b>	<b>Engineering/Technologies:</b> Core, Specialized, and Experiential
<b>HPS</b>	<b>Human and Public Services:</b> Core, Specialized, and Experiential
<b>NAS</b>	<b>Natural and Agricultural Sciences:</b> Core, Specialized, and Experiential
<b>AIH</b>	<b>Arts/Humanities:</b> Core, Specialized, and Experiential

Adapted from: <http://www.pl2.nysed.gov/cte/cdlearn/documents/cdoslea.pdf>



## **NYSED CAREER PLANS**

Career Plans are an important instrument to add relevance and meaning to learning experiences across subject areas. The career development model used to create the Career Plan aligns with CDOS standards. The New York State Career Plan records a student's knowledge and skill attainment. It documents a history of achievement that students build from elementary school to high school. The Career Plan design has also incorporated the transition planning process that is highly desirable for all students.

*Click on each link below to access the NYSED Career Plans:*

[Elementary Level - Kindergarten and Grade 1](#)

[Elementary Level - Grade 2 and Grade 3](#)

[Elementary Level - Grade 4 and Up](#)

[Intermediate Level](#)

[Secondary Commencement Level](#)

*Adapted from: <http://www.p12.nysed.gov/careerplan>*



# MANAGEMENT



The management system incorporates the philosophy and tools to ensure that the Utica City School District's school counseling program is organized, clearly defined, and relative to the needs of the school district and community.

### **Program Implementation**

The counseling department, in collaboration with district administration, will decide how students are assigned to school counselors to ensure that each student has access to the school counseling program. In addition, counselors will allocate time to:

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

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

### **Use of Time**

Utica City School District counselors recognize the value of delivery of services to students. It is recommended that school counselors spend 80% of their time in Delivery of Services to Students. The remaining 20% should be spent on Foundation, Management and Accountability.

<b>Component</b>	<b>Elementary</b>	<b>Middle School</b>	<b>High School</b>
Direct Delivery to Students	70-90%	70-90%	70-90%
Indirect Delivery to Students	10-15%	10-15%	10-15%
Foundation	5%	5%	5%
Management	10-15%	10-15%	10-15%
Accountability	5%	5%	5%



## BOARD OF EDUCATION AUTHORIZATION POLICY

In accordance with Board of Education Policy, the Utica City School District has developed a comprehensive, standards-based school counseling program. The Utica City School District School Counseling Program values evidence-based best practices in order to better serve our students. The counseling program is goal oriented and developmental in nature, based on various types of student data. Data is collected from students' and parents' feedback and individual meetings to assist in developing annual program goals. These services aim to help all students to maximize their potential and develop the skills necessary to become productive members of society.

### ADVISORY COUNCIL

A. The Utica City School District will develop and maintain a school counseling program **Advisory Council**.

- Membership will include representative stakeholders (such as parents, members of the board of education, school building and/or district leaders, community-based service providers, teachers, certified school counselors and other pupil personnel service providers in the district including school social workers and/or school psychologists).
- The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive school counseling plan and advising on the implementation of the school counseling program.

B. The purpose of the council is to:

- Provide feedback on program goals (developed and explained by the school counselor)
- Review Program Results
  - Evaluation Methods
  - Data Analysis of Program Results
  - Closing the Gap Analysis Reports
  - Professional Development Planning
- Make recommendations about the school counseling program
- Serve as advocates for the program

C. The charge of the **Advisory Council** is to address key paradigm shifts that pertain to quality control (doing the right things), quality assurance (ensuring that what is done meets the needs of our students and the school community) and strategic positioning.





- D. Recommendations shall be formulated, documented, and made available to the school administration and counseling staff to solidify a plan for completion and/or program revision. Further, the recommendations and corresponding action plan shall be shared with the Superintendent, who shall then share said documentation with the Board of Education.
- E. The **Advisory Council** will provide the Board of Education annually with a Program Outcomes Report, which is an overview of the progress of the comprehensive school counseling program and plans for continued work of the **Advisory Council**.



# DELIVERY



## **THE PROGRAM**

- A. The Utica City School District's comprehensive school counseling programs includes all students K-12.
- B. All Utica City School District students K-12 have access to a certified school counselor.
- C. The Utica City School District K-12 school counseling program is designed in coordination with the teaching staff to prepare students to effectively participate in their current and future educational programs. The program will address multiple student competencies, including career/college readiness standards, academic standards, and social/emotional development standards. For students in grades K-5, the program is designed by a certified school counselor in coordination with instructional staff.

## **THE SERVICES**

- A. The Utica City School District K-5 school counseling program is designed to:
  - Prepare students to actively participate in their current and future educational programs
  - Provide information and skills related to college and career readiness
  - Assist students who may exhibit challenges to academic success, including but not limited to attendance, behavioral, and social/emotional issues
  - Make a referral to a community based licensed professional and/or certified pupil personnel service provider for additional supports, as needed
- B. Certified school counselors provide students in the Utica City School District grades 6-12 with an annual individual progress review plan, which reflects each student's educational progress and career plans. For any student classified with a learning disability, the plan shall be consistent with the student's individual education plan.
- C. For students in all grades K-12, the school counseling program includes the following activities or services:
  - School counseling core curriculum instruction that is provided for the purpose of addressing student competencies related to college and career readiness, academic skills, and social/emotional development by a certified school counselor.



- Direct student services to enable students to benefit from the curriculum:
  - Responsive services
  - Crisis response
  - Group counseling
  - Individual counseling, assessment and advisement
  - Assisting students to develop and implement postsecondary education and career goals
  - Assisting students who exhibit academic, attendance, behavioral or social-emotional concerns
  - Encouraging parental involvement
- Indirect student services that enable students to benefit from their education:
  - Referrals to community based licensed or certified professionals
  - Consultation and collaboration with teaching staff, pupil personnel, administrative professionals, parents, and community based agencies
  - Executive functioning, self-advocacy, and leadership skill development

## **DESCRIPTION OF SERVICES**

### **Direct Student Services**

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

- Classroom Activities: school counselors present lessons in the classroom.
- Group Activities: school counselors conduct group activities outside of the classroom to address student's particular needs.
- Meeting Individual Needs: school counselors will work 1:1 with students to address students' individual social, emotional and academic needs.

### **Individual Student Planning**

School counselors monitor students' progress in academic, social/emotional and career areas. This may be accomplished through:

- Individual or Small Group Assessment: school counselors work with students in analyzing and evaluating their abilities, interests, skills, and achievement.
- Individual or Small Group Advisement: school counselors work directly with students on achieving success in social/emotional, academic and career areas.
- Case Management: school counselors monitor individual student progress.
- Placement: school counselors collaborate with school staff in determining the best educational setting for students as they meet their academic and social goals.



## **Responsive Service**

School Counselors provide support and interventions to meet the needs of students. This is accomplished through:

- Individual and Small Group Counseling: school counselors provide counseling for students experiencing any social, emotional, personal, or academic difficulties.
- Crisis Counseling: school counselors provide short-term counseling to students, families or staff as an immediate intervention to a crisis.

## **Indirect Student Services**

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

## **System Support**

School counselors assess the effectiveness of the school counseling program. This is accomplished through:

- Teaming: school counselors participate in district wide and building committees.
- Professional Development: school counselors regularly participate in training.
- Program Promotion: school counselors provide orientation and information regarding the programs to the greater community via the school website, newsletters, mailings and presentations.
- Program Management and Evaluation: school counselors regularly collect and analyze data to evaluate the program and continue updating program activities.



# KINDERGARTEN - 6TH GRADE CALENDAR OF ACTIVITES

PROGRAM ACTIVITY:	SCHOOL YEAR									
	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
Welcome Presentations										
Positivity Project										
PBIS Monthly Character Strengths										
Kindness (K-3)										
Conflict Resolution (Grades 4-6)										
Parent Outreach										
Crisis Management										
Service Provider Collaboration										
Career Exploration (Grades K-5)										
Career Planning (Grade 6)										
National School Counselor Week										
Scheduling Meetings (Grade 6)										
6th Grade Transition Presentations										
Minfulness										
Personal Safety (Grades K-3)										
Internet Safety (Grades 4-6)										
Mental Health Awareness										
Mini STEM Career Fair										
CSE Meetings										
Celebrating Success										



## 7TH - 8TH GRADE CALENDAR OF ACTIVITIES

PROGRAM ACTIVITY:	SCHOOL YEAR											
	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
Individual/Group Counseling												
Welcome Back Student Assembly												
Academic Intervention												
Attendance Intervention												
Parent/Teacher Conferences												
Student Enrollment Management												
Crisis Management												
Service Provider Collaboration												
Open House												
7th Grade Orientation												
National School Counselor Week												
High School Transition Presentations												
Student Scheduling Meetings												
Career Planning												
Summer School Programming												
CSE Meetings												
Social-Emotional Intervention												



## 9TH - 12TH GRADE CALENDAR OF ACTIVITIES

PROGRAM ACTIVITY:	SCHOOL YEAR											
	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
Academic Intervention												
Attendance Intervention												
Welcome Back Student Assembly												
Parent Outreach												
Parent/Teacher Conferences												
College & Career Readiness Activities												
PSAT/SAT/ACT Exams												
AP Exams												
Student Enrollment Management												
New Student Orientation												
Crisis Management												
Service Provider Collaboration												
Open House												
College/Career Planning												
Student Scheduling Mtgs												
National School Counselor Week												
Sophomore BOCES Visitation												
College & Career Fair												
Graduation Planning												
Summer School Programming												
CSE Meetings												
Social-Emotional Intervention												





# ACCOUNTABILITY



To achieve the best results for students, Utica City School District school counselors will regularly evaluate their program to determine its effectiveness. Utica City School District school counselors use accountability strategies to monitor student achievement and to evaluate and improve the school counseling program, such as data analysis, program results, and evaluation.

### **Use of Calendars**

Monthly calendars are used by school counselors to guide program delivery. The Utica City School Counseling Department's annual calendars reflect the school's mission and the vision of having a comprehensive school counseling curriculum. The annual calendar provides a framework for the school counseling program and helps guide the school counselors in their individual calendar planning.

### **Data Analysis**

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

### **Program Results**

At each level (Elementary, Middle School, and High School), school counselors will review and discuss data driven needs for the student population. This may include review of graduation rates, attendance, standardized test scores, a social emotional learning program, and student behavioral referrals. The Utica City School District Comprehensive School Counseling Plan Advisory Council will review the programs to identify trends and areas of success and areas in need of improvement.

### **Evaluation and Improvement**

Program evaluation and improvement has the following components:

- Self-analysis of the school counselor's strengths and areas of improvement using the ASCA School Counselor Professional Standards and Competencies
- Self-analysis of the school counseling program using the UCSD Comprehensive School Counseling Program Assessment
- Evaluation of the school counselor's performance will be completed annually by his or her lead evaluator.



## UCSD COMPREHENSIVE SCHOOL COUNSELING PROGRAM ASSESSMENT

*Each score assess' the implementation of the Part 100.2(j) of the Commissioner's Regulation with related American School Counselor Association National Model components.*

IMPLEMENTATION RATING: 1= None 2= Beginning 3= Developing 4= In Full Practice	1	2	3	4
<b>1. FOUNDATION</b>				
All students K-5 have access to a certified school counselor and the comprehensive program				
All students 6-8 have access to a certified school counselor and the comprehensive program				
All students 9-12 have access to a certified school counselor and the comprehensive program				
Program vision and mission are developed in alignment with district vision and mission				
Program focus and annual goals are developed in alignment with district goals				
Relevant student competencies and standards K-12 are adopted to provide measureable knowledge, attitude and skills outcomes				
School counselor professional competencies and ethical standards are regularly reviewed and applied				
<b>2. MANAGEMENT</b>				
Program delivery is mapped including district goal, activities and services, students served, timeline, student standards, program objectives, staff and resources, evaluation and assessment methods				
Program monthly and annual calendars are provided for communicating about the program				
Advisory Council meets twice annually to review program goals and results, and provide advisement				
<b>3. DELIVERY</b>				
An annual individual progress review is provided to all students 6-12 to review each student's career/college planning and readiness, academic progress and social/emotional development				
Core curriculum instruction is provided by a certified school counselor to all students K-5 addressing student competencies in career/college readiness, academic skills and social/emotional development.				
Core curriculum instruction is provided by a certified school counselor to all students 6-8 addressing student competencies in career/college readiness, academic skills and social/emotional development.				
Core curriculum instruction is provided by a certified school counselor to all students 9-12 addressing student competencies in career/college readiness, academic skills and social/emotional development.				
Direct and indirect student services are provided K-5 to assist students with academic, attendance and behavior needs such as individual and group counseling, advisement, consultation, and referral				
Direct and indirect student services are provided 6-8 to assist students with academic, attendance and behavior needs such as individual and group counseling, advisement, consultation, and referral				
Direct and indirect student services are provided 9-12 to assist students with academic, attendance and behavior needs such as individual and group counseling, advisement, consultation, and referral				
Information on college and careers is provided to all students in grades K-5				
Information on college and careers is provided to all students in grades 6-8				
Information on college and careers is provided to all students in grades 9-12				
<b>4. ACCOUNTABILITY</b>				
Program data is analyzed annually resulting in gap action plans and program adjustments				
A program outcomes report is presented to the district board of education annually				
The Advisory Council provides a report to the district board of education annually				
The Comprehensive School Counseling Plan is posted on district and school websites				
<b>SUBSCORES</b>				
<b>TOTAL SCORE</b>				