

# **Byron-Bergen Central School District**

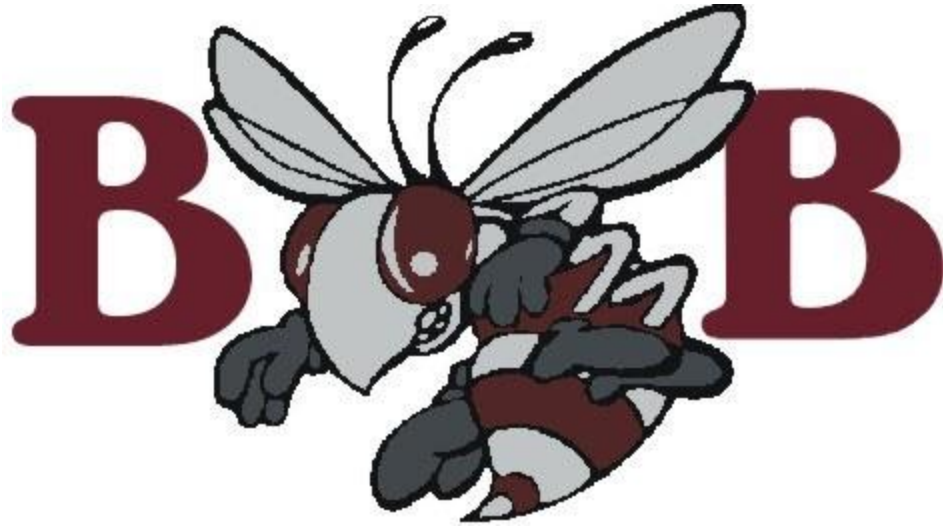
## **K-12 Comprehensive School Counseling Program**

Created by:  
Ashley Hil  
Kristie Holler  
Rob Kaercher  
Jenna Voos

Updated: January 2023

# Table of Contents

1. [Introduction to School Counseling](#)
  - a. [Introduction](#)
  - b. [What is a School Counseling Program](#)
  - c. [Benefits of a Comprehensive School Counseling Program](#)
  - d. [Role of the School Counselor](#)
  - e. [New York State Certification Requirements for School Counselors](#)
  - f. [ASCA School Counselor Competencies and Ethical Standards](#)
2. [Program Focus](#)
  - a. [Description of the Community and School District](#)
  - b. [District Mission and Vision Statement and Goals and Beliefs](#)
  - c. [Counseling Department Mission Statement](#)
  - d. [Department Members and District Administrators](#)
3. [Student Standards](#)
  - a. [NYSED Regulation Part 100.2](#)
  - b. [NYSED CDOS](#)
  - c. [ASCA Student Mindsets/Behaviors](#)
4. [Delivery/Accountability](#)
  - a. [School Counseling Program Map](#)
    - i. [School Counseling Map](#)
    - ii. [Annual Calendar](#)
    - iii. [Lesson Plan Sample](#)
      1. [Elementary School](#)
      2. [Jr/Sr High School](#)



## **Introduction to School Counseling**

# Introduction

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, preventive, 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.

# 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

# 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.



# 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.

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

# **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:

## **Provisional certification:**

1. A Baccalaureate Degree from a regionally accredited institution of higher education.
2. Graduate Study in School Counseling: 48 credits: School counseling courses are specifically for individuals preparing for a career as a school counselor.
3. College Internship/Supervised Practice: The college-supervised internship must be a part of an approved school counselor program. The internship/practice is generally the culminating experience of a program leading to a state certificate in school counseling.
4. Child Abuse Identification Workshop.
5. School Violence Prevention Workshop.
6. Fingerprinting Clearance.

## **Permanent certification:**

1. Satisfaction of the above requirements.
2. Master's Degree.
3. Additional Graduate Work: 12 additional semester hours in school counseling.
4. Experience: Two years in a pupil personnel service position in a public or approved independent elementary and or secondary school. United States Citizenship.

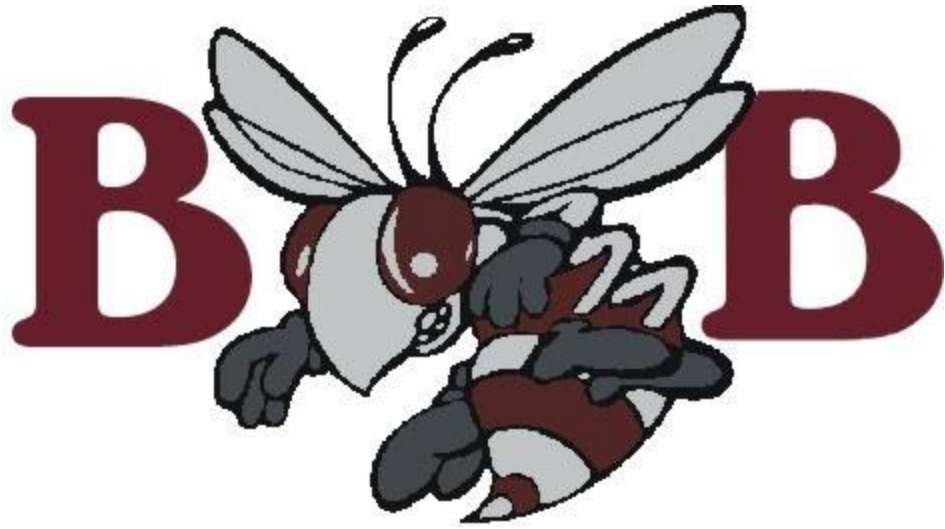
# **ASCA School Counselor Competencies and Ethical Standards**

ASCA School Counselor Competencies- can be found at:

<https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

ASCA School Counselor Ethical Standards- can be found at:

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>



## **Program Focus**

## **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 sixth grade and Byron-Bergen Junior-Senior High School houses grades seven 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 Western New York Tech Academy, an Early College High School, supporting 13 regional school districts. The Western New York Tech Academy places a strong emphasis on science, technology, engineering, and math.

# **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 Mission**

## **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.



# **Department Members and District Administrators**

## **Elementary**

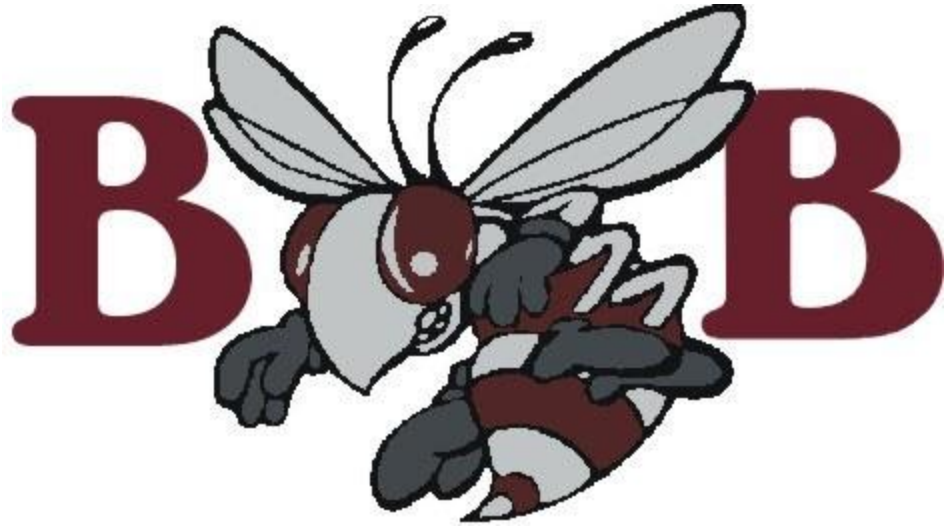
Jenna Voos– School Counselor, K-5  
Courtney Bapst– School Social Worker, K-5  
Christina Pascarella– School Psychologist, K-5  
Brenda Hale-Gloskey– School Nurse, K-5  
Kristin Loftus- School Principal, K-5

## **Junior/Senior High**

Ashley Hill– School Counselor, 6-12  
Kristie Holler– School Counselor, 6-12  
Robert Kaercher– College and Career Counselor  
Alyssa Hancock– School Social Worker, 6-12  
Nichole Whiteford– School Psychologist, 6-12  
Michelle Clare– Counseling Office Secretary 6-12  
Amy Stevens– School Nurse, 6-12  
Kathryn Grattan– Jr./Sr. Assistant Principal  
Ashley Grillo– Jr./Sr. Principal

## **District**

Patrick McGee– Superintendent of Schools  
Betsy Brown– Director of Instructional Services  
Lori Prinz– Business Administrator  
Kaitlin Kaercher- Coordinator of Student Services  
Josh Brabon– Resource Officer  
Andrew Poh- Director of Technology  
Rich Hannan– Athletic Director  
Mary Della Penna– School Lunch Director  
Jaime Vindigni– Transportation Supervisor



## **Student Standards**

# **NYS Education Department Commissioner's Regulations**

## **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.

# **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.

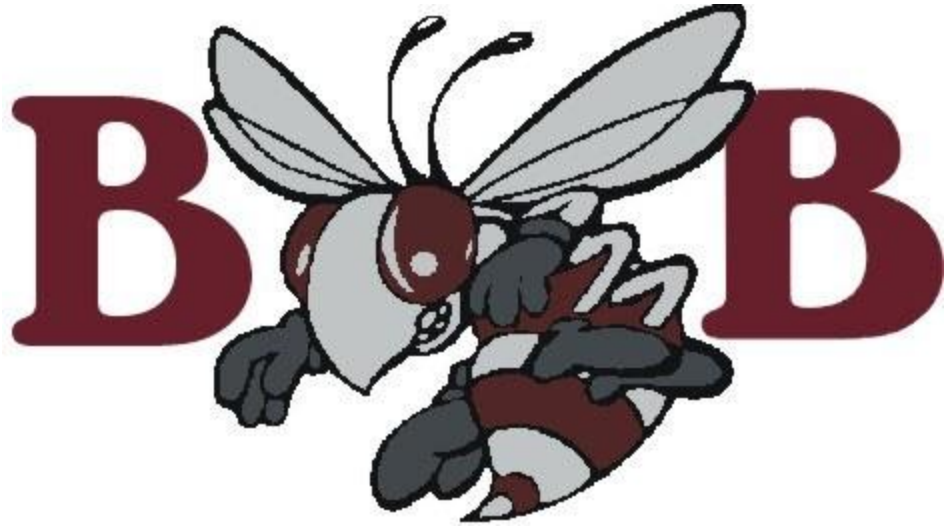


# The ASCA Mindsets & Behaviors for Student Success:

## 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.

| <b>Category 1: Mindset Standards</b><br>School counselors encourage the following mindsets for all students.   |  |   |
|--|--|---|
| 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being<br>2. Self-confidence in ability to succeed<br>3. Sense of belonging in the school environment<br>4. Understanding that postsecondary education and life-long learning are necessary for long-term career success<br>5. Belief in using abilities to their fullest to achieve high-quality results and outcomes<br>6. Positive attitude toward work and learning |  |   |
| <b>Category 2: Behavior Standards</b><br>Students 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 skills               |
| 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 skill   | 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 |   |



**Delivery/Accountability**

# **School Counseling Program Maps, Lesson Plans, Calendars**

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

A school counseling calendar for each grade-level 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 each program map, providing an example of a lesson that will be provided at that grade level as it aligns to ASCA standards.

# School Counseling Program Map: Byron-Bergen Central School

## ASCA Student Mindsets/Behaviors

| 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        | 6-12   | 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                     |
| <b>Behavior: Social Skills</b>   | <b>Academic</b> | <b>Career</b> | <b>Social/ Emotional</b> |
| 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                     |

© 2003, ASCA National Model: A Framework for School Counseling Programs. American School Counselor Association

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

# School Counselor Calendar

| Ongoing   |                 |
|---|-----------------|
| Task  | Responsible     |
| IST Meetings  | Counselor       |
| Grade Level Meetings                                  | Counselor       |
| Mental Health Referrals                               | Counseling Team |
| Parent Teacher Conferences                            | Counselor       |
| Set up after school help                              | Counselor       |
| Place students into AIS                               | Counselor       |
| Study skills assistance                               | Counselor       |
| Peer Mediations                                       | Counselor       |
| Collaboration with teachers, parents, administration  | Counselor       |
| Individual counseling                                 | Counselor       |
| IEP counseling  | Social Worker   |
| Track student progress, update IEP goals and progress | Social Worker   |
| Group counseling                                      | Counselor       |
| Case Management                                       | Counseling Team |
| College and Career Guidance Lessons                   | Counselor       |
| Counseling Guidance Lessons                           | 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                            |
| Meet with CPS for students interviews                            | 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                            |
| Schedule groups  | Counselors                                 |
| Attend field trips as needed                                     | Counselors                                 |
| Homevisits   | Counselors                                 |
| Backpack Program   | Social Worker                              |
| 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               |
| 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 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 |
| Social/Emotional Learning (SEL) Daily Announcements               | Counseling Team              |
| SEL Weekly Emails   | CounselingTeam               |
| SEL Monthly Newsletters   | Counseling Team              |
| Remote Student Weekly Check In                                    | Counselors                   |
| SEL Daily Lessons   | Elementary Counselor         |
| <b>July</b>   |                              |
| <b>Task</b>   | <b>Responsible</b>           |
| Scheduling  | Counselors/Secretary         |
| Curriculum work/planning  | Counselors                   |
| Meet/Call Parents to review student concerns prior to school year | Counselors                   |
| Review BOCES Results  | Counselors                   |
| Finalize summer school  | Counselors                   |



|  |                                     |
|--|-------------------------------------|
| Review Four Year Plans and Transcripts   | Counselors                          |
| Prepare and send transcripts to Colleges   | Counseling Secretary                |
| Purge Senior Folders   | Counselors and Counseling Secretary |
| Exam Retake list for August and January Regents Exams  | Counselors and Counseling Secretary |
| Identify 504/IEP students that are interested in taking any College Board exams (AP, PSAT, SAT) and mail consent forms | College and Career Counselor        |
| <b>August</b>  |                                     |
| <b>Task</b>  | <b>Responsible</b>                  |
| 9th Grade Orientation  | Counselor and Administration        |
| 7th grade Orientation  | Counselor and Administration        |
| Scheduling   | Counselors and Counseling Secretary |
| 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 and Counseling Secretary |
| Arrange tours and set up schedules for new students to district  | Counselors                          |
| <b>September</b>   |                                     |
| <b>Task</b>  | <b>Responsible</b>                  |
| Schedule classroom lessons   | Counselors                          |

|  |  |
|--|--|
| Schedule mandated counseling   | Social Worker                              |
| 7th Grade College and Career Lessons: Intro To College And Career Center/Transcript Discussion | College and Career Counselor               |
| 8th push in: Career Key  | College and Career Counselor               |
| Senior Profile Sheet   | College and Career Counselor               |
| Schedule Changes   | Counselor                                  |
| 7th-12th Introduction Lesson   | Counselors                                 |
| <b>October</b>   |  |
| <b>Task</b>  | <b>Responsible</b>                         |
| PSAT Administration  | Counselor and College and Career Counselor |
| Red Ribbon Week  | Social Worker                              |
| Rochester Area College Visits  | College and Career Counselor               |
| GCC Instant Admission Day  | College and Career Counselor               |
| Push in Lesson: Junior Workshop/Career Interest Profile  | College and Career Counselor               |
| Attend Open House  | Counseling Team                            |
| Bullying Classroom Lessons 7th-12th  | Counselors                                 |
| Bullying Awareness Day   | Counseling Team                            |
| Review Behavior Data   | Counselors                                 |
| Check in with students that are failing courses  | Counselors                                 |
| <b>November</b>  |  |
| <b>Task</b>  | <b>Responsible</b>                         |
| Review PSAT Results  | College and Career                         |

|   |   |
|---|---|
|   | Counselor                                   |
| Kindness Day  | Counseling Team                             |
| College Admissions Night                            | College and Career Counselor                |
| 10th push in: Career interest profiler              | College and Career Counselor                |
| 9th push in: Career cluster finder/research careers | College and Career Counselor                |
| Parent Teacher Conferences                          | Counselors                                  |
| 10th Grade Tour BOCES                               | 10th Grade Counselor                        |
| Regents Retake check in                             | Counselors                                  |
| Review Report Cards                                 | Counselors                                  |
| Check in with students that are failing courses     | Counselors                                  |
| Behavioral Management Plans                         | Counselors                                  |
| IEP/504 Goals and Progress Monitoring               | Social Worker                               |
| <b>December</b>                                     |   |
| <b>Task</b>   | <b>Responsible</b>                          |
| Financial Aid Night                                 | College and Career Counselor                |
| Christmas shopping                                  | Counselors and Christmas Team               |
| Check in with students that are failing courses     | Counselors                                  |
| Review Behavior Data                                | Counselors                                  |
| <b>January</b>                                      |   |
| <b>Task</b>   | <b>Responsible</b>                          |
| Senior Experience Day                               | Counselors and College and Career Counselor |

|   |  |
|---|--|
| Half Day BOCES tours  | 10th Grade Counselor                       |
| WNYTA Tours   | 8th Grade Counselor                        |
| Set up scheduling for next year   | Counselors                                 |
| Review Report Cards   | Counselors                                 |
| Check in with students that are failing courses   | Counselors                                 |
| IEP/504 Goals and Progress Monitoring   | Social Workers                             |
| Scheduling:<br>7th Push in classroom<br>8th: Individual<br>9th Pull out gym<br>10th: Pull out gym<br>11th: Individual | Counselors                                 |
| <b>February</b>   |  |
| <b>Task</b>   | <b>Responsible</b>                         |
| GCC Academy Tours   | 11th Grade Counselor                       |
| Scheduling:<br>7th Push in classroom<br>8th: Individual<br>9th Pull out gym<br>10th: Pull out gym<br>11th: Individual | Counselors                                 |
| BOCES registration  | Counselors                                 |
| Junior Parent Night   | Counselor and College and Career Counselor |
| Check in with students that are failing courses   | Counselors                                 |
| Teen Dating Violence Push in Lesson   | Counselors                                 |
| Review Behavior Data  | Counselor                                  |
| <b>March</b>  |  |
| <b>Task</b>   | <b>Responsible</b>                         |

|   |   |
|---|---|
| National College Fair                                       | College and Career Counselor  |
| 7th push in: goal setting/family connection                 | College and Career Counselor  |
| 8th push in intro to high school and post-secondary options | College and Career Counselor  |
| Attend Genesee County Youth Conference                      | Middle School Advisors and Counselor                                |
| Master Scheduling   | Counselor, Counseling Secretary, and Administration                 |
| Review Report Cards   | Counselors  |
| Check in with students that are failing courses             | Counselors  |
| Guidance Lessons  | Counselors  |
| Senior at Risk Meetings                                     | Counselors/Administration   |
| <b>April</b>  |   |
| <b>Task</b>   | <b>Responsible</b>  |
| Senior Scholarship Packer                                   | College and Career Counselor  |
| Scholarship Meeting   | Counselors, College and Career Counselor, and Scholarship Committee |
| Master Scheduling   | Counselor, Counseling Secretary, and Administration                 |
| 10th Push in: college search overview                       | College and Career Counselor  |
| 9th Push in activities list introduction                    | College and Career Counselor  |
| Review Behavior Data  | Counselor   |
| Guidance Lesson   | Counselor   |

|   |   |
|---|---|
| IEP/504 Goals and Progress Monitoring                     | Social Workers                                      |
| <b>May</b>  |   |
| <b>Task</b>   | <b>Responsible</b>                                  |
| Master Scheduling   | Counselor, Counseling Secretary, and Administration |
| College Deposit   | College and Career Counselor                        |
| FAFSA Application   | College and Career Counselor                        |
| 11th Grade Parent Brag Sheet                              | College and Career Counselor                        |
| 11th Grade Push In: Scholarship Overview/ Strengths Quest | College and Career Counselor                        |
| Swamp Trip  | Science Team and Counselors                         |
| Order supplies for upcoming school year                   | Counselors  |
| Mental Health Awareness Month Lessons                     | Counseling Team                                     |
| Mental Health Awareness Month                             | Counseling Team                                     |
| Check in with students that are failing courses           | Counselors  |
| <b>June</b>   |   |
| <b>Task</b>   | <b>Responsible</b>                                  |
| Master Scheduling   | Counselor, Counseling Secretary, and Administration |
| Senior Survey   | College and Career Counselor                        |
| 6th Grade Transition Day                                  | Administration, Counselors, and Elementary School   |
| 8th Grade Moving Up Day                                   | Administration and Counselors                       |

|                                   |   |
|-----------------------------------|---|
| 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  |

# Example Lesson Plans



## Elementary School

**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 kinds things they have done for others
3. Students will demonstrate how to be kind at school and home

### **Materials:**

- “The Caring Me I Want to Be”
- Object to use as a talking piece

### **Procedure:**

- Introduce Book- “The Caring Me I Want to Be”
- Discuss: What do you think this book will be about?
- Read story
- Circle and Discuss
  - 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!
  - What is something kind that you have done for someone else?
- Break down into small groups (have teacher choose)



- Have them brainstorm ways to show kindness at school and at home
- 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.



## Jr./Sr. High School

**School Counselor:**

**Date:**

**Activity:** Healthy Relationships

**Grade:** 9<sup>th</sup>-12<sup>th</sup>

**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 9.** Demonstrate personal safety skills

**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
- [http://prezi.com/497zbs-cwgg3/?utm\\_campaign=share&utm\\_medium=copy&rc=ex0share](http://prezi.com/497zbs-cwgg3/?utm_campaign=share&utm_medium=copy&rc=ex0share)

**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 9<sup>th</sup>-12<sup>th</sup>. 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