



Byron-Bergen Central **School District**

K-12 Comprehensive School Counseling Program

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Introduction to School Counseling

School counselors play a significant role in improving student achievement and serve as student and systems advocates. They apply their professional training in schools in order to support student academic success. Through a comprehensive school counseling program of developmental, preventative, remedial and responsive services, school counselors address academic development, career development and personal/social development of students.

Through leadership, advocacy, collaboration and data analysis, school counselors will focus on the goal of improving student achievement, provide the necessary behavioral support to students and create the changes necessary to impact the system. As leaders and advocates, school counselors will promote, assess and implement this Comprehensive P-12 School Counseling Plan.

School Counselors will use disaggregated data to drive program and activity development which will enable them to meet the needs of all students and close the achievement gap. The school counseling program will be data driven and will be evaluated annually and modified based on results to ensure that every student achieves success.

Through the use of a data-driven/results-based and standards-based model, school counselors will follow the recommended practice of providing:

- Counseling
- Coordination
- Consultation
- Advocacy
- Teaming and Collaboration

The Byron-Bergen Counseling Department has examined their current counseling practices and services and has aligned them with the American School Counseling Association (ASCA), the ASCA National Model, and the expectations of the New York State Education Department.

We are proud to present the Byron-Bergen Comprehensive K-12 School Counseling Plan.

Role of a School Counselor

The school counselor's leadership is important to the successful implementation of the programs at the schools. In their leadership role, school counselors serve as change agents, collaborators and advocates. Through the use of data analysis, school counselors will work to improve student success and ensure educational equity for all students. They will collaborate with other professionals to influence systemic change and advocate for students by using strong communication, consultation and leadership skills.

School counselors advocate for students' educational needs and work to ensure that these needs are addressed at every level of the school experience. They believe, support and promote every student's goals to achieve success in school. Through their leadership, advocacy, collaboration and counseling, school counselors reduce barriers so that students increase their opportunities for success.

School counselors team with all stakeholders to develop and implement responsible educational programs that support the achievement for every student. They create effective working relationships among students, professionals and support staff, parent/guardians and community members. They are essential collaborative partners who enhance the educational opportunities of students and families. School counselors assess the school for systemic barriers to academic success. They use data to ensure equity and access to a rigorous curriculum, which will maximize post-secondary options.

The school counselor:

- Serves as a leader who is engaged in systems-wide change to provide academic and behavioral supports for the success of all students.
- Plays a leadership role within the school counseling program and develops activities to implement and evaluate the program. The school counselor works collaboratively with other stakeholders in making decisions about the school counseling program.
- Provides individual and group counseling services to meet the developmental, preventive and remedial needs of students.
- Consults with students, parents, teachers and other school and community personnel to assist in meeting the needs of students.
- Coordinates all counseling services for students and assists with the coordination and implementation of student services in the school.
- Interprets test results and other student data. The counselor also works with teachers with the educational placement of students by using appropriate educational assessment strategies.
- School counselors, using their leadership, advocacy, teaming and collaboration, and data driven decision-making skills work toward ensuring that every student will have access to a quality and equitable education.

- Adheres to the ethical standards of the counseling profession, and abides by the laws, policies and procedures that govern the schools. Then counselor participates in professional associations and professional development opportunities when available.

The Practice of the Traditional School Counselor (Service Driven Model)	The Practice of the Transformed School Counselor (Data-driven and Standards-based Model)
Counseling	Counseling
Consultation	Consultation
Coordination of Services	Coordination of Services
	Leadership
	Advocacy
	Collaboration and Teaming
	Managing Resources
	Use of Data
	Use of Technology

What is a School Counseling Program?

A School Counseling Program is “comprehensive in scope, preventative in design and developmental in nature.” It is designed so that the majority of the school counselor’s time is spent in direct service to all students so as to ensure that every student receives the maximum benefit from the program. A comprehensive school counseling program focuses on what all students from seventh grade through grade twelve should know and understand in three domain areas: academic, career, and personal/social with an emphasis on academic success for every student.

The program is preventive in design with a purpose of conveying specific skills and learning opportunities in a proactive and preventive manner. School counselors design programs and services to meet the needs of students at the appropriate developmental stages. Therefore, their responsibilities should be directed toward program delivery and direct counseling services.

The standard for academic development is to implement strategies and activities that support and maximize student learning. This would include “acquiring knowledge and skills that contribute to effective learning in school and across the lifespan, employing strategies to achieve success in school and understand the relationship of academics to the world of work, life at home and in the community.”

The standard for career development is to provide a foundation for “acquiring skills, attitudes and knowledge that enables students to make a successful transition from school to the world of work and from job to job across the life career span.”

The standard for personal/social development is to provide a foundation for personal and social growth as the students’ progress through school and into their adult life. “Personal/social development includes the acquisition of skills, attitudes and knowledge that help students understand and respect self and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of our society.”

A school counseling program:

- Reaches every student
- Is comprehensive in scope
- Is preventative in design
- Is developmental in nature
- Is an integral part of the educational program for student success
- Is implemented by a credentialed school counselor
- Is conducted in collaboration with all stakeholders
- Uses data to drive program decisions
- Monitors student progress

NYSED Regulation on Guidance Programs

Part 100.2 (j) Guidance Programs

13. Subdivision (j) of section 100.2 of the Regulations of the Commissioner of Education shall be amended, effective July 1, 2017, to read as follows:

(j) Guidance programs and comprehensive developmental school counseling/guidance programs.

(1) Guidance programs for public schools for school years prior to the 2019-2020 school year and for non-public schools.

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

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

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

(1) an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;

(2) instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;

(3) other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors, or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and

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

(c) Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

(2) Comprehensive developmental school counseling/guidance programs. Beginning with the 2019-2020 school year, each school district shall have a comprehensive developmental school counseling/guidance program, for all students in kindergarten through grade 12. Each school district shall also ensure that all students in grades kindergarten through twelve have access to a certified school counselor(s), which for the city school district of the City of New York and the city school district of the City of Buffalo shall include a licensed guidance counselor(s) pursuant to Part 80 of the Commissioner's regulations.

(i) For all grades kindergarten through twelve, district and building level comprehensive developmental school counseling/guidance programs shall prepare students to participate effectively in their current and future educational programs as age appropriate, and be designed to address multiple student competencies including career/college readiness standards, and academic and social/emotional development standards. The comprehensive developmental school counseling/guidance program ("program") shall include the following activities or services:

(a) In grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with the teaching staff, and any appropriate pupil personnel service providers, for the purpose of preparing students to participate effectively in their current and future educational programs, to provide information related to college and careers, and to assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns, and where appropriate make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports.

(b) For students in grades six through twelve, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career

plans. For a student with disability, the plan shall be consistent with the student's individualized education program;

(c) school counseling/guidance core curriculum instruction for the purpose of addressing student competencies related to career/college readiness, academic skills and social/emotional development by a certified school counselor(s);

(d) other direct student services which may include, but need not be limited to, responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement, for the purpose of enabling students to benefit from the curriculum, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement. Provided that nothing herein shall prohibit certified or licensed school psychologists or certified or licensed school social workers pursuant to Part 80 of the Commissioner's regulations from providing other direct student services within their applicable scope of practice;

(e) indirect student services which may include but need not be limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy, and teaming.

(ii) Each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner in which the district shall comply with the requirements of this subdivision. In the case of the City School District of the City of New York, the Department of Education shall submit separate plans for each community school district, for the High School Division and for the Special Education Division. Such district and building level plans shall be developed by or under the direction of certified school counselor(s) and be updated annually, available for review at the district offices and each school building, and made available on the district's website.

(a) Each plan shall be developed annually and shall include program objectives, activities, program development and maintenance planning, school counseling curriculum, professional development planning, evaluation methods based on data analysis of program results and closing the gap analysis reports to inform program improvement, and assessment of the resources necessary to support positive student outcomes.

(b) Each plan shall also include the preparation of a program outcomes report that includes an analysis of all systematic components of a comprehensive developmental school counseling/guidance program as defined by this subdivision. Such report shall be annually presented to the board of education, or in the case of the City School District of the City of New York, the

Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

(iii) Each school district shall establish a comprehensive developmental school counseling/guidance program advisory council to be comprised of 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). In the case of the City School District of the City of New York, the Department of Education shall establish a comprehensive developmental school counseling/guidance program advisory council for each community school district. The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program. The advisory council shall create and submit an annual report to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

(3) Nothing in this section shall be construed to authorize any individual to provide professional services where certification is required under Part 80 of the Commissioner's regulations or where licensure is required under Title VIII of the Education Law.

Benefits of a Comprehensive School Counseling Program

Comprehensive developmental school counseling programs have a positive impact on students, parents or guardians, teachers, administrators, boards of education, school counselors and other student services personnel, post-secondary institutions and the community. The benefits to each of these groups include the following:

Benefits for Students

- Ensures every student receives the benefits of the school counseling program.
- Assists students in acquiring knowledge and skills in academic, career, and personal/social development.
- Ensures equitable access to educational opportunities.
- Provides strategies for closing the student achievement gap.
- Supports development of skills to increase student success.
- Facilitates career exploration and development.
- Monitors data to facilitate student improvement.
- Fosters advocacy for students.
- Develops decision-making and problem solving skills.
- Assists in acquiring knowledge of self and others.
- Assists in developing effective interpersonal relationship skills.
- Provides school counseling services for every student.
- Increases the opportunity for adult - youth relationships.
- Encourages positive peer relationships.
- Fosters a connectedness to school.
- Fosters resiliency factors for students.

Benefits for Parents

- Provides support in advocating for their children's academic, career and personal/ social development.
- Supports partnerships in their children's learning and career planning.
- Ensures academic planning for every student.
- Develops a systematic approach for their child's long-range planning and learning.
- Increases opportunities for parent/school interaction.
- Enables parents to access school and community resources.
- Provides informational workshops.
- Connects to community and school-based services.
- Provides data on student progress.
- Ensures every child receives access to school counseling services.
- Promotes a philosophy that some students need more and seeks to ensure they receive it.

Benefits for Teachers

- Provides an interdisciplinary team approach to address student needs and educational goals.
- Increases collaboration between school counselors and teachers.

- Provides opportunities for co-facilitation of classroom guidance lessons.
- Supports the learning environment.
- Provides consultation to assist teachers in their guidance and advisement role.
- Promotes a team effort to address developmental skills and core competencies.
- Supports classroom instruction.
- Promotes supportive working relationships.
- Increases teacher accessibility to the counselor as a classroom presenter and resource person.
- Positively impacts school climate and the learning environment.

Benefits for Administrators

- Aligns the school counseling program with the school's academic mission.
- Provides a school counseling program promoting student success.
- Provides a proactive school counseling curriculum addressing student needs and enhancing school climate.
- Provides a program structure with specific content.
- Assists administration to use school counselors effectively to enhance learning and development for all students.
- Uses data to develop school counseling goals and school counselor responsibilities.
- Provides a system for managing and evaluating the effectiveness of the school counseling program.

- Monitors data for school improvement.
- Provides data for grant applications and funding sources.
- Enhances community image of the school counseling program.

Benefits for the Board of Education

- Provides a rationale for implementing a school counseling program.
- Ensures that a quality school counseling program is available for every student.
- Demonstrates the need for appropriate levels of funding.
- Articulates appropriate credentials and staffing ratios.
- Informs the community about school counseling program success.
- Supports standards-based programs.
- Provides data about improved student achievement.
- Provides a basis for determining funding allocations for the school counseling program.
- Furnishes program information to the community.
- Provides ongoing information about student acquisition of competencies and standards through school counseling program efforts.

Benefits for School Counselors

- Defines responsibilities within the context of a school counseling program.
- Provides a clearly defined role and function in the educational system.
- Supports access to every student.

- Provides direct service to every student.
- Provides a tool for program management, implementation and accountability.
- Seeks to eliminate non-school counseling activities.
- Recognizes school counselors as leaders, advocates and change agents.
- Ensures the school counseling program's contribution to the school's mission.

Benefits for Student Services Personnel

- Defines the school counseling program.
- Provides school psychologists, social workers, and other professional student services personnel with a clear understanding of the role of the school counselor.
- Fosters a positive team approach, which enhances cooperative working relationships and improves on individual student success.
- Uses school counseling data to maximize benefit to individual student growth.
- Increases collaboration for utilizing school and community resources. Benefits for Post-secondary Education
- Enhances articulation and transition of students to post-secondary institutions.
- Prepares every student for advanced educational opportunities.
- Motivates every student to seek a wide range of substantial,

postsecondary options, including college.

- Encourages and supports rigorous academic preparation.
- Promotes equity and access to postsecondary education for every student.

Benefits for the Community

- Provides an increased opportunity for collaboration and participation of community members with the school program.
- Builds collaboration, which enhances a student's post-secondary success.
- Creates community awareness and visibility of the school counseling program.
- Enhances economic development through quality preparation of students for the world of work
- Increases opportunities for business and industry to participate actively in the total school program.
- Provides increased opportunity for collaboration among counselors, business, industry, and communities.
- Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity.
- Supports the academic preparation necessary for students' success in the workforce.



School Counselor Standards

The ASCA School Counselor Professional Standards & Competencies outline the mindsets and behaviors school counselors need to meet the rigorous demands of the school counseling profession and the needs of pre-K–12 students. These standards and competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a school counseling program addressing academic achievement, career planning and social/emotional development.

New York State Certification Requirements for School Counselors

The strategic goal of the Board of Regents is to provide New York State educational systems with certified, qualified and well trained professionals to serve all students. School counselors in New York State must meet the following requirements:

Initial certification:

1. Completion of a NYS Registered Program - School Counselor: 48 Credit Hours
2. Institutional Recommendation - School Counselor
3. New York State Teacher Certification Exam - School Counselor
4. Workshop - Child Abuse Identification
5. Workshop - Dignity For All Students Act
6. Workshop - School Violence Intervention and Prevention
7. Fingerprint Clearance

Permanent certification:

1. Satisfaction of the above requirements.
2. Additional Graduate Work: NYS Registered Program - School Counselor: 12 additional credits hours in school counseling
3. Paid, Full-time Pupil Personnel (PPS) experience - School Counselor - 2 Yrs
4. United States Citizenship.

ASCA School Counselor Professional Standards & Competencies

MINDSETS School counselors believe:

- M 1.** Every student can learn, and every student can succeed.
- M 2.** Every student should have access to and opportunity for a high-quality education.
- M 3.** Every student should graduate from high school prepared for postsecondary opportunities.
- M 4.** Every student should have access to a school counseling program.
- M 5.** Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff and education stakeholders.
- M 6.** School counselors are leaders in the school, district, state and nation.
- M 7.** School counseling programs promote and enhance student academic, career and social/emotional outcomes.

BEHAVIORS School counselors demonstrate the following standards in the design, implementation and assessment of a school counseling program..

Professional Foundation	Direct and Indirect Student Services	Planning and Assessment
B-PF 1. Apply developmental, learning, counseling and education theories	B-SS 1. Design and implement instruction aligned to ASCA Student Standards: Mindsets & Behaviors for Student Success in large-group, classroom, small-group and individual settings	B-PA 1. Create school counseling program beliefs, vision and mission statements aligned with the school and district
B-PF 2. Demonstrate understanding of educational systems, legal issues, policies, research and trends in education	B-SS 2. Provide appraisal and advisement in large-group, classroom, small group and individual settings	B-PA 2. Identify gaps in achievement, attendance, discipline, opportunity and resources
B-PF 3. Apply legal and ethical principles of the school counseling profession	B-SS 3. Provide short-term counseling in small-group and individual settings	B-PA 3. Develop annual student outcome goals based on student data
B-PF 4. Apply school counseling professional standards and competencies	B-SS 4. Make referrals to appropriate school and community resources	B-PA 4. Develop and implement action plans aligned with annual student outcome goals and student data
B-PF 5. Use ASCA Student Standards: Mindsets & Behaviors for Student Success to inform the implementation of a school counseling program	B-SS 5. Consult to support student achievement and success	B-PA 5. Assess and report program results to the school community
B-PF 6. Demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities	B-SS 6. Collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success	B-PA 6. Use time appropriately according to national recommendations and student/school data
B-PF 7. Demonstrate leadership through the development and implementation of a school counseling program		B-PA 7. Establish agreement with the principal and other administrators about the school counseling program
B-PF 8. Demonstrate advocacy for a school counseling program		B-PA 8. Establish and convene an advisory council for the school counseling program
B-PF 9. Create systemic change through the implementation of a school counseling program		B-PA 9. Use appropriate school counselor performance appraisal process

Detailed descriptions of Counselor Professional Standards & Competencies can be found [here](#).

ASCA School Counselor Ethical Standards

ASCA specifies the obligation to the principles of ethical behavior necessary to maintain the highest standards of integrity, leadership and professionalism. The ASCA Ethical Standards for School Counselors were developed in collaboration with school counselors, state school counselor associations, school counseling district and state leaders, and school counselor educators across the nation to clarify the profession's norms, values and beliefs.

The purpose of this document is to:

- Serve as a guide for the ethical practices of all individuals serving in a school counseling capacity, including school counselors, school counseling students/interns, supervisors/directors of school counseling programs and school counselor educators regardless of grade level, geographic area, population served or ASCA membership.
- Provide support and direction for self-assessment, peer consultation and performance appraisal regarding school counselors' responsibilities to students, parents/guardians, colleagues and professional associates, school district and employees, communities and the school counseling profession.
- Inform all educational stakeholders, including but not limited to students, parents/guardians, teachers/staff, administrators, community members, legal professionals and courts of justice, regarding the ethical practices, values and expected behaviors of the school counseling professional.

Detailed descriptions of Counselor Ethical Standards can be found [here](#).



Student Standards

The ASCA Student Standards: Mindsets & Behaviors for Student Success describe the knowledge, attitudes and skills students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts.

NYSED Career Development & Occupational Studies (CDOS) Student Standards

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ASCA Standards

All members of the Student Support Services Team follow a set of standards specific to their area of expertise that allows them to effectively meet student needs. The ASCA Mindsets and Behaviors are organized by domains, and standards arranged within categories and subcategories. Each is described below.

Domains:

The ASCA Mindsets and Behaviors are organized in three broad domains: academic, career and social/emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. The definitions of each domain are as follows:

- Academic Development- Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.
- Career Development - Standards guiding school counseling programs to help students
 - Understand the connection between school and the world of work
 - Plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the lifespan.
- Social/Emotional Development - Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

Standards:

All standards can be applied to the three domains that are listed above, and the school counselor will select a domain and standard based on the needs of the school, classroom, small group or individual. The standards are arranged within categories and subcategories and are based on general categories of non-cognitive factors related to academic performance.

- Category 1: Mindset Standards - includes standards related to the psycho-social attitudes or beliefs students have about themselves in relation to academic work. These make up the students' belief system as exhibited behaviors.
- Category 2: Behavior standards- includes behaviors commonly associated with being a successful student. These behaviors are visible, outward signs that a student is engaged and putting forth effort to learn. The behaviors are grouped into three subcategories.
 - Learning Strategies- processes and tactics students employ to aid in cognitive work or thinking, remembering and learning.
 - Self-Management Strategies- continued focus on a goal despite obstacles and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control).
 - Social Skills- acceptable behaviors that improve social interactions, such as those between peers or between peers and adults.

ASCA Mindsets & Behaviors for Student Success

P-12 College-and Career-Readiness Standards for Every Student
Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards School counselors encourage the following mindsets for all students.		
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Self-confidence in ability to succeed M 3. Sense of belonging in the school environment M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Positive attitude toward work and learning		
Category 2: Behavior Standards Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.		
Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Critical thinking skills to make informed decisions	B-SMS 1. Responsibility for self and actions	B-SS 1. Effective oral and written communication skills and listening skills
B-LS 2. Creative approach to learning, tasks and problem solving	B-SMS 2. Self-discipline and self-control	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3. Time-management, organizational and study skills	B-SMS 3. Independent work	B-SS 3. Positive relationships with adults to support success
B-LS 4. Self-motivation and self-direction for learning	B-SMS 4. Delayed gratification for long-term rewards	B-SS 4. Empathy
B-LS 5. Media and technology skills to enhance learning	B-SMS 5. Perseverance to achieve long and short-term goals	B-SS 5. Ethical decision-making and social responsibility
B-LS 6. High-quality standards for tasks and activities	B-SMS 6. Ability to identify and overcome barriers	B-SS 6. Effective collaboration and cooperation skills
B-LS 7. Long- and short-term academic, career and social/emotional goals	B-SMS 7. Effective coping skills	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups
B-LS 8. Engagement in challenging coursework	B-SMS 8. Balance of school, home and community activities	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	B-SMS 9. Personal safety skills	B-SS 9. Social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participation in enrichment and extracurricular activities	B-SMS 10. Ability to manage transitions and adapt to change	B-SS 10. Cultural awareness, sensitivity and responsiveness



Byron-Bergen CSD School Counseling Program

Foundation

Byron-Bergen Community

The Byron-Bergen Central School District is a rural district in northeastern Genesee County and is one of twenty-two schools that make up Genesee Valley BOCES. Located minutes from Interstate 90, many of our residents commute to Rochester and Buffalo for employment due to our location between the two metropolises. Many residents also work locally in agriculture, manufacturing, and education. Students primarily reside in the towns of Bergen, Byron, and parts of Batavia, Stafford, Elba, Riga, and Churchville.

Byron-Bergen School

Our district student enrollment is 941 and is housed in two buildings. Byron-Bergen Elementary School houses pre-k through fifth grade and Byron-Bergen Junior-Senior High School houses grades sixth grade through twelve. Byron-Bergen High School is a four-year public high school and is accredited to award diplomas by the New York State Board of Regents. Byron-Bergen is also home to the Early College High School, supporting 13 regional school districts.

Byron-Bergen District Mission and Vision

Our Mission

Byron-Bergen Central School District's mission is to inspire, prepare, and support using the values of compassion, humility, kindness, and persistence with the vision to change the world.

Our Vision

Preparing students for excellence, the Byron-Bergen Central School District:

- Provides all students with a rigorous, well-rounded educational experience.
- Is committed to fostering ethical standards and strong character.

- Is empowered by the community, parents, students, faculty and staff.
- Graduates students who are ready to take on the challenges of an ever changing world.

Byron-Bergen District Beliefs and Goals

The School/Community of Byron-Bergen Central School believes

- That our students will have a premier academic preparation, and will demonstrate the knowledge and skills which will allow them to optimize their potential for a high level of success in personal development, in work experience, and in lifelong learning.
- That our students will demonstrate critical thinking skills, using logic and creativity in making decisions and in solving problems.
- That our students will demonstrate respect for themselves and others and the world around them.

The Byron-Bergen learning community will

- Provide a school environment that is proactive in maintaining an individual's physical and emotional safety.
- Produce graduates who are responsible, well-rounded, goal-oriented life-long learners who are prepared for the future. The District will ensure high learning standards by utilizing researched-based curriculum and instructional strategies to create opportunities for all students to become college and career ready.
- Provide ongoing professional development for District staff, administration and the Board of Education in an effort to promote high-quality educational opportunities.
- Promote cost effectiveness by developing a transparent budget that provides a quality education in a fiscally responsible manner that is accomplished through multi-year planning. Continue to explore opportunities to sustain a viable district through collaboration and shared services, as well as revenue generating opportunities.
- Provide quality buildings, infrastructure and facilities that are well maintained and efficient.

Byron-Bergen Counseling Department Mission and Vision

Our Mission

The mission of the Byron-Bergen School Counseling Department is to provide a proactive, comprehensive, and developmentally appropriate program to address students' social and emotional needs in addition to supporting their academic and career goals. This is accomplished through a partnership with parents/guardians, staff, and community members to enable all students to reach their optimum potential and become successful and productive members of society.

Our Vision

The Byron-Bergen School Counseling Department envisions a collaborative and inclusive school community where every student feels supported, valued, and empowered to reach their fullest potential. Through strong partnerships and a comprehensive counseling program, all students will develop the social-emotional, academic, and career skills necessary to thrive as resilient, compassionate, and productive members of society.

Byron-Bergen Counseling Department Team Members

Elementary

Jenna Voos-School Counselor, K-5
Courtney Bapst-School Social Worker, K-5
Christina Pascarella-School Psychologist, K-5
Gregory Cole-Coordinator of Student Services
Kristin Loftus-School Principal, K-5

Junior/Senior High

Ashley Williams-School Counselor, 6-12
Delaney Normile-School Counselor, 6-12
Robert Kaercher-College and Career Counselor
Alyssa Hancock-School Social Worker, 6-12
Nichole Whiteford-School Psychologist, 6-12
Annie Morris -Counseling Office Secretary 6-12
Kathryn Grattan-Jr./Sr. Assistant Principal
Paul Hazard-Jr./Sr. Principal

District

Patrick McGee-Superintendent of Schools
Betsy Brown-Director of Instructional Services
Josh Brabon-Resource Officer
Chad Minuto-Resource Officer

Delivery

The following pages consist of the counseling program maps for the elementary, middle and high schools that demonstrate how the Counseling Team intends to address the needs of the school and its students.

A school counseling calendar is included to aid in the accountability and planning of School Counselors within the Byron-Bergen Central School District.

Additionally, a sample lesson plan follows, providing an example of a lesson as it aligns to ASCA standards.

Byron-Bergen ASCA Student Mindset & Behavior

This form is a tool you can use in planning your overall school counseling curriculum. Indicate the grade level in which you plan to address any standard in the cells. It isn't necessary to address each standard each year.		Grade Level		
Mindsets		Academic	Career	Social/Emotional
1. Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being		K-12	6-12	K-12
2. Self-confidence in ability to succeed		K-12	K-12	K-12
3. Sense of belonging in the school environment		K-12	K-12	K-12
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success		K-12	K-12	6-12
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes		K-12	K-12	K-12
6. Positive attitude toward work and learning		K-12	K-12	K-12
Behavior: Learning Strategies		Academic	Career	Social/Emotional
1. Demonstrate critical-thinking skills to make informed decisions		K-12	K-12	K-12
2. Demonstrate creativity		K-12	K-12	K-12
3. Use time-management, organizational and study skills		K-12	6-12	K-12
4. Apply self-motivation and self-direction to learning		K-12	K-12	K-12
5. Apply media and technology skills		6-12	6-12	6-12
6. Set high standards of quality		K-12	K-12	K-12
7. Identify long- and short-term academic, career and social/emotional goals		K-12	K-12	K-12
8. Actively engage in challenging coursework		K-12	6-12	6-12
9. Gather evidence and consider multiple perspectives to make informed decisions		K-12	6-12	K-12
10. Participate in enrichment and extracurricular activities		6-12	6-12	6-12
Behavior: Self-Management Skills		Academic	Career	Social/Emotional
1. Demonstrate ability to assume responsibility		K-12	K-12	K-12
2. Demonstrate self-discipline and self-control		K-12	K-12	K-12
3. Demonstrate ability to work independently		K-12	K-12	K-12
4. Demonstrate ability to delay immediate gratification for long-term rewards		K-12	K-12	K-12
5. Demonstrate perseverance to achieve long- and short-term goals		K-12	K-12	K-12
6. Demonstrate ability to overcome barriers to learning		K-12	K-12	K-12

7. Demonstrate effective coping skills when faced with a problem	K-12	K-12	K-12
8. Demonstrate the ability to balance school, home and community activities	6-12	6-12	K-12
9. Demonstrate personal safety skills	K-12	K-12	K-12
10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	K-12	K-12	K-12
Behavior: Social Skills	Academic	Career	Social/ Emotional
1. Use effective oral and written communication skills and listening skills	6-12	6-12	6-12
2. Create positive and supportive relationships with other students	K-12	6-12	K-12
3. Create relationships with adults that support success	6-12	6-12	6-12
4. Demonstrate empathy	K-12	6-12	K-12
5. Demonstrate ethical decision-making and social responsibility	K-12	K-12	K-12
6. Use effective collaboration and cooperation skills	K-12	K-12	6-12
7. Use leadership and teamwork skills to work effectively in diverse teams	K-12	K-12	K-12
8. Demonstrate advocacy skills and ability to assert self, when necessary	K-12	6-12	K-12
9. Demonstrate social maturity and behaviors appropriate to the situation and environment	K-12	K-12	K-12

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**The table above represents guidelines that may be addressed throughout the school year*

Byron-Bergen School Counselor Calendar

When referencing the Counseling Team it includes: School Counselors, School Social Workers, School Psychologists, and College and Career Counselor

These are subject to change based on timeframe and the needs of the students

Year-Round	
Task	Responsible
MTSS Meetings	Counselors
Grade Level Meetings	Counseling Team
Mental Health Referrals	Counseling Team
Parent Teacher Conferences	Counselors
Implementation and Updating Individual Crisis Management Plans (ICMP)	Counseling Team
After School Plans	Counselors
Place students into academic support	Counselors
Study skills assistance	Counselors
Peer Mediations	Counseling Team
Collaboration with teachers, parents, administration	Counseling Team
Individual counseling	Counseling Team
IEP/504 mandated counseling	Counseling Team
Track student progress and update IEP goals	Counseling Team
Group counseling	Counseling Team
Review SEL Benchmark Data	Counseling Team
IEP or 504 Case Management and/or Consultation	Counseling Team
College and Career Guidance Lessons (6 - 12)	College and Career Counselor
Attend CSE meetings for students with IEPs or 504s	Counseling Team
Attend Superintendent Hearings for students facing suspension	Counseling Team
Meet with Genesee County Mental Health to discuss open cases	Counseling Team
Meet with Counseling Team to discuss student concerns/issues	Counseling Team
Collaborate with CPS for students needs	Counseling Team
Arrange tours and set up schedules for new students to district	Counselors
Attend SPOA/CCSI meetings-and/or make referrals when appropriate	Counseling Team

Update counseling website	Counseling Team
Homevisits	Counseling Team
Backpack Program	Social Worker
Review Behavior Data	Counselors
Bulletin Boards	Counselors
Coordinate with Liberty Partnership Program	Counseling Team
Assist with college application process	College and Career Counselor
Provide and assist students with scholarships	College and Career Counselor
FAFSA Application	College and Career Counselor
Review of Student Academic Progress	Counselor and College and Career Counselor
Letters of Recommendation	College and Career Counselor
Assist with SAT and ACT Registration	College and Career Counselor
Set up College and Career Visits	College and Career Counselor
Set up Job Shadowing	College and Career Counselor
Individual College and Career Meetings	College and Career Counselor
Set up College/Military Recruitment	College and Career Counselor
SEL Monthly Newsletters	Counselors
SEL Lessons	Counselors
July	
Task	Responsible
Scheduling	Counselors/Secretary
Curriculum work/planning	Counseling Team
Meet/Call Parents to review student concerns prior to school year	Counseling Team
Review BOCES Results	Counselors
Finalize summer school	Counselors
Review Four Year Plans and Transcripts	Counselors
Prepare and send transcripts to Colleges	Counseling Secretary/Counselors
Check in with students that are failing courses	Counselors
Purge Senior Folders	Counselors/Secretary
Exam Retake list for August and January Regents Exams	Counselors/Secretary

Identity 504/IEP students that are interested in taking any College Board exams (AP, PSAT, SAT) and mail consent forms	College and Career Counselor
August	
Task	Responsible
Reviewing and Updating Individual Crisis Management Plans (ICMP)	Counseling Team
New Student Orientation	Counselor and Administration
Scheduling	Counselors
Counseling School Year Schedule	Counseling Team
Final Schedules mailed to students	Secretary/Counselors
Student/Parent meetings for schedule changes	Counselors
Review Summer School results	Counselors
Modify four year plans for summer school students	Counselors
Regents Retake list for January	Counselors/Secretary
Arrange tours and set up schedules for new students to district	Counselors
September	
Task	Responsible
Schedule classroom lessons	Counselors
Senior Profile Sheet	College and Career Counselor
Schedule Changes	Counselors
6th-12th Introduction Lesson	Counselors
October	
Task	Responsible
PSAT Administration	Counselor and College and Career Counselor
Red Ribbon Week	Social Worker/SADD/UConnectCare/Student Council
Rochester Area College Visits	College and Career Counselor
College Visits to Byron-Bergen	College and Career Counselor
Attend Open House	Counseling Team
November	
Task	Responsible
Kindness Day	Counseling Team
Parent Teacher Conferences, as requested	Counseling Team

10th Grade Tour BOCES	10th Grade Counselor
Regents Retake check in	Counselors
Review Report Cards	Counselors
December	
Task	Responsible
Financial Aid Information	College and Career Counselor
Holiday Program Coordination	Counselors and Holiday Program Team
Check in with students that are failing courses	Counselors
January	
Task	Responsible
Half Day BOCES tours	10th Grade Counselor
Early College Tours	8th Grade Counselor
Set up scheduling for next year	Counselors
Review Report Cards	Counselors
Course Selection	Counselors
February	
Task	Responsible
Course Selection	Counselors
GCC Academy Tours	11th Grade Counselor
Course Selection	Counselors
BOCES registration	Counselors
College and Career Parent Night	Counselors and College and Career Counselor
March	
Task	Responsible
National College Fair	College and Career Counselor
Master Scheduling	Counselors, Counseling Secretary, and Administration
Review Report Cards	Counselors
Senior at Risk Meetings	Counselors/Administration
Senior Scholarship Application	College and Career Counselor
April	

Task	Responsible
Scholarship Meeting	Counselors, College and Career Counselor, and Scholarship Committee
Master Scheduling	Counselors, Counseling Secretary, and Administration
Career Day	College and Career Counselor
May	
Task	Responsible
Master Scheduling	Counselors, Counseling Secretary, and Administration
Scholarship Interviews	Counselors, College and Career Counselor, and Scholarship Committee
College Deposit	College and Career Counselor
Order supplies for upcoming school year	Counselors
Mental Health Awareness Month	Counseling Team
June	
Task	Responsible
Master Scheduling	Counselors, Counseling Secretary, and Administration
6th Grade Transition Day	Administration, Counselors, and Elementary School
Graduation Rehearsal	Administration, 12 Grade Advisors, and Counselors
Participate in graduation	Counselors
Summer School Registration	Counselors
Review Failure/Summer School list	Counselors
Review Report Cards	Counselors

Byron-Bergen Example Lesson Plans



School Counselor:

Date:

Activity: Kindness

Grade: K

Mindsets/Behaviors:

M 3. Sense of belonging in the school environment

B-SS 2. Create positive and supportive relationships with other students

B-SS 4. Demonstrate empathy

B-SS 6. Use effective collaboration and cooperation skills

B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

Learning Objectives:

1. Students will identify kind things others have done for them
2. Students will identify kind things they have done for others
3. Students will demonstrate how to be kind at school and home

Materials:

- “Clifford’s Good Deeds”
- Object to use as a talking piece

Procedure:

- Introduce Book- “Clifford’s Good Deeds”
- Discuss: What do you think this book will be about? Connect language of good deeds and kind acts
- Read story
- Discussion questions
 - Clifford tries hard to help people, but his size sometimes causes problems. Why is it still important that he tries?
 - How do you think Clifford felt when his good deeds didn't go as planned? How did he feel when he finally succeeded?
 - Have you ever tried to do something nice, but it didn't turn out the way you wanted?
- Partner activity
 - How do you feel when a friend does something nice for you?

- What is something kind that a friend has done for you?

When someone does something kind for you, it feels good. It also feels good when you do kind things for others. Making someone smile can help you to feel happy too!

- Circle
 - What is a good deed or kind act that you can do in your own classroom or school?
- If time permits, students can draw a picture of a kind act that they want to do

Plan for Evaluation:

Perception Data:

- Students will discuss their feelings towards kindness.

Outcome Data:

- 100 % of students will be able to identify an example of a kind act.

Follow-Up:

- Counselor will meet with students who are unable to identify a kind act.



School Counselor:

Date:

Activity: Healthy Relationships

Grade: 9th-12th

Mindsets/Behaviors:

M1. Belief in the development of the whole self, including a healthy balance of mental, social/emotional and physical well-being

B-SMS 2. Self-discipline and self-control

B-SS 5. Demonstrate ethical decision- making and social responsibility

B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

Learning Objectives:

1. Student will be able to identify characteristics of a healthy relationship
2. Students will identify characteristics of domestic violence relationships, warning signs, and the cycle of abuse.
3. Students will identify local resources for domestic violence.

Materials:

- Pre-and-post-test bullying survey, Pen, Prezi presentation, scrap paper

- Powerpoint

Procedure:

- Video
- Activity:
 - Would you tolerate this quality
- Healthy vs unhealthy
- Video
- Types of Abuse
- Pattern of Abuse
- Video
- Warning Signs
- Video
- Technology
- Leaving an Abusive Relationship
- YWCA Services
- Video
- Discussion

Plan for Evaluation:

Process Data:

- Grades 9th-12th. Adjusted for 40-120 minute classes.

Perception Data:

- Students will complete a pre-test Bullying Survey
- Students will discuss their feelings towards bullying empathy, and relation of direct and indirect bullying to the Dignity Act and to the Middle School Mindset within individual groups and as a whole classroom

Outcome Data:

- 100% of students will better be able to identify what healthy relationships are
- 100% of students will be able to identify characters of domestic violence relationships, warning signs, and the cycle of abuse.
- 100% of students will know local domestic violence resources

Follow Up:

- Counselor will do follow up with students who rate themselves low on domestic violence scales

Accountability

Program Evaluation and Annual Review

The Byron-Bergen Central School District Comprehensive School Counseling Program will be reviewed annually to assess effectiveness, alignment with district goals, and compliance with New York State Education Department guidance.

The annual review will include analysis of student outcome data, participation data, and perception data related to academic achievement, attendance, behavior, graduation, and postsecondary readiness.

<i>Annual Progress Review Guidelines</i>	
Review of student record:	
• Attendance • Support services • Behavior and discipline • Academic planning and rigor	• Interim reports and report cards • Progress towards graduation • State assessments • Parent/guardian input
Social/Emotional Development review:	
• Self-awareness • Responsible decision-making • Self-management • Feeling safe at school and at home	• Social awareness • Mental health and wellness • Relationship skills • Other needs
Academic Skills review:	
• Goal setting and progress monitoring • Performing under pressure • Listening and teamwork skills	• Healthy optimism • Cognitive and memory skills • Time management and organization
College/Career Readiness review:	
• Career development • Enrichment and extracurricular engagement • Integrated knowledge • College and career exploration and selection • Universal foundation skills processes • Career major	• College and career assessments • College and career aspirations • College affordability planning • Academic planning for college and career readiness • College and career admission processes • Transition to post high school
Follow-up:	
• Readiness for next level of study • Consultation and/or referral	• Assessments for additional support • Other follow-up