

UTICA CITY SCHOOL DISTRICT



K-12 Comprehensive School Counseling Plan



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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 11,000 students in our urban school district, which continues to grow each year in enrollment. Our students begin school in ten different elementary schools with the ability to magnet to (attend) a school of choice. In the seventh grade, our students transition into one of two middle schools. Students complete their public education at Thomas R. Proctor High School which consists of approximately 2,800 students, speaking over 50 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.

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.

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

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
- Their 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 their education



SCHOOL COUNSELOR ROLE

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

SKILL	DESCRIPTION
Counseling	School counselors spend time on individual and group counseling, crisis intervention, prevention and responsive services.
Consultation	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.
Coordination of Services	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.
Leadership	School counselors seek to make schools a welcoming learning community where all students can achieve academic, career, and personal/social success.
Advocacy	School counselors are advocates for all students.
Teaming and Collaboration	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.
Use of Data	Data provides a method to determine the impact of a school counseling program on a student success and school climate.
Use of Technology	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"> • Prepares students to challenges of the 21st century by acquiring knowledge, attitudes, and skills pertaining to academic, career, and social/emotional development • Connects the educational program to future success • Ensures student access to the school counseling plan • Promotes a rigorous academic curriculum for every student • Promotes commitment to learning • Supports development of skills to increase student success • Ensures equitable access to educational opportunities • Monitors data to facilitate student improvement • Fosters advocacy for students • Facilitates career exploration and development
Parents	<ul style="list-style-type: none"> • Prepares their children for the challenges of the 21st century through academic, career, and social/emotional development • Provides support for parents in advocating for their child's academic, career, and social/emotional development • Develops a systemic approach for their child's long-range planning and learning • Increases opportunities for parent/school interaction • Provides training and informational workshops
Teachers	<ul style="list-style-type: none"> • Promotes an interdisciplinary team approach to address student needs and educational goals • Positively impacts school climate and learning community • Supports classroom instruction • Increases teacher accessibility to the school counselor as a classroom presenter and resource • Provides a system for co-facilitation of classroom guidance lessons • Encourages positive, calendared activities and supportive working relationships • Analyzes data to improve school climate and student achievement
Administrators	<ul style="list-style-type: none"> • Aligns the school counseling program with the school's academic mission • Assists administration to use school counselors effectively to enhance learning and development for all students • Provides a proactive school counseling curriculum addressing the students' needs and enhancing the school climate • Uses data to jointly develop school counseling goals and school counselor responsibilities • Provides a means of evaluating the effectiveness of the school counseling program



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

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
PERSONAL/ SOCIAL	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 rates.

Adapted from: The ASCA National Model.



MANAGEMENT



BOARD OF EDUCATION AUTHORIZATION POLICY

In accordance with Board of Education Policy, the Utica City School District has developed a comprehensive, standards-based 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

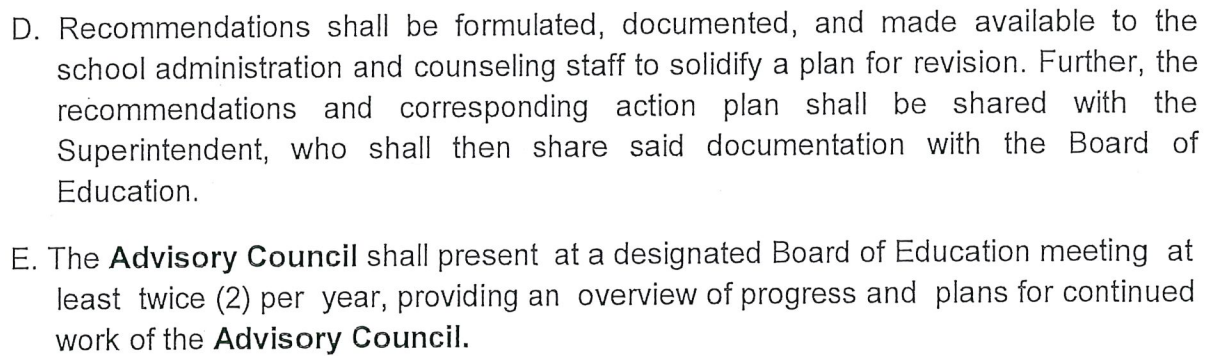
A. The Utica City School District will develop and maintain a school counseling program advisory council.

- 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 developmental guidance program plan and advising on the implementation of the guidance 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 customers) and strategic positioning.





KINDERGARTEN - 5TH GRADE SCOPE AND SEQUENCE

	JUL	AUG	SEPT				OCT				NOV				DEC				JAN				FEB				MAR				APR				MAY				JUNE			
PROGRAM ACTIVITY:			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	
Academic Intervention																																										
Attendance Intervention																																										
Parent Outreach																																										
Character Education																																										
Developing Career Educ. Prog.																																										
Self-Management																																										
Personal Safety																																										
Conflict Resolution																																										
Pro Social Skills																																										
Bullying Prevention																																										
6th Grade Scheduling Mtgs																																										
Summer School Programming																																										
Mental Health Literacy																																										



6TH - 8TH GRADE SCOPE AND SEQUENCE

PROGRAM ACTIVITY:	JUL	AUG	SEPT				OCT				NOV				DEC				JAN				FEB				MAR				APR				MAY				JUNE			
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	
Individual/Group Counseling																																										
(Academic/Attendance/Social-Emotional)																																										
Academic Intervention																																										
(IRT/ST/RTI Edge)																																										
Attendance Intervention																																										
Parent/Teacher Conferences																																										
Orientation																																										
7th Grade Orientation																																										
6th Grade Trans. Presentations																																										
Student Scheduling Mtgs																																										
7th Grade Career Exploration																																										
Career Day																																										
Internet Safety Presentation																																										
Summer School Programming																																										
Mental Health Literacy																																										



9TH - 12TH GRADE SCOPE AND SEQUENCE

PROGRAM ACTIVITY:	JUL	AUG	SEPT				OCT				NOV				DEC				JAN				FEB				MAR				APR				MAY				JUNE			
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	
Individual/Group Counseling																																										
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Academic Intervention																																										
(IST/RTI Edge)																																										
Attendance Intervention																																										
Parent/Teacher Conferences																																										
College & Career Center																																										
Student Enrollment Manag.																																										
New Student Orientation																																										
Open House																																										
College Planning																																										
Student Scheduling Mtgs																																										
Career/College Fairs																																										
Graduation Planning																																										
Summer School Programming																																										
Mental Health Literacy																																										



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
 - To provide information and skills related to college and career readiness
 - To assist students who may exhibit challenges to academic success, including but not limited to attendance, behavioral, and social/emotional issues
 - To 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 program.
- 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



Utica City School District School Counseling Plan

Kindergarten - 5th Grade

Delivery	Foundation			Management			
Program Activity or Service	Program Objectives	ASCA Domain(s): (ACADEMIC, SOCIAL/EMOTIONAL, CAREER)	Student Standards (ASCA mindsets & behaviors, NYSED, CDOS)	Timeline	Student Focus	Staff	Accountability
Academic Intervention	<ul style="list-style-type: none"> - Identify students who are struggling academically - Implement interventions to support students' academic coursework - Identify students who are beginning a trend of truancy 	ACADEMIC S/E	ASCA: M2 M5	July - June	Kindergarten - 5th Grade Students	<ul style="list-style-type: none"> - Elementary School Counselor - School Psychologist - Classroom Teachers - Administration 	<ul style="list-style-type: none"> - Measure the number of students discussed over the year. - Measure the number of meetings per year.
Attendance Intervention	<ul style="list-style-type: none"> - Identify students who are beginning a trend of truancy - Identify and investigate the cause of chronic absenteeism 	ACADEMIC S/E	ASCA: M3 M5	September - June	Kindergarten - 5th Grade Students	<ul style="list-style-type: none"> - Elementary School Counselor - Social Worker - Parent Liaison 	<ul style="list-style-type: none"> - Measure the number of Pre-Pins petitions reported per year. - Measure the number of students with 10 or more absences.
Parent Outreach	<ul style="list-style-type: none"> - Invite parent professionals as guest speakers in career development series - Cooperative parent conferences to support student academic success and social/emotional support 	ACADEMIC S/E CAREER	ASCA: M1 M4 M6 CDOS: Standard 1	July - June	Kindergarten - 5th Grade Students	<ul style="list-style-type: none"> - Elementary School Counselor - Classroom Teachers - Administration 	<ul style="list-style-type: none"> - Measure the number of parental involvement in each activity.
Character Education	<ul style="list-style-type: none"> - Introduce students to character strengths - Allow students the opportunity to explore character strengths and their connection to academic success - Begin to identify positive well-being 	ACADEMIC S/E	ASCA: M1 M2 M3 M6 CDOS: Standard 3A	September - June	Kindergarten - 5th Grade Students	<ul style="list-style-type: none"> - Elementary School Counselor - Classroom Teachers 	<ul style="list-style-type: none"> - Measure the number of student activities and student participants.
Developing Career Education	<ul style="list-style-type: none"> - Expose students to potential careers through integrated career 	ACADEMIC CAREER	ASCA: M4	September - June	Kindergarten - 5th Grade	<ul style="list-style-type: none"> - Elementary School Counselor 	<ul style="list-style-type: none"> - Measure the number of student assignments



Programs	lesson plans in English Language Arts		CDOS: Standard 1		Students	- Classroom Teachers	completed.
Self-Management	- Develop student organizational skills - Introduce and implement goal setting and strategies for success leading to strong executive functioning skills	ACADEMIC S/E CAREER	ASCA: M2 M5 CDOS: Standard 3A	September - October	Kindergarten - 5th Grade Students	- Elementary School Counselor - Classroom Teachers	- Measure the number of student activities completed.
Personal Safety	- Develop student awareness for personal space - Develop skills pertaining to emotional and physical safety	S/E	ASCA: M1	January - February	Kindergarten - 5th Grade Students	- Elementary School Counselor - Social Worker - Classroom Teachers - Administration	- Measure the number of student activities completed.
Conflict Resolution	- Educate students about the meaning of conflict - Demonstrate the ability to listen to feelings being expressed by others - Develop conflict resolution skills to peacefully resolve conflict	S/E	ASCA: M1 M3	November - December	Kindergarten - 5th Grade Students	- Elementary School Counselor - Social Worker - Classroom Teachers - Administration	- Measure the number of reported school wide student conflict.
Pro Social Skills	- Students will understand how to form positive and healthy relationships with peers - Students understand the importance of rule following, empathy, sharing, and altruism.	S/E	ASCA: M3 M6	September - June	Kindergarten - 5th Grade Students	- Elementary School Counselor - Social Worker - Classroom Teachers - Administration	- Measure the number of activities completed.
Bullying Prevention	- Educate students about the definition of bullying - Demonstrate willingness to allow the existence of opinions or behavior different from one own - Develop acceptance of self and others	S/E	ASCA: M1 M2 M3	September - June	Kindergarten - 5th Grade Students	- Elementary School Counselor - Social Worker - Classroom Teachers - Administration	- Measure the number of reported school wide bullying incidents.
6th Grade Scheduling Meetings	- Support and prepare 6th grade students for the academic transition to the 7th grade	ACADEMIC S/E CAREER	ASCA: M4 M5 CDOS: Standard 2	February - April	5th Grade Students	- Elementary School Counselor - Classroom Teachers	- Measure the number of meetings completed.



Summer School Programming	- Academic programming for students who are unsuccessful during the regular academic year.	ACADEMIC	<u>ASCA:</u> M5	June - July	Kindergarten - 5th Grade Students	- Elementary School Counselor	- Document the number of students enrolled in classes.
Mental Health Literacy	- Develop student self-awareness of feelings and emotions - Understand how to effectively seek help for self or others	S/E	<u>ASCA:</u> M1 M3	September - June	Kindergarten - 5th Grade Students	- Elementary School Counselor - Social Worker - Classroom Teachers - Parents - Administration	- Measure the number of activities completed.



Utica City School District School Counseling Plan

6th - 8th Grade

Delivery	Foundation			Management			
Program Activity or Service	Program Objectives	ASCA Domain(s): (ACADEMIC, SOCIAL/EMOTIONAL, CAREER)	Student Standard (ASCA mindsets & behaviors, NYSED, CDOS)	Timeline	Student Focus	Staff	Accountability
Individual/Group Counseling	<ul style="list-style-type: none"> - Provide counseling individually, or in small groups - Students will gain insight into their academic progress, career and college aspirations, and specific social/emotional needs 	ACADEMIC S/E CAREER	<u>ASCA:</u> M2 M4 M5 <u>CDOS:</u> Standard 1	July - June	6th - 8th Grade Students	<ul style="list-style-type: none"> - School Counselors - Social Workers 	<ul style="list-style-type: none"> - Document that each student in the building is met with minimally once annually.
Academic Intervention	<ul style="list-style-type: none"> - Identify students who are struggling academically - Identify students with multiple course failures - Implement interventions to support students' academic coursework 	ACADEMIC S/E	<u>ASCA:</u> M2 M5	July - June	6th - 8th Grade Students	<ul style="list-style-type: none"> - School Counselors - Social Workers - School Psychologist - Classroom Teachers - Parent Liaison - Administration 	<ul style="list-style-type: none"> - Measure the number of IST meetings per year. - Measure the number of IRT referrals reported per year.
Attendance Intervention	<ul style="list-style-type: none"> - Identify students who are beginning a trend of truancy - Identify and investigate the cause of chronic absenteeism 	ACADEMIC S/E	<u>ASCA:</u> M3 M5	September - June	6th - 8th Grade Students	<ul style="list-style-type: none"> - School Counselors - Classroom Teachers - Parent Liaison - Safe Schools Staff - Administration 	<ul style="list-style-type: none"> - Measure the number of Pre-Pins petitions reported per year. - Measure the number of students with 10 or more absences.
Parent/Teacher Conferences	<ul style="list-style-type: none"> - Students with demonstrated need will receive support - Coordination and identification of students exhibiting problematic attendance, academic issues and behavioral problems - Development of action plans for 	ACADEMIC S/E	<u>ASCA:</u> M5	July - June	6th - 8th Grade Students	<ul style="list-style-type: none"> - School Counselors - Social Workers - Classroom Teachers - School Psychologist 	<ul style="list-style-type: none"> - Measure the number of scheduled PTCs.



	intervention - Appropriate follow-up					- Administration - Parent Liaison - Parents	
Mediation	- Encourage students to participate in peaceful solutions to resolve conflict	ACADEMIC S/E	ASCA: M1	September - June	6th - 8th Grade Students	- School Counselors - Social Workers - Safe Schools Staff	- Measure the number of mediations held.
7th Grade Orientation	- Familiarize students with the school building, lockers, and scheduling	ACADEMIC S/E	ASCA: M2 M3 M6	August & June	7th Grade Students	- All School Professional Staff	- Measure the number of students in attendance.
6th Grade Transition Presentations	- School Counselor coordinated program in order to assist students with the transition to middle school - Distribution of middle school course selection sheets	ACADEMIC S/E	ASCA: M3	February	6th Grade Students	- School Counselors - Parent Liaison	- Measure the number of students in attendance.
Student Scheduling Meetings	- Provide academic counseling individually or in small groups to review academic progress and career planning - Students will develop academic requests for the upcoming school year	ACADEMIC S/E CAREER	ASCA: M2 M4 M5 M6 CDOS: Standard 1	February - April	6th - 8th Grade Students	- School Counselors	- Measure the number of meetings completed.
7th Grade Career Exploration	- Students will complete career interest survey in Home and Careers class	ACADEMIC CAREER	ASCA: M4 CDOS: Standard 1	September - June	7th Grade Students	- Home and Careers Teacher	- Measure the number of surveys completed.
Career Day	- Coordination of presentations with community professionals in order to provide information regarding prospective occupations - Students will expand their knowledge of careers in relation to their own strengths and interests	ACADEMIC CAREER	ASCA: M4 CDOS: Standard 1	March - May	7th - 8th Grade Students	- School Counselors - Classroom Teachers - Parent Liaison - Administration - Community Professionals	- Measure the number of students in attendance.



Internet Safety Presentation	- Students are presented with facts and precautions regarding navigating the internet safely	S/E	<u>ASCA:</u> M1	November	6th and 8th Grade Students	- School Counselors - Administration	- Measure the number of students in attendance.
Summer School Programming	- Academic programming for students who are unsuccessful during the regular academic year.	ACADEMIC	<u>ASCA:</u> M5	June - July	6th - 8th Grade Students	- School Counselors	- Document the number of students enrolled in classes.
Mental Health Literacy	- Develop student self-awareness of appropriate emotional responses - Understand how to effectively seek help for self or others - Develop emotional self-management skills	S/E	<u>ASCA:</u> M1 M3	September - June	6th - 8th Grade Students	- School Counselor - Social Worker - Classroom Teachers - Parents - Administration	- Measure the number of student activities implemented.



Utica City School District School Counseling Plan

9th - 12th Grade

Delivery	Foundation			Management			
Program Activity or Service	Program Objectives	ASCA Domain(s): (ACADEMIC, SOCIAL/EMOTIONAL, CAREER)	Student Standard (ASCA mindsets & behaviors, NYSED, CDOS)	Timeline	Student Focus	Staff	Accountability
Individual/Group Counseling	<ul style="list-style-type: none"> - Provide counseling individually, or in small groups - Students will gain insight into their academic progress, career and college aspirations, and specific social/emotional needs 	ACADEMIC S/E CAREER	<u>ASCA:</u> M2 M4 M5 <u>CDOS:</u> Standard 1	July - June	9th -12th Grade Students	<ul style="list-style-type: none"> - School Counselors - Social Workers 	<ul style="list-style-type: none"> - Document that each student in the building is met with minimally once annually.
Academic Intervention	<ul style="list-style-type: none"> - Identify students who are struggling academically - Identify students with multiple course failures - Implement interventions to support students' academic coursework 	ACADEMIC S/E	<u>ASCA:</u> M2 M5	July - June	9th - 12th Grade Students	<ul style="list-style-type: none"> - School Counselors - Social Workers - School Psychologist - Classroom Teachers - Administration 	<ul style="list-style-type: none"> - Measure the number of IST meetings per year.
Attendance Intervention	<ul style="list-style-type: none"> - Identify students who are beginning a trend of truancy - Identify and investigate the cause of chronic absenteeism 	ACADEMIC S/E	<u>ASCA:</u> M3 M5	September - June	9th - 12th Grade Students	<ul style="list-style-type: none"> - School Counselors - Classroom Teachers - Parent Liaison - Administration 	<ul style="list-style-type: none"> - Measure the number of Pre-Pins petitions reported per year. - Measure the number of students with 10 or more absences.
Parent/Teacher Conferences	<ul style="list-style-type: none"> - Students with demonstrated need will receive support - Coordination and identification of students exhibiting problematic attendance, academic issues and behavioral problems - Development of action plans for intervention - Appropriate follow-up 	ACADEMIC S/E	<u>ASCA:</u> M5	July - June	9th - 12th Grade Students	<ul style="list-style-type: none"> - School Counselors - Social Workers - Classroom Teachers - School Psychologist - Administration 	<ul style="list-style-type: none"> - Measure the number of scheduled PTCs.



						- Parent Liaison - Parents	
College & Career Center	- Provide counseling individually or in small groups. - College and Career counseling is available at all times in a separate non-office location.	ACADEMIC S/E CAREER	ASCA: M2 M4 M5 CDOS: Standard 1 Standard 3B	September - June	9th - 12th Grade Students	- School Counselors - Career Specialists	- Measure the number of students who use the college and career center over the course of the year.
Student Enrollment Management	- Monitor timely school enrollment and exit	ACADEMIC	ASCA: M3	July - June	9th - 12th Grade Students	- School Counselors - Enrollment Office - Administration	- Measure the number and timeliness of student enrollments and exits.
New Student Orientation	- Familiarize students with the school building, lockers, and scheduling	ACADEMIC S/E	ASCA: M2 M3 M6	September	New Students	- All School Professional Staff	- Measure the number of students in attendance.
Open House	- Familiarize parents with the school building, classroom procedures/expectations and scheduling	ACADEMIC S/E	ASCA: M2 M3 M6	October	9th - 12th Grade Students Parents	- All School Professional Staff	- Measure the number of parents in attendance.
College Planning	- Individual and group sessions advising student college majors and application completion	ACADEMIC S/E CAREER	ASCA: M1 M2 M4 M5 M6 CDOS: Standard 1 Standard 3B	September - December	11th and 12th Grade Students	- School Counselors	- Measure the number of student sessions held.
Student Scheduling Meetings	- Provide academic counseling individually or in small groups to review academic progress and career planning - Students will develop academic requests for the upcoming school year	ACADEMIC S/E CAREER	ASCA: M2 M4 M5 M6	January - March	9th - 11th Grade Students	- School Counselors	- Measure the number of meetings completed.



			CDOS: Standard 1				
Career/College Fairs	<ul style="list-style-type: none"> - Coordination of presentations with community professionals in order to provide information regarding prospective occupations - Students will expand their knowledge of careers in relation to their own strengths and interests 	ACADEMIC CAREER	<u>ASCA:</u> M4 <u>CDOS</u> Standard 1	September - June	9th - 12th Grade Students	<ul style="list-style-type: none"> - School Counselors - Career Specialists - Classroom Teachers - Community Professionals - Administration 	- Measure the number of students in attendance.
Graduation Planning	<ul style="list-style-type: none"> - Individual and group counseling sessions regarding NYS graduation requirements 	ACADEMIC	<u>ASCA:</u> M4	September - June	9th - 12th Grade Students	<ul style="list-style-type: none"> - School Counselors 	- Measure the number of sessions held.
Summer School Programming	<ul style="list-style-type: none"> - Academic programming for students who are unsuccessful during the regular academic year. 	ACADEMIC	<u>ASCA:</u> M5	June - July	9th - 12th Grade Students	<ul style="list-style-type: none"> - School Counselors 	- Document the number of students enrolled in classes.
Mental Health Literacy	<ul style="list-style-type: none"> - Develop student self-awareness of appropriate emotional responses - Understand how to effectively seek help for self or others - Develop emotional self-management skills - Develop attitudes and behaviors that promote health, well-being and human dignity 	S/E	<u>ASCA:</u> M1 M3	September - June	9th - 12th Grade Students	<ul style="list-style-type: none"> - School Counselor - Social Workers - Health Teachers - Parents - Administration 	- Measure the number of student activities completed.



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

Adapted from: <http://www.p12.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>



ACCOUNTABILITY



COMPREHENSIVE SCHOOL COUNSELING PROGRAM ASSESSMENT

This scored list can help assess implementation of the amended Part 100.2(j) of the Commissioner's Regulation with related American School Counselor Association National Model components.

ALL ACCOUNTABILITY DATA DUE TO DIRECTOR OF CURRICULUM AND INSTRUCTION BY JUNE 15

IMPLEMENTATION RATING 1= None 2= Beginning 3= Developing 4= In Full Practice	1	2	3	4
1. FOUNDATION				
a. All students K-5 have access to a certified school counselor and the comprehensive program				
b. All students 6-8 have access to a certified school counselor and the comprehensive program				
c. All students 9-12 have access to a certified school counselor and the comprehensive program				
d. Program vision and mission are developed in alignment with district vision and mission				
e. Program focus and annual goals are developed in alignment with district goals				
f. Relevant student competencies and standards K-12 are adopted to provide measureable knowledge, attitude and skills outcomes				
g. School counselor professional competencies and ethical standards are regularly reviewed and applied				
2. MANAGEMENT				
a. Program delivery is mapped including district goal, activities and services, students served, timeline, student standards, program objectives, staff and resources, evaluation and assessment methods				
b. Program monthly and annual calendars are provided for communicating about the program				
c. Advisory Council meets twice annually to review program goals and results, and provide advisement				
3. DELIVERY				
a. 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				
b. 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.				
c. 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.				
d. 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.				
e. 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				
f. 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				



g. 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				
h. Information on college and careers is provided to all students in grades K-5				
i. Information on college and careers is provided to all students in grades 6-8				
j. Information on college and careers is provided to all students in grades 9-12				
4. ACCOUNTABILITY				
a. Program data is analyzed annually resulting in gap action plans and program adjustments				
b. A program outcomes report is presented to the district board of education annually				
c. The Advisory Council provides a report to the district board of education annually				
d. The Program is posted on district and school websites				
SUBSCORES				
TOTAL SCORE				

Adapted from ASCA National Model (2012).



SUPPLEMENTAL ACCOUNTABILITY CHART (KINDERGARTEN - 5TH GRADE)

ALL ACCOUNTABILITY DATA DUE TO DIRECTOR OF CURRICULUM AND INSTRUCTION BY JUNE 15

SCHOOL: _____

PROGRAM ACTIVITY OR SERVICE	ACCOUNTABILITY MEASURE	DATA
Academic Intervention	- Measure the number of students discussed over the year.	
	- Measure the number of meetings per year.	
Attendance Intervention	- Measure the number of Pre-Pins petitions reported per year.	
	- Measure the number of students with 10 or more absences.	
Parent Outreach	- Measure the number of parental involvement in each activity.	
Character Education	- Measure the number of student activities and student participants.	
Developing Career Education Programs	- Measure the number of student assignments completed.	
Self-Management	- Measure the number of student activities completed.	
Personal Safety	- Measure the number of student activities completed.	
Conflict Resolution	- Measure the number of reported school wide student conflict.	
Pro Social Skills	- Measure the number of student activities completed.	
Bullying Prevention	- Measure the number of reported school wide bullying incidents.	
6th Grade Scheduling Meetings	- Measure the number of meetings completed.	
Summer School Programming	- Document the number of students enrolled in classes.	
Mental Health Literacy	- Measure the number of student activities completed.	

ADMINISTRATOR SIGNATURE: _____ DATE: _____



SUPPLEMENTAL ACCOUNTABILITY CHART (6TH - 8TH GRADE)

ALL ACCOUNTABILITY DATA DUE TO DIRECTOR OF CURRICULUM AND INSTRUCTION BY JUNE 15

SCHOOL: _____

PROGRAM ACTIVITY OR SERVICE	ACCOUNTABILITY MEASURE	DATA
Individual/Group Counseling	- Document that each student in the building is met with minimally once annually.	
Academic Intervention	- Measure the number of IST meetings per year.	
	- Measure the number of IRT referrals reported per year.	
Attendance Intervention	- Measure the number of Pre-Pins petitions reported per year.	
	- Measure the number of students with 10 or more absences.	
Parent/Teacher Conferences	- Measure the number of scheduled PTCs.	
Mediation	- Measure the number of mediations held.	
7th Grade Orientation	- Measure the number of students in attendance.	
6th Grade Transition Presentations	- Measure the number of students in attendance.	
Student Scheduling Meetings	- Measure the number of meetings completed.	
7th Grade Career Exploration	- Measure the number of surveys completed.	
Career Day	- Measure the number of students in attendance.	
Internet Safety Presentation	- Measure the number of students in attendance.	
Summer School Programming	- Document the number of students enrolled in classes.	
Mental Health Literacy	- Measure the number of student activities completed.	

ADMINISTRATOR SIGNATURE: _____ DATE: _____



SUPPLEMENTAL ACCOUNTABILITY CHART (9TH - 12TH GRADE)

ALL ACCOUNTABILITY DATA DUE TO DIRECTOR OF CURRICULUM AND INSTRUCTION BY JUNE 15

SCHOOL: _____

PROGRAM ACTIVITY OR SERVICE	ACCOUNTABILITY MEASURE	DATA
Individual/Group Counseling	- Document that each student in the building is met with minimally once annually.	
Academic Intervention	- Measure the number of IST meetings per year.	
Attendance Intervention	- Measure the number of Pre-Pins petitions reported per year.	
	- Measure the number of students with 10 or more absences.	
Parent/Teacher Conferences	- Measure the number of scheduled PTCs.	
College & Career Center	- Measure the number of students who use the college and career center over the course of the year.	
Student Enrollment Management	- Measure the number and timeliness of student enrollments and exits.	
New Student Orientation	- Measure the number of students in attendance.	
Open House	- Measure the number of parents in attendance.	
College Planning	- Measure the number of student sessions held.	
Student Scheduling Meetings	- Measure the number of meetings completed.	
Career/College Fairs	- Measure the number of students in attendance.	
Graduation Planning	- Measure the number of sessions held.	
Summer School Programming	- Document the number of students enrolled in classes.	
Mental Health Literacy	- Measure the number of student activities completed.	

ADMINISTRATOR SIGNATURE: _____ DATE: _____



REFERENCES

- American School Counselor Association. "ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student." <https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>
- American School Counselor Association. "The ASCA National Model." https://www.dpsd.org/ms/lib4/TX01001079/Centricity/Domain/152/asca_national_model.pdf
- American School Counselor Association. "ASCA Ethical Standards for School Counselors." <https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>
- New York State Department of Education. "Learning Standards for Career Development and Occupational Studies at Three Levels." <http://www.p12.nysed.gov/cte/cdlearn/documents/cdoslea.pdf>
- New York State Department of Education. "Commissioner's Regulation Part 100.2(j)." <http://www.counsel.nysed.gov/rules/indicesfulltext/2017/032>