

East Rockaway School District



Setting a course for excellence

**EAST ROCKAWAY
SCHOOL DISTRICT**

K-12 Comprehensive School Counseling Plan 2022-2023

District Administration

James DeTommaso, Superintendent of Schools
Sean Murray, Assistant Superintendent for Curriculum and Instruction
Jacqueline Scio, Assistant Superintendent for Finance and Operation
James Daly, Director of Facilities
Vincent Healy, Director of Pupil Personnel Services
Ryan Fisk, Director of Technology & Learning Analytics
Gary Gregory, Director of Physical Education, Health & Athletics

Building Administration

Richard Schaffer, Principal at East Rockaway Junior/Senior High School
Calia Kelly, Principal at Centre Avenue School
Jack Bixhorn, Principal at Rhame Avenue School
Bradley Krauz, Assistant Principal (Grades 10-12)
TJ Terranova, Assistant Principal (Grades 7-9)
Janna Bonacorsi, Director of School Counseling
Robert Kennedy, Assistant Director of Pupil Personnel Services

Counselors

Jennifer Melecio
Rebecca Mantle
Donna Robbins
Jim O'Driscoll

Psychologists & Social Workers

Dr. Rosina Pzena, School Psychologist
AnnMarie Chapur, School Psychologist
Dr. Alissa Nunes, School Psychologist
Kristen Mednick, School Social Worker
Amy Weissman, School Social Worker
Maureen Schutta, School Social Worker
Dawn McCabe, School Social Worker

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Highlights of New York State Part 100 Regulations – School Counseling Programs

Regulations:

- 100.2(j)(2) Each school district shall have a comprehensive developmental school counseling/guidance program, for all students in kindergarten through grade 12.
 - Each school district shall ensure that all students in grades kindergarten through twelve have access to a certified school counselor(s).
- 100.2(j)(2)(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.
 - Additionally, the program shall be designed to address multiple student competencies including career/college readiness standards, and academic and social/emotional development standards.
- 100.2(j)(2)(i)(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.
 - The program shall be designed 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
 - The program shall also, where appropriate, make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted support.
- 100.2(j)(2)(i)(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.
- 100.2(j)(2)(i)(c) School counseling/ guidance core curriculum instruction shall be for the purpose of addressing student competencies related to career/college readiness, academic skills and social/ emotional development by a certified school counselor(s).
- 100.2(j)(2)(i)(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.
 - 100.2(j)(2)(i)(d) (cont.) 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.
- 100.2(j)(2)(i)(e) Indirect student services may include but need not be limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy, and teaming.

- 100.2(j)(2)(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.
 - 100.2(j)(2)(ii) (cont.) 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.
- 100.2(j)(2)(ii) (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.
- 100.2(j)(2)(ii) (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 a report shall be annually presented to the board of education.
- 100.2(j)(2)(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).
 - 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 Advisory councils must meet at least twice each year. Additional meetings may be desired or needed and are at the discretion of the school district. The advisory council's role in reviewing implementation of the program provides an important link in the annual program development, review and revision process.
 - The interval between the two meetings may be calculated to provide feedback at optimal times in the school year. For example, one meeting held at the end of the year to review the annual program data and suggest revisions for the coming year, and then the next meeting held near the start of the school year to become familiar with new initiatives and services.

The Essential Role of the School Counselor

A school counselor's role is central to the success of students. School counselors support students through individual and group counseling, college and career exploration instruction, assistance in crisis situations, and referrals to social workers, school psychologists or other professionals when specialized interventions are required for student success in school. (NYSED)

The role of the school counselor is one that is growing with the times. As our society continues to face an increasing number of challenges, so do our students, teachers, and administrators. The school counselor is central to all the participants involved in the education of the child, while having the equally important role of identifying the individual needs of all students.

All of the East Rockaway counselors are committed to providing students an ideal experience for their educational journey. School counselors, teachers and administrators are all significant to the balance needed for the student to attend an optimally functioning school. School counseling programs are an integral part of students' daily educational environment, so that they may grow into respectful citizens who will positively impact our world.

Comprehensive Model

The comprehensive school counseling program is a framework for the systematic development, implementation, and evaluation of all district school counselors and corresponding curriculum. The process for delivery of the National Standards linked to the Common Core Standards is accomplished by utilizing each of the four components of the comprehensive model: school counseling curriculum, individual student planning, responsive services, and system support. The comprehensive model identifies the competencies for students and uses varying strategies to deliver the content of the program to every student. Most importantly, the comprehensive program links school counseling to the total educational process. The comprehensive school counseling program is supported by appropriate resources and implemented by a credentialed school counselor. The ASCA National Model brings school counselors together with one vision and one voice, which creates unity and focus toward improving student achievement and supporting student development.

The American School Counselor Association has a National Model for School Counseling Programs that incorporates the national standards, the comprehensive process and results-based accountability, while considering the developmental needs of every student. The four main components of the model are the **foundation**, the **delivery system**, the **management** system and the **accountability** system.

Foundation

The East Rockaway Public School District is committed to providing a safe and secure educational environment where each child realizes their maximum learning potential and develops a desire for lifelong learning. To that end we:

- *Respect diversity while holding high expectations for all learners*
- *Attend to the development of skills while encouraging students to think critically and to construct meaning from learning*
- *Instill a strong sense of community responsibility while nurturing individuality, self-esteem, and risk taking*
- *Seek to be a self-renewing, introspective educational system where knowledge, research, and the needs of learners drive the instructional process*

Student Competencies

The ASCA Mindsets & 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

Mindset and Behavior Standards

- A. 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 in behaviors.
- B. Category 2: *Behavior Standards*** – These standards include 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:
 - a. Learning Strategies: Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning
 - b. Self-management Skills: Continued focus on a goal despite obstacles (grit or persistence) and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control)

- c. Social Skills: Acceptable behaviors that improve social interactions, such as those between peers or between students and adults

The East Rockaway School Counselors use these standards to assess student growth and development. These standards also guide the development of strategies and activities that are implemented in our delivery of services to help students achieve their highest potential.

Professional Competencies

The East Rockaway School Counselors reference the ASCA School Counselor Professional Standards & Competencies as an outline of the knowledge, abilities, skills, and attitudes necessary to plan, organize, implement, and evaluate their comprehensive, developmental, results-based school counseling programs. Information on ASCA professional standards can be found at:

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



ASCA MINDSETS & BEHAVIORS:

The following chart addresses the mindsets and behaviors that are addressed through the core curriculum and/or school counseling curriculum and which domain the mindset or behavior is related to. Our direct and indirect services lists the ways in which our students are taught and engage in these mindsets and behaviors based on school building level.

	Grade Level/Delivery		
	Academic	Career	Social/ Emotional
	<i>Indicate grade level and how addressed (core curriculum-CC, small group-SG, closing the gap-CTG)</i>		
Mindsets			
M 1: Belief in development of whole self, including a healthy balance of mental, social/ emotional and physical well-being			X
M 2: Self-confidence in ability to succeed	X		X
M 3: Sense of belonging in the school environment			X
M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success		X	
M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes	X	X	
M 6: Positive attitude toward work and learning	X		X
Behavior: Learning Strategies			
B-LS 1: Demonstrate critical-thinking skills to make informed decisions	X		X
B-LS 2: Demonstrate creativity	X		X
B-LS 3: Use time-management, organizational and study skills	X	X	
B-LS 4: Apply self-motivation and self-direction to learning	X		X
B-LS 5: Apply media and technology skills	X	X	
B-LS 6: Set high standards of quality	X		X
B-LS 7: Identify long- and short-term academic, career and social/emotional goals	X	X	X
B-LS 8: Actively engage in challenging coursework	X		
B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions	X		X
B-LS 10: Participate in enrichment and extracurricular activities	X	X	X
Behavior: Self-Management Skills			
B-SMS 1: Demonstrate ability to assume responsibility	X		X
B-SMS 2: Demonstrate self-discipline and self-control			X
B-SMS 3: Demonstrate ability to work independently	X		
B-SMS 4: Demonstrate ability to delay immediate gratification for long-term rewards			X
B-SMS 5: Demonstrate perseverance to achieve long- and short-term goals			X
B-SMS 6: Demonstrate ability to overcome barriers to learning	X		X
B-SMS 7: Demonstrate effective coping skills when faced with a problem			X
B-SMS 8: Demonstrate the ability to balance school, home and community activities	X		X
B-SMS 9: Demonstrate personal safety skills			X
B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities			X
Behavior: Social Skills			
B-SS 1: Use effective oral and written communication skills and listening skills	X	X	X

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

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Delivery

Direct Student Services: Direct services are in-person interactions between school counselors and students

Program Implementation: *Counseling Services are delivered by School Counselors, School Psychologists, Social Workers, Classroom Teachers, and Administration*

Academic Development K-6			
Activity	Description	Grade	Responsibility
Academic Reviews	Counselor reviews student academic information and consults with teachers and families to assist with academic success.	K-6	Counselor
Course Selection	An annual planning meeting with students is held to plan the next year's course program. Information about rigor, elective options and future aspiration is discussed.	6	Counselor
Student Management System	Monitor grades, attendance and behavior. Consult with teachers, parents, administrators and other support staff as needed.	K-6	Counselor
Instructional Support Team Meetings and RTI	Counselor will participate in team meetings to discuss students' academic achievement and/or major challenges in the classroom environment.	K-6	Counselor Principal Social Worker Psychologist

CSE/504 Annual Review	Counselor attends and participates in annual review CSE/504 meetings for students with special needs.	6	Counselor
Grade 6 Parent Night	Counselor and assistant principals conduct an annual parent evening program to address transition to Junior High School.	6	Principal Assistant Principal Counselors
Individual/Group Counseling	Counselor meets with identified students to focus on areas of concern.	K-6	Counselors Teachers
Elementary Class Visits - MS	Counselor visits 6th grade classroom school counseling sessions and introduces students to middle school. Session topics include but are not limited to time management, organizational skills, questions about middle school. goal setting, and or personal interest/strengths.	K-6	Counselors Teachers
Parent-Teacher Conferences	Conferences to review progress/concerns.	K-6	Counselor Principal Social Worker Psychologist

Academic Development 7-12			
Activity	Description	Grade	Responsibility
Academic Reviews	Every five weeks, counselors will review all academic information of their students. Students that require intervention to assist with academic success are met with and families may be consulted.	7-12	Counselors
Course Selection	Annual meetings with students are held to review academic progress and plan the next year's course program. Information about course rigor, elective options, graduation and Regents exam requirements, future aspiration, and/or Occupational Education programs are discussed. Families are invited and encouraged to attend.	8-12	Counselors
Student Management System	Manage student scheduling: requests, schedule conflicts/completion, and changes as needed. Monitor student grades, attendance and behavior referrals. Consult with teachers, families, administrators and other support staff as needed.	7-12	Counselors
Curriculum Night	An annual evening program is conducted by the school counseling office where course selection, academic planning and program options are presented. A curriculum fair follows the presentation, where students and teachers/department supervisors are available to display/present information about course options.	8-11	Counselors

Transcript Review	All high school students are provided with a copy of their transcript to use as a tool to track academic progress, set goals and confirm accuracy. Status of graduation requirements are reviewed.	9-12	Counselors
Grade 7 & 9 Parent Night	Counselors and assistant principals conduct an annual parent evening program to address transition, academic planning, post high school goal setting and related school items.	7 & 9	Counselors Assistant Principal
Self-Reflection Tool	Counselors assist students in completing an annual self-reflection tool that updates information about the students' interests , plans/goals and activities.	8-12	Counselors
Classroom Sessions	Counselors conduct ongoing classroom sessions throughout the year on topics including but not limited to: academic success skills/college and career readiness, goal setting, graduation requirements, DASA and transcript review.	8-11	Counselors CSE Members
CSE Meetings and Referrals	Counselors attend and participate in annual review CSE meetings for students with special needs. Counselors complete extensive referral packets for CSE evaluation.	7-12	Counselors
504 Meetings	Counselors attend and participate in annual 504 Plan meetings for students to review accommodation plans.	7-12	Counselors 504 Committee Members

Case Conferences	Counselors plan, conduct and lead case conferences, which include students, families, teachers, to discuss and create action plans related to students' individual needs.	7-12	Counselors
Junior High Transition Conferences	Counselors meet with all incoming 7th grade students during September to review individual transitions.	7	Counselors
Parent Brag Sheet	Parents of Juniors/Seniors are provided with a form to complete which collects information about their child's experiences.	11 & 12	Counselors
Student Brag Sheet	Students are provided with a form to complete which includes information about their experiences and personal reflections. This assists the counselors when completing post-secondary recommendation letters.	11 & 12	Counselors
Summer School Registration	Counselors meet with students and families to review courses that need to be repeated for credit. Counselors provide information and assistance with the registration forms that must be submitted to outside summer school programs.	8-12	Counselors
Summer School Resolution	Counselors review all summer school results and schedule students as appropriate according to completion results.	8-12	Counselors

New Student Registration	Counselors meet with all new entrants to the district and review academic history, personal background, etc... Counselors create transcripts, build student schedules, and assist in their transition to the building/community.	7-12	Counselors
Parent Conferences & Back to School Night	Counselors participate in evening parent conferences (Parent/Teacher Conference Nights) and Back to School Night.	7-12	Counselors
Twilight Program	Counselors refer students for Twilight placement, a credit recovery program for students who do not receive course credit during the school year. Conduct ongoing communication with Twilight staff, provide schedule advisement, and monitor progress.	9-12	Counselors
Regents Exam Lists (Retakes)	Create a list and ensure that all students are retaking necessary Regents Exams.	8-12	Counselors
Credit Tracking	Track graduation requirements for all students; communicate with families, faculty members, and administrators.	7-12	Counselors
Academic Intervention Services	Counselors schedule students who have been identified to receive academic intervention services, provide ongoing support, and monitor.	7-12	Counselors
Regents Exam Appeal Process	Identify students who are eligible for Regents Exam appeals and initiate committee review.	12	Counselors

Tutoring Liaison	Counselors coordinate with the National Honor Society and families/teachers/students to obtain tutoring referral for students in need of academic support.	7-12	Counselors
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Career Development K-6			
Activity	Description	Grade	Responsibility
Individual/Small Group Counseling	Counselors meet with students to review academic performance and general career interest.	K-6	Counselor
Course Selection	Counselor works with students to talk about the transition to Junior High and go over course options.	6	Counselor
Classroom Sessions	Counselor conducts ongoing classroom sessions throughout the year re: career awareness and development, identifying preferences and interests which influence career choices and success, working cooperatively with others as a team, career resources and other topics and needs.	K-6	Counselor Teachers
Career Week	Counselors organize career professionals to visit and speak with students about their careers.	K-6	Counselor Principal Support Staff Teachers

Career Development 7-12			
Activity	Description	Grade	Responsibility
Naviance Interest Profiler	Counselors lead students through the Naviance Career Interest Profiler, an online career interest assessment that includes the student's strongest field of interest with definitions of all the Holland interest codes. Students can view matching careers and career clusters organized by the amount of preparation each needs.	7 & 11	Counselors
Naviance Career Cluster Finder	Counselors guide students to complete the Naviance Career Cluster Finder, an online assessment that helps students discover which career clusters may be good matches based on activities of interest, personal qualities the students have, and subjects they enjoy in school. The results of the assessment include the top three clusters the students are matched with and a ranking of all clusters with a percentage match for the students.	7 & 10	Counselors
Post-Secondary Planning Meetings	Students meet with counselors individually to determine/discuss future goals, college exploration activities and a calendar of events/tasks. Parents are invited and encouraged to attend.	11 & 12	Counselors
Classroom Sessions	Counselors conduct ongoing classroom sessions throughout the year for college exploration, testing (PSAT/SAT/AP/ACT), Naviance Common Application, and other topics as needed.	9-12	Counselors

College Testing: PSAT	Counselors conduct classroom sessions to introduce students to the PSAT and college testing options. When results are received, counselors lead sessions on interpreting/understanding the score report, using it to prepare for the SAT & ACT, and accessing free tools for preparation.	10 & 11	Counselors
College Exploration Family Program	Counselors conduct an evening program for families and students regarding college exploration process, college testing, and financial aid.	11	Counselors
College Representative Visits	Counselors host visits from college representatives during the school day throughout the fall/early winter application season. Students request passes to attend and meet with representatives, learn about college admission requirements/academic programs.	11 & 12	Counselors
College Application Family Program	Counselors conduct an evening program for parents/students regarding the college application process/steps and applying for financial aid.	12	Counselors
College Visits	Counselors plan and conduct field trip visits to colleges to provide opportunities for students to visit campuses, listen to information sessions, tour the campus and interact with students.	10-12	Counselors
Alumni Day	Counselors plan and conduct an annual “Alumni Day” program where graduates are invited to return and serve on an assembly panel about the college application process, transition to college, and advice on making the most of high school and campus life.	12	Counselors

Nassau Community College Placement Test	Counselors work with representatives from the admissions and testing offices at Nassau Community College to plan a visit for admitted students to take the NCC placement test, receive results, obtain information about next steps and experience a visit to campus.	12	Counselors
Financial Aid Night	Counselors plan and conduct an annual evening program for students and families related to the financial aid process. Program includes a presentation by a financial aid officer from a local college/university.	All Grades Invited	Counselors
Awards/Scholarship Night	Counselors collaborate with Assistant Principal to select students for awards and scholarships. Participate in multiple planning meetings to prepare for awards programs.	7-12	Counselors Assistant Principal
Summer Programs	Advise students/families on summer program options and assist with selection and application process.	9-12	Counselors
Letters of Recommendation	Write advocacy letters for student employment, college admissions and scholarships.	12	Counselors
College Planning	Develop college application guidelines for juniors and seniors available in Google Classroom.	11 & 12	Counselors

College Information for Students with Special Needs	Counselors advise students with special needs, and their parents of various post-high school options, testing accommodation requirements for SAT/ACT, and individual campus programs that may address special needs.	10-12	Counselors
South Shore Consortium (SSC) and College Fairs	Counselors participate as members of the South Shore Consortium (Malverne, Oceanside, Lawrence, Lynbrook, East Rockaway and Rockville Centre) annual college fair committee, organizing a fair with 50-75 college representatives and panelists to be held at Molloy University each May. Counselors prepare students to meet college representatives, inquire about programs and demonstrate interest; additional fall and spring fair information is also presented to students and parents.	10-12	Counselors
College Applications	Counselors advise students on the application process and assist students in filling out college applications in a timely manner.	12	Counselors
College Essays	Provide college essay support.	12	Counselors
Scholarships	Advise students on researching scholarships and inform students of scholarships shared with the school counseling department.	11 & 12	Counselors
NCAA	Ensure that student athletes have courses aligned with NCAA and advise on the eligibility process for collegiate athletics.	12	Counselors

Financial Aid	Inform parents and students of financial aid process, timeline and forms; assist students/parents in filling out FAFSA, CSS Profile, etc..	12	Counselors
Occupational Education	Inform students/parents of occupational education options, assist with application/review process, manage application and grade reporting from Nassau BOCES (L.I.S.A., Barry Tech, G.C. Tech) sites, and facilitate ongoing communication between students/families, school and occupational education site.	12	Counselors

Personal/Social Development K-6			
Activity	Description	Grade	Responsibility
Individual Small Group Counseling	Counselor addresses individual counseling needs; student concerns, behavior referrals, teacher/administrator parent concerns and/or additional identified needs.	K-6	Counselor
Student Support Team	Counselor serves as the primary member of the school's team that addresses students' academic, personal/social, behavioral and/or attendance concerns.	K-6	Counselor Building Administration Psychologists Social Worker Additional Faculty as needed

Dignity for All Students Act	Counselor conducts ongoing classroom, group and/or individual DASA-specific counseling sessions and lessons. Counselor responds to and investigates referrals made regarding DASA violations.	K-6	Counselor Building Administration Psychologists Social Worker Additional Faculty as needed
Second Step Program RULER Program Lion's Quest Program AVID	<p>Counselor meets with students in the classroom and small group settings and uses programs to help students gain an understanding of empathy, impulse control, problem solving, goal setting, and anger management.</p> <p>Counselor meets with students to connect them with content, peers and their teachers via the Second Step curriculum centered around goal-setting, emotion management, empathy, and problem-solving. Students perform tasks and work on real life scenarios with their counselor.</p> <p>Counselor uses the RULER Program to support the school community in understanding the value of emotions, building skills of emotional intelligence, and creating and maintaining a positive school climate.</p>	K-6	Counselor
Attendance Reporting	Counselor monitors student attendance and communicates with teachers, parents, and staff regarding excessive absences.	K-6	Counselor
Family/Teacher/Student Conference	Counselor meets with students, guardians, and other building staff to discuss behavioral or adjustment concerns.	K-6	Counselor

Referral to outside agencies	Counselor will work with families to find the proper support for students outside the school day.	K-6	Counselor
Peer Mediation	Counselor will meet with students in conflict to come up with a plan to resolve.	K-6	Counselor

Personal/Social Development 7-12			
Activity	Description	Grade	Responsibility
Individual Counseling	Counselors address individual counseling needs such as student concerns, student choice, teacher/administrator/family concerns, and/or additional identified needs.	7-12	Counselors
Student Support Team	Counselor serves as the primary member of the school's team that addresses students' academic, personal/social, behavioral and/or attendance concerns.	7-12	Counselor Building Administration Psychologists Social Worker Additional Faculty as needed
Dignity for All Students Act	Counselor conducts ongoing classroom, group and/or individual DASA-specific counseling sessions and lessons. Counselor responds to and investigates referrals made regarding DASA violations.	7-12	Counselor Building Administration Psychologists Social Worker Additional Faculty as needed

Responsive Services/ Crisis Intervention	Counselors respond to student needs through individual counseling sessions, consultation with other student support staff, referrals to outside agencies and communication with families. Counselors complete suicide risk assessments and provide referral; consultation services as needed.	7-12	Counselors
“Getting to Know You”	Groups conducted by counselors for students in grade 9 (and new entrants); activities address transition issues, introductions, interests and goals.	9	Counselors
Coordination/Consultation	Meetings/contact with parents/guardians, outside agencies and individuals as needed.	7-12	Counselors
Conflict Resolution	Counselors provide mediation and/or individual support regarding student conflict.	7-12	Counselors
Sources of Strength	Counselors meet with students to support them through transition. Provide students with emotional regulation & understanding, and coping strategies. Involves active learning components.	7-12	Counselors Social Worker Teachers

Management

Our school counseling program incorporates organizational assessments and tools that are concrete, clearly delineated and reflective of each school's needs.

Use of Time: District counselors recognize the value of delivery of services to students. It is recommended that school counselors spend 80% of their time in **Delivery of Services** to students. The remaining item is spent for Foundation, Management & Accountability.

Component	Elementary School	Middle School	High School
Direct Services	70%-90%	70%-90%	70%-90%
Indirect Services	10%-15%	10%-15%	10%-15%
Foundation	5%	5%	5%
Management	10%-15%	10%-15%	10%-15%
Accountability	5%	5%	5%

Use of data: Measures the results of the program as well as to promote systemic change within the school system so every student graduates college and career ready.

- Naviance Surveys, Grades 6-12

Annual Goals: Program goals are developed annually in alignment with the vision, mission and goals of the district, school and department, along with ASCA standards. The goals will serve to guide the curriculum and corresponding action plans. A draft of yearly goals will be developed for each building level.

Accountability

The East Rockaway Comprehensive School Counseling program uses data collection to demonstrate the effectiveness of the school counseling program in measurable terms. School counselors and administrators will analyze the data to determine how students are different as a result of the school counseling program. The data collected will show the impact of the program on student achievement, attendance and behavior and analysis of school counseling program assessments will help guide future action and improve future results for all students.

Data Analysis: Counselors collect, analyze, and report data by specific subgroups and ensure that decisions about student instruction and learning are driven by achievement data for every subgroup. This process begins with needs and strengths assessment and moves through what changes need to be made. The use of data provides factual information and guides our school counselors and student support staff in planning and delivering learning support programs for all students.

Program Results: Counselors will analyze the school counseling program using information collected through process, perception, or outcomes data samples. This data will be used to inform decisions related to program improvements. The East Rockaway Advisory Group will review the programs to identify trends and areas of success and areas in need of improvement.

Evaluation and Improvement: Program evaluation and improvement should include completion of the school counseling program review process.

System Support

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

- **Teaming:** School counselors participate in district wide and building committees.
- **Professional Development:** School counselors regularly participate in training, conferences, and meetings to update knowledge and skills.
 - Superintendent's Conference Days
 - Building collaboration
 - Site visits (I.e. BOCES, South Shore Consortium (SSC) Meetings, etc...)
 - Professional trainings and development
- **Program Promotion:** School Counselors provide orientation and information regarding the programs to the greater community via websites, counseling newsletters, and presentations.
- **Program Management and Evaluation:** School counselors regularly collect and analyze data to evaluate the program and continue updating program activities.

Resources

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

<http://www.p12.nysed.gov/cte/cdlearn/cdosresourceguide.html>

<http://www.p12.nysed.gov/cte/careerplan/>

<http://www.p12.nysed.gov/cte/cdlearn/documents/cdoslea.pdf>

<http://nyssca.org/wp-content/uploads/2018/06/Guidance-document-100.2j-6-15-18.pdf>

<http://www.p12.nysed.gov/sss/SchoolCounselingMemo.html>