

Elmira Heights School District



Comprehensive School Counseling Plan 2017-2020

Context

Administration

Counselors

Teachers

Community

Students

Content

Documents: Elmira Heights Program Objectives
American School Counselor Association and NYSSCA resources

ELMIRA HEIGHTS SCHOOL DISTRICT

MISSION:

The Elmira Heights Central School District encourages all:

- To enter with high expectations.
- To teach and learn through responsible, cooperative effort.
- To leave with confidence in our ability and pride in all we do.

OUR BELIEFS:

- All students learn in their unique way.
- Parents play a key role in the development of their child.
- Each student must share the responsibility for his/her own education.
- All students develop attitudes and skills necessary to function as an integral part of an ever-changing society.
- All students must be provided with the curriculum, instructional methods, and adult expectations which challenge them to perform at their best.
- Clear expectations and measurable learning outcomes are necessary for learning.
- A positive, safe and nurturing environment is necessary for learning.
- The entire community is critical for the success of the educational program

FOUNDATION

ELMIRA HEIGHTS School Counseling Department

Vision/ Mission

To provide every student the opportunity to become a lifelong learner by fostering and supporting a balanced approach to the development of academic, social, emotional and physical health.

- To nurture respect and understanding for self and all people
- To promote responsible citizenship in a society, community, culture and in the world

Elmira Heights District School Counselors Believe...

- Every child should have an adult in their school life who they can trust
- Every child should have hope for their future
- In valuing the unique aspect of each child education should provide a balance (equal importance) of academic and affective development forces.
- All families and children are entitled to equal access to information and resources.
- The School Counseling program shares in the responsibility of carrying out the mission, beliefs and goals of the district

DELIVERY SYSTEM

COMPONENTS OF THE ELMIRA HEIGHTS SCHOOL COUNSELING PROGRAM

The components of a comprehensive school counseling program are; school counseling curriculum, counseling and responsive services, individual planning and program support. These are articulated in the School Counselor Program Objectives 2015-2016. The objectives address the following:

School Counseling Curriculum

The ELMIRA HEIGHTS School Counseling Curriculum presents structured developmental experiences, based on the American School Counseling Association (ASCA) National Standards for School Counselors, designed to address academic, career and personal/social needs of students 7 through 12. The Curriculum is delivered through:

- Classroom activities: school counselors present lessons in the classrooms
- Group activities: school counselors also conduct group activities to address students' particular needs
- Interdisciplinary activities: school counselors may participate in developing curriculum across content areas.

Counseling and Responsive Services

School counselors coordinate activities to meet the needs of students through:

Consultation

School counselors work with parents/caregivers, teachers, students, community based services and other involved parties to develop strategies to assist students.

Personal counseling:

provides a student maximum privacy in which to freely explore ideas, feelings and behaviors.

Crisis counseling:

Provides prevention and intervention; such counseling is short term in nature addressing a student's particular concern.

Referral:

Counselors refer students and their families to appropriate community based agencies and supports when needed.

Individual Student Planning

Counselors provide the necessary monitoring of individual student progress towards achieving success in academic, career, and personal/social areas.

- **Case Management:** school counselors monitor individual student progress.
- **Individual Appraisal:** school counselors use test information and other data to assist students in analyzing and evaluating their interests, skills, and abilities.
- **Individual Advisement:** school counselors work directly with students to develop an appropriate educational plan.

System Support

System support consists of the management activities essential to the success of the school counseling program.

- **Professional development:** counselors update their knowledge and skills by participating in training, professional meetings, conferences and relevant course work, as well as peer sharing.
- **Consultation with administration, teachers and staff:** counselors work with teachers and other staff members both to provide information regarding the needs of students and professional development regarding school counseling.
- **Parent and community outreach:** school counselors provide ongoing support and information to the greater community regarding student's needs.

ELMIRA HEIGHTS K-12 COUNSELING GOALS

The ELMIRA HEIGHTS Counseling Goals were developed according to the New York State Model which is based on the American School Counselor Association (ASCA) National Standards for School Counseling Programs. *The Standards address three domains, Academic, Personal/ Social and Career which encompass the following competencies for all students:*

ACADEMIC DOMAIN

Standard A

Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Standard B

Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college

Standard C

Students will understand the relationship of academics to the world of work, and to life at home and in the community.

PERSONAL SOCIAL DOMAIN

Standard A

Students will acquire the knowledge attitudes and interpersonal skills to help them understand and respect self and others

Standard B

Students will make decisions, set goals and take necessary action to achieve goals

Standard C

Students will understand safety and survival skills.

CAREER DOMAIN

Standard A

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions

Standard B

Students will employ strategies to achieve future career goals with success and satisfaction.

Standard C Students will understand the relationship between personal qualities, education, training, and the world of work.

ELMIRA HEIGHTS K-12 Counseling GOALS

- Support all students in developing an awareness of personal abilities, skills, interests and motivations.
- Educate and communicate to staff, families and the community about the changing role of the school counselor in enabling student success
- Enable all students to acquire skills such as cooperatively and respectfully working on a team, problem-solving, organizational skills, goal setting, planning and decision making.
- Support all students in developing a positive attitude toward learning and work and understand the importance of decision making, responsibility, dependability, punctuality, integrity and effort in the academic setting and workplace.

National Counseling Standards Alignment with:

NYS Learning Standards

Effectiveness of School Counseling *Literature Review*

ELMIRA HEIGHTS Delivery System:

ELMIRA HEIGHTS Program Objectives

Elmira Heights Management System: Elmira Heights district calendars

Elmira Heights Counselor Accountability / MEASURE

Domain	National School Counseling Standards Students will...	Competency	New York State Learning Standards						
			ELA	SS	M/S/T	LOTE	PE	ARTS	CDOS
A C A D E M I C	A: acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.	1. Improve Academic Self-concept						1	3
		2. Acquire Skills for Improving Learning	1		6				2,3
		3. Achieve School Success	2,3,4	5		2		1,3,4	1,2,3
	B: complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.	1. Improve Learning	1,3,4	2,3,4,5	7		3a,3b	2,3	2,3
		2. Plan to Achieve Goal			7		3a		1,2,3
	C: understand the relationship of academics to the world of work, and to life at home and in the community.	1. Relate School to Life Experiences	4	5	3,6,7		3b	1	1,2,3
C A R E E R	A: acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions	1. Develop Career Awareness	4	5	2,7		3c	1	1,2,3
		2. Develop Employment Readiness	1,4	5			3c	2	1,2,3
	B: employ strategies to achieve future career goals with success and satisfaction	1. Acquire Career Information	1		5		3c		1,3
		2. Identify Career Goals					3c	1,2	1,2,3
	C: understand the relationship between personal qualities, education, training and the world of work	1. Acquire Knowledge to Achieve Career Goals					3c		1,3
		2. Apply Skills to Achieve Career Goals	4		6		3c		1,2,3
P E R S O N A L	A: acquire the knowledge, attitude, and interpersonal skills to help them understand and respect self and others	1. Acquire Self-Knowledge	2,3,4	2,5					1,3
		2. Acquire Interpersonal Skills	2,4	1,2,3,5		1,2		3,4	3
	B: make decisions set goals, and take necessary action to achieve goals	1. Self-Knowledge Application	3	1,2,4	7	2		3,4	1,3
	C: understand safety and survival skills	1. Acquire Personal Safety Skills		4,5			2b	2	3

Learning Standards of New York State

[The Arts](#)

[Career Development and Occupational Studies](#)

[English Language Arts](#)

[Health , Physical Education](#) and [Family and Consumer Science](#)

[Languages Other Than English](#)

[Mathematics](#), [Science](#) and [Technology](#)

[Social Studies](#)

The Arts

Standard 1: Creating, Performing, and Participating in the Arts Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Standard 2: Knowing and Using Arts Materials and Resources

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Standard 3: Responding to and Analyzing Works of Art

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Standard 4: Understanding the Cultural Contributions of the Arts

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Career Development and Occupational Studies

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.

Standard 2: Integrated Learning

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: Universal Foundation Skills

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Standard 3b: Career Majors

Students who choose a career major will acquire the career specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

English Language Arts

Standard 1: Language for Information and Understanding Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

Standard 2: Language for Literary Response and Expression

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts

and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

Standard 3: Language for Critical Analysis and Evaluation

Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Standard 4: Language for Social Interaction

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

Health, Physical Education, and Family and Consumer Science

Standard 1: Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Standard 2: A Safe and Healthy Environment

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3: Resource Management

Students will understand and be able to manage their personal and community resources.

Languages Other Than English

Standard 1: Communication Skills

Students will be able to use a language other than English for communication.

Standard 2: Cultural Understanding

Students will develop cross-cultural skills and understandings.

Mathematics, Science, and Technology Education

Standard 1: Analysis, Inquiry, and Design

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Standard 2: Information Systems

Students will access, generate, process, and transfer information using appropriate technologies.

Standard 3: Mathematics (Approved 1996)

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Standard 3: Mathematics (Revised 2005)

Students will understand the concepts of and become proficient with the skills of mathematics; communicate and reason mathematically; become

problem solvers by using appropriate tools and strategies; through the integrated study of number sense and operations, algebra, geometry, measurement, and statistics and probability.

Standard 4: Science

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 5: Technology

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Standard 6: Interconnectedness: Common Themes

Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Standard 7: Interdisciplinary Problem Solving

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

Social Studies

Standard 1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 2: World History

Students will use a variety of intellectual skills to demonstrate

their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.

Standard 4: Economics

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Standard 5: Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Effectiveness of School Counseling Literature Review

Many states have made important strides in class-size reduction, higher academic standards, greater accountability and improved teacher preparation. The important missing link in these initiatives to improve student learning is the need for more school counselors and other student support services, such as school psychologists, school social workers, and school nurses. In many states, students' access to counselors varies by grade level, and some school districts have no counseling programs at all. When counseling programs exist, counselors are often asked to add administrative duties such as testing, supervising and class scheduling.

School counselors provide counseling programs in three domains: academic, career and personal/social. Their services and programs help students resolve emotional, social or behavioral problems and help them develop a clearer focus or sense of direction. Effective counseling programs are important to the school climate and a crucial element in improving student achievement.

Following is a collection of sources addressing the effectiveness of school counseling and other student support services, including their contribution to the personal and academic success of students.

Reviews of the research on school counseling show that the services of school counselors have a positive effect on children.

Borders, L.D., & Drury, S.M. (1992). Comprehensive school counseling programs: A review for policymakers and practitioners. *Journal of Counseling and Development*, 70, 487-498.

Gerler, E.R. (1985). Elementary school counseling research and the classroom learning environment. *Elementary School Guidance & Counseling*, 20, 39-48.

St. Clair, K.L. (1989). Middle school counseling research: A resource for school counselors. *Elementary School Guidance & Counseling*, 23, 219-226.

Whitson, S.C., & Sexton, T.L. (1998). A review of school counseling outcome research: implications for practice. *Journal of Counseling & Development*, 76, 412-426.

Quantitative analyses of research (meta-analyses) also substantiate the beneficial effects of school counseling programs.

Baker, S.B., Swisher, J.D., Nadenicheck, P.E. & Popowicz, C.L. (1984). Measured effects of primary prevention strategies. *The Personnel and Guidance Journal*, 62, 459-464.

Prout, H.T. & Demartino, R.A. (1986). A meta-analysis of school-based studies of psychotherapy. *Journal of School Psychology*, 24, 285-292.

Sprinthall, N.A. (1981). A new model for research in the science of guidance and counseling. *The Personnel and Guidance Journal*, 59, 487-493.

Two studies find that elementary guidance activities have a positive influence on elementary students' academic achievement.

Hadley, H.R. (1988). Improving reading scores through a self-esteem prevention program. *Elementary School Guidance & Counseling*, 22, 248-252.

Lee, R.S. (1993). Effects of classroom guidance on student achievement. *Elementary School Guidance & Counseling*, 27, 163-171.

School counseling programs have significant influence on discipline problems. Baker and Gerler reported that students who participated in a school-counseling program had significantly fewer inappropriate behaviors and more positive attitudes toward school than those students

who did not participate in the program. Another study reported that group counseling provided by school counselors significantly decreased participants' aggressive and hostile behaviors.

Baker, S. B., & Gerler, E. R. (2001). Counseling in schools. In D. C. Locke, J. E. Myers, and E. L. Herr (Eds.), *The Handbook of Counseling*, Thousand Oaks, CA: Sage Publications.

Omizo, M.M., Hershberger, J.M., & Omizo, S.A. (1988). Teaching children to cope with anger. *Elementary School Guidance & Counseling*, 22, 241-245.

Research indicates that school counselors are effective in teaching social skills.

Verduyn, C.M., Lord, W., & Forrest, G.C. (1990). Social skills training in schools: An evaluation study. *Journal of Adolescence*, 13, 3-16.

School counselors are very effective in assisting middle school children in the area of career development.

Whiston, S. C., Sexton, T. L., & Lasoff, D. L. (1998). Career-intervention outcome: A replication and extension of Oliver and Spokane (1988). *Journal of Counseling Psychology*, 45, 150-165.

Children who are experiencing family problems report being helped by school counselors.

Omizo, M.M. & Omizo, S.A. (1988). The effects of participation in group counseling sessions on self-esteem and locus of control among adolescents from divorced families. *The School Counselor*, 36, 54-60.

Rose, C.C. & Rose, S.D. (1992). Family change groups for the early age child. *Special Services in the Schools*, 6, 113-127.

School counseling programs designed to teach students peer mediation skills are highly effective. In fact, studies show that students trained in peer mediation use these skills in other settings (e.g., at home).

Diver-Stamnes, A.C. (1991). Assessing the effectiveness of an inner-city high school peer counseling program. *Urban Education*, 26, 269-284.

Robinson, S.E., Morrow, S., Kigin, T. & Lindeman, M. (1991). Peer counselors in a high school setting: Evaluation of training and impact on students. *The School Counselor*, 39, 35-40.

Health and mental health care services can play an important role in violence prevention at all levels (primary, secondary and tertiary), including preventing problem behaviors from developing; identifying and serving specific, at-risk populations; and reducing the deleterious effects of violence on victims and witnesses.

Youth and Violence. Commission for the Prevention of Youth Violence, December 2000. Available on the Internet at <http://www.ama-assn.org/violence>.

School counselors were effective in reducing victimization by assisting victimized children, reducing bullying behaviors and modifying the school climate and structure.

Hanish, L.D. & Guerra, N.G. (2000). Children who get victimized at school: What is known? What can be done? *Professional School Counseling*, 4, 113-119.

Both the California state and federal governments have recognized the importance of school counselors. California's 1999-2000 Legislature passed a law (Assembly Bill 1113) providing new funding for school safety. This funding can be used to add student support services, including school counseling. In addition, the federal government's involvement includes a funding opportunity specifically directed at increasing the number of elementary school counselors given that such counselors "can contribute to the personal growth, educational development, and emotional well-being of elementary and secondary school children by providing professional counseling, intervention, and referral services" (U.S. Senate, 1999, p. 2).

Riley, P.L. & McDaniel, J. (2000). School violence, prevention, intervention, and crisis response. *Professional School Counseling, 4:2*, 120-125.

Counselors are effective in assisting high school students with college choices.

Student Poll. (2000). Art & Science Group, Inc. 4:2, 1-10. Available on the Internet at www.artsci.com.

A study shows that school counselor effectiveness was influenced by school climate. In schools with effective counseling programs, principals generally provided enthusiastic support for the programs and encouragement to the counselors. Another common element was a clear understanding between counselors and administrators as to the goals of the school counseling programs. These conditions were generally not present in ineffective programs.

Sutton, J.M. & Fall, M. (1995). The relationship of school climate factors to counselor self-efficacy. *Journal of Counseling & Development, 73* 331-336.

Research shows that school counseling interventions have a substantial impact on students' educational and personal development. Individual and small-group counseling, classroom guidance and consultation activities seem to contribute directly to students' success in the classroom and beyond. School counselors should spend the majority of their time performing these interventions. Coordination activities should be confined to those that improve the program's efficiency and accountability.

Borders, L.D. & Drury, S.M. (1992). Comprehensive school counseling programs: A review for policymakers and practitioners. *Journal of Counseling & Development, 70*, 487-498.

Studies show effective counseling programs are based on human development theories. Program content, goals, and interventions should reflect this theoretical foundation. A developmental program is proactive and preventive, helping students acquire the knowledge, skills, self-awareness and attitudes necessary for successful mastery of normal developmental tasks. Developmentally-based programs increase the visibility of the counseling program and ensure that more students are served (Myrick; Shaw & Goodyear). There is also substantial empirical evidence that these programs promote student development and academic success.

Myrick, R.D. (1987). *Developmental guidance and counseling: A practical approach*. Minneapolis, MN: Educational Media Corporation.

Shaw, M.C. & Goodyear, R.K. (1984). Prologue to primary prevention in schools. *The Personnel and Guidance Journal, 62*, 446-447.

Borders, L.D. & Drury, S.M. (1992). Comprehensive school counseling programs: A review for policymakers and practitioners. *Journal of Counseling & Development, 70*, 487-498.

A study of Missouri high schools shows that schools with more fully implemented model guidance programs had students who were more likely to report that (a) they had earned higher grades, (b) their education was better preparing them for the future, (c) their school made

more career and college information available to them, and (d) their school had a more positive climate (greater feelings of belonging and safety at school, classes less likely to be interrupted, peers behaving better). After removing the variables of school enrollment size, socioeconomic status, and percentage of minority students in attendance, positive program effects were identifiable. Results highlight the important roles school counselors play in promoting the central educational goals of their schools and support a comprehensive guidance program focus for university counseling faculty who train school counselors.

Lapan, R.T., Gysbers, N.C., & Sun, Y. (1997). The impact of more fully implemented guidance programs on the school experiences of high school students: A statewide evaluation study. *Journal of Counseling & Development, 75*, 292-302.

School counselors have proven effective in preventing students from committing suicide. The most effective prevention programs start with younger students and portray suicide as a mental health problem, not a dramatic way of ending a life. It is essential that counselors involve the parents of troubled students in the counseling process.

Jones, R. (2001). Suicide Watch: What can you do to stop children from killing themselves? *American School Board Journal, May*, 16-21.

In studies on the effects of a small group counseling approach for failing elementary school students, 83 percent of participating students showed improvement in grades.

Boutwell, D.A., & Myrick, R.D. (1992). The go for it club. *Elementary School Guidance & Counseling, 27*, 65-72.

A study on the effects of counseling on classroom performance found that the underachieving students who received counseling improved significantly on the Self-Rating Scale of Classroom Behavior and in mathematics and language arts grades.

Gerler, E. R., Kinney, J., & Anderson, R. F. (1985). The effects of counseling on classroom performance. *Journal of Humanistic Education and Development, 23*, 155-165.

The School Dropout Assistance Program (1991-1996) funded a number of projects to test and evaluate the effect of promising strategies for dropout prevention and re-entry. The results found that counseling services were one of the key elements of promising dropout prevention initiatives.

Kaufman, P., Klein, S., & Frase, M. (1999). Dropout Rates in the United States, 1997. Statistical Analysis Report. U.S. Department of Education.

Studies on high school attrition indicate that preventive counseling, occurring before students are in crisis, reduces the risk of these students dropping out later.

Bearden, L.J., Spencer, W.A., & Moracco, J.C. (1989). A study of high school dropouts. *The School Counselor, 27*, 113-120.

Morey, R.E., Miller, C.D., Fulton, R., & Rosen, L.A. (1993). High school peer counseling: The relationship between student satisfaction and peer counselors' style of helping. *The School Counselor, 40*, 293-300.

Praport, H. (1993). Reducing high school attrition: Group counseling can help. *School Counselor, 40*(4), 309-311.

Wirth-Bond, S., Coyne, A., & Adams, M. (1991). A school counseling program that reduces dropout rates. *The School Counselor, 39*, 131-137.

Counseling decreases classroom disturbances. Counseling services support teachers in the classroom and enable teachers to provide quality instruction designed to assist students in achieving high standards. Students in schools that provide counseling services indicated that their

classes were less likely to be interrupted by other students, and that their peers behaved better in school.

Lapan, R.T., Gysbers, N.C., & Sun, Y. (1997). The impact of more fully implemented guidance programs on the school experiences of high school students: A statewide evaluation study. *Journal of Counseling & Development*, 75, 292-302.

Students who have access to counseling programs reported being more positive, and having greater feelings of belonging and safety in their schools.

Lapan, R.T., Gysbers, N.C., & Sun, Y. (1997). The impact of more fully implemented guidance programs on the school experiences of high school students: A statewide evaluation study. *Journal of Counseling & Development*, 75, 292-302.

One study found that high school counselors influenced their students' future plans by encouraging them to have high expectations. A high proportion of 10th and 12th grade students who were surveyed perceived that their counselor expected them to attend college, regardless of their racial background. High school students' own educational expectations for themselves increased over time.

Mau, W.C., Hitchcock, R., & Calvert, C. (1998). High school students' career plans: The influence of others' expectations. *Professional School Counseling*, 2:2, 161-166.

Students trained by counselors to be peer facilitators are effective in helping sixth grade problem-behavior students adjust to middle school. In one study, counselors worked with eighth grade peer facilitators once a week for six weeks, focusing on how to (a) establish a helping relationship, (b) use high facilitative responses, (c) lead a small group discussion, and (d) use a four-step problem-solving model. The facilitators demonstrated that they could help students who are having problems adjusting to school, especially in terms of their school attendance, school grades, and attitude towards school. Discipline referrals were also reduced.

Tobias, A.K. & Myrick, R.D. (1999). A peer facilitator-led intervention with middle school problem-behavior students. *Professional School Counseling*, 3:1, 27-33. Myrick, R.D. & Sorensen, D.L. (1992). *Helping skills for middle school students*. Minneapolis, MN: Educational Media Corporation.

Counselor-led career interventions influenced the educational choices of eighth grade students as they prepared for high school.

Peterson, G.W., Long, K.L., & Billups, A. (1999). The effect of three career interventions on educational choices of eighth grade students. *Professional School Counseling*, 3:1, 34-42.

Counselor-led, developmental guidance units presented in ninth grade classrooms have the potential to improve students' expressed behavior and general school attitudes, while addressing their developmental needs. The effectiveness of this intervention was consistent across the different levels of student achievement and attitudes about school. A proactive approach to program development, such as inviting input from teachers, students, counselors, and administrators through periodic needs assessments, may maximize existing resources and services offered to non-college and college-bound students. The literature suggests that such guidance programming, based on the

developmental, preventive guidance model, may help to overcome the fragmented, impersonal, and confusing manner in which services are often delivered to high school students and teachers.

Schlossberg, S.M., Morris, J.D., & Lieberman, M.G. (2001). The effects of a counselor-led guidance intervention on students' behaviors and attitudes. *Professional School Counseling*, 4:3, 156-164.

Bearden, L.J., Spencer, W.A., & Moracco, L.C. (1989). A study of high school dropouts. *The School Counselor*, 37, 113-120.

Morey, R.E., Miller, C.D., Rosen, L.A., & Fulton, R. (1993). High school peer counseling: The relationship between student satisfaction and peer counselors? style of helping. *The School Counselor*, 40, 293-300.

Praport, H. (1993). Reducing high school attrition: Group counseling can help. *The School Counselor*, 40, 309-311.

Wirth-Bond, S., Coyne, A., & Adams, M. (1991). A school counseling program that reduces dropout rate. *The School Counselor*, 39, 131-137.

Implementing comprehensive school counseling programs is consistently associated with important indicators of student safety and success. A study found that school counselors who were more fully engaged in providing students with a unique network of emotional and instructional support services were more likely to exert a positive impact than counselors who did not implement such activities. After researchers controlled for differences between schools due to socioeconomic status and enrollment size, students attending middle schools with more fully implemented comprehensive programs reported (a) feeling safer attending their schools, (b) having better relationships with their teachers, (c) believing that their education was more relevant and important to their futures, (d) being more satisfied with the quality of education available to them in their schools, (e) having fewer problems related to the physical and interpersonal milieu in their schools, and (f) earning higher grades.

Lapan, R.T., Gysbers, N.C., & Petroski, G.F. (2001). Helping seventh graders be safe and successful: A statewide study of the impact of comprehensive guidance and counseling programs. *Journal of Counseling and Development*, 79, 320-330.

A study done in Gwinnett County, Georgia shows that school counselors impact students' academic performance and can increase the on-task, productive behavior of students and reduce disruptive behaviors. The Behavior Rating Checklist (BRC) indicated statistically significant decreases in disruptive behaviors and significant increases in productive, on-task behaviors for both the 3rd grade and the 5th grade students tested. Language arts progress was statistically significant for both grade levels as well.

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Watts, V. & Thomas, B. (1997). Proving that counseling programs do count: The counseling accountability. *Georgia School Counselors Association Journal*, 1:4, 1-3.

Credit: Paul Meyers and the California Department of Education

Delivery System

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR PROGRAM OBJECTIVES**

2017-2020

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES
2017-2020**

COHEN ELEMENTARY COUNSELING EXPECTATIONS PRE K-5			
Expectations for Grade Level:	In the Academic Domain, the student will:	In the Career Domain, the student will:	In the Personal/Social Domain, the student will:
Kindergarten and Pre-K	<ul style="list-style-type: none"> • Understand importance of following school and classroom rules. • Develop effective listening skills. • Demonstrate an understanding of the importance of practice to learning. 	<ul style="list-style-type: none"> • Identify jobs within the classroom. • Identify personal likes and dislikes. • Know the jobs and locations of school staff. 	<ul style="list-style-type: none"> • Identify and express feelings. • Develop the ability to play cooperatively with others. • Identify choices he/she makes at school and home.
Grade 1	<ul style="list-style-type: none"> • Identify attitudes and behaviors leading to successful learning. • Practice effective speaking, listening and inquiry skills. • Learn that reading, writing and mathematics are fundamental to life. 	<ul style="list-style-type: none"> • Identify and describe responsibilities/jobs at home. • Recognize all careers are acceptable to any gender. • Learn to work cooperatively with others on a team • Goal Setting • Difference between job, career, occupation and • Profession 	<ul style="list-style-type: none"> • Recognize, accept, respect and appreciate individual differences. • Develop ways to make and keep friends. • Describe how behavior influences the feelings and actions of others.

**ELMIRA HEIGHTS SCHOOL DISTRICT
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<p>Grade 2</p>	<ul style="list-style-type: none"> • Develop the ability to work with and without direct supervision, independently and with others. • Demonstrate ability to follow instructions and to complete assignments. • Develop an awareness of the decision-making process. 	<ul style="list-style-type: none"> • Describe the various roles an individual may have (i.e. friend, student, worker, and family member.) • Develop understanding of how beliefs and attitudes affect decision-making. • Develop an awareness of personal interests, strengths, likes, talents • Develop an awareness of the dignity in all careers. • Difference between job, career, profession and occupation, 	<ul style="list-style-type: none"> • Recognize a variety of emotions, their causes and possible consequences. • Develop skills in resolving conflicts with peers and adults. • Recognize that decisions have alternatives.
<p>Grade 3</p>	<ul style="list-style-type: none"> • Develop basic goal-setting techniques. • Identify good study habits. • Learn how to prepare for testing situations. 	<ul style="list-style-type: none"> • Describe how current learning relates to work. • Demonstrate effective study and information-seeking habits. • Describe the importance of personal qualities (e.g., dependability, promptness, getting along with others) to getting and keeping jobs. • Difference between job, career, profession and occupation 	<ul style="list-style-type: none"> • Describe positive characteristics about self as seen by self and others. • Continue developing skills to resolve conflicts with peers and adults. • Identify and select appropriate behaviors to deal with specific emotional situations.

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES
2017-2020**

<p>Grade 4</p>	<ul style="list-style-type: none"> • Develop use study skills • Relate the decision-making process to consequences. • Develop and implement a plan of action for improving academic skills. 	<ul style="list-style-type: none"> • Describe school tasks that are similar to skills essential for job success. • Develop understanding work helps to achieve personal success. • Describe skills needed in a variety of occupational groups. • Difference between job, career, profession and occupation 	<ul style="list-style-type: none"> • Use effective ways to deal with a variety of feelings. • Identify sources and effects of peer pressure. • Demonstrate healthy ways of dealing with conflicts, stress and emotions in self and others.
<p>Grade 5</p>	<ul style="list-style-type: none"> • Demonstrate the ability to set short-term educational goals. • Recognize the importance of time management. Identify middle school challenges and transition needs 	<ul style="list-style-type: none"> • Relate personal hobbies, leisure activities, talents, strengths and academic abilities to career choices. • Understand learning in school is related to future career success. • Develop an individual career plan for the elementary school level. • Understand the differences and similarities between job, career, profession and occupation Way to reach goals and chosen career e.g. trade school, college 	<ul style="list-style-type: none"> • Relate feelings in a socially acceptable manner. • Demonstrate skills in resolving conflicts with peers and adults. Learn about the emotional and physical dangers of substance use and abuse.

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES
2017-2020**

Grade	In the Career Domain, the student will:	Career Lesson Topics
Kindergarten and Pre -K	<ul style="list-style-type: none"> • Identify jobs within the classroom. • Identify personal likes and dislikes. • Relate school personnel to their jobs and locations. 	<ul style="list-style-type: none"> • Be Helpful • All About Me • Career BINGO
Grade 1	<ul style="list-style-type: none"> • Identify and describe responsibilities/jobs at home. • Learn to work cooperatively with a team. • Recognize all careers are acceptable to any gender. 	<ul style="list-style-type: none"> • Being Responsible • Career BINGO • Team Work • All About Me
Grade 2	<ul style="list-style-type: none"> • Describe the various roles an individual may have (i.e. friend, student, worker) • Describe how personal beliefs and attitudes affect decision-making. • Display an awareness of the dignity in all careers. 	<ul style="list-style-type: none"> • All About Me • Career BINGO
Grade 3	<ul style="list-style-type: none"> • Describe how current learning relates to work. • Demonstrate effective study and information-seeking habits. • Describe the importance of personal qualities (e.g., dependability, promptness) to getting and keeping jobs. 	<ul style="list-style-type: none"> • Goal Setting • All About Me • Career BINGO • Being Responsible
Grade 4	<ul style="list-style-type: none"> • Describe school tasks that are similar to skills essential for job success. • Understand work helps to achieve personal success. • Describe skills needed in a variety of occupational groups. 	<ul style="list-style-type: none"> • Interest Inventory • All About Me • Being Responsible • Goal Setting
Grade 5	<ul style="list-style-type: none"> • Relate personal hobbies, leisure activities and academic abilities to career choices. • Understand learning in school is related to future career success. • Develop an individual career plan for the elementary school level. 	<ul style="list-style-type: none"> • My First Resume • All About Me • Goal Setting • What the Future Holds

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES
2017-2020**

Grade	In the Personal/Social Domain, the student will:	Personal/Social Lesson Topics
Kindergarten and Pre-K	<ul style="list-style-type: none"> • Identify and express feelings. • Demonstrate the ability to play cooperatively with others. • Identify choices he/she makes at school and home. 	<ul style="list-style-type: none"> • Bully Prevention • Making Friends • Decision making – Positive Decisions • Tattling vs. Telling • Uniqueness/Kindness • Canned Food Drive
Grade 1	<ul style="list-style-type: none"> • Recognize, accept, respect and appreciate individual differences. • Demonstrate ways to make and keep friends. • Describe how behavior influences the feelings and actions of others. 	<ul style="list-style-type: none"> • Fairness • Uniqueness/Kindness • Tattling vs. Telling • Making and Keeping Friends • Diversity • Respect • Bully Prevention • Canned Food Drive
Grade 2	<ul style="list-style-type: none"> • Recognize a variety of emotions, their causes and possible consequences. • Demonstrate skills in resolving conflicts with peers and adults. • Recognize decisions have alternatives. 	<ul style="list-style-type: none"> • Fairness • Uniqueness/Kindness • Tattling vs. Telling • Making and Keeping Friends • Diversity • Respect • Bully Prevention • Canned Food Drive

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES
2017-2020**

Grade 3	<ul style="list-style-type: none"> • Describe positive characteristics about self as seen by self and others. • Demonstrate skills in resolving conflicts with peers and adults. • Identify and select appropriate behaviors to deal with specific emotional situations. 	<ul style="list-style-type: none"> • Fairness • Uniqueness/Kindness • Tattling vs. Telling • Making and Keeping Friends • Diversity • Respect • Bully Prevention • Canned Food Drive • Drug/Alcohol Awareness • Problem Solving
Grade 4	<ul style="list-style-type: none"> • Use effective ways to deal with a wide variety of feelings. • Identify sources and effects of peer pressure. • Demonstrate healthy ways of dealing with conflicts, stress and emotions in self and others. 	<ul style="list-style-type: none"> • Fairness • Uniqueness/Kindness • Tattling vs. Telling • Making and Keeping Friends • Diversity • Respect • Bully Prevention • Canned Food Drive • Drug/Alcohol Awareness • Problem Solving
Grade 5	<ul style="list-style-type: none"> • Relate feelings in a socially acceptable manner. • Demonstrate skills in resolving conflicts with peers and adults. • Learn about the emotional and physical dangers of substance use and abuse. 	<ul style="list-style-type: none"> • Fairness • Uniqueness/Kindness • Tattling vs. Telling • Making and Keeping Friends • Diversity • Respect • Bully Prevention • Canned Food Drive • Drug/Alcohol Awareness • Solving Conflicts

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES
2017-2020**

Grade	In the Academic Domain, the student will:	Academic Lesson Topics
Kindergarten and Pre-K	<ul style="list-style-type: none"> • Understand importance of following school and classroom rules. • Acquire effective listening skills. • Demonstrate an understanding of the importance of practice, effort and learning. 	<ul style="list-style-type: none"> • Listening Skills • Problem Solving • Team Work • College Day • Study Skills
Grade 1	<ul style="list-style-type: none"> • Understand the importance of learning. • Practice effective speaking, listening and inquiry skills. • Learn that reading, writing and mathematics are fundamental to life. 	<ul style="list-style-type: none"> • Listening Skills • Problem Solving • Team Work • College Day • Study Skills
Grade 2	<ul style="list-style-type: none"> • Work with and without direct supervision, both independently and with others. • Show the ability to follow instructions and to complete assignments. • Develop an awareness of the decision-making process. 	<ul style="list-style-type: none"> • Listening Skills • Problem Solving • Team Work • College Day • Study Skills
Grade 3	<ul style="list-style-type: none"> • Learn basic goal-setting techniques. • Identify good study habits. • Learn how to prepare for testing situations. 	<ul style="list-style-type: none"> • Listening Skills • Problem Solving • Team Work • College Day • Study Skills • Test Taking
Grade 4	<ul style="list-style-type: none"> • Use study skills effectively. • Relate the decision-making process to consequences. 	<ul style="list-style-type: none"> • Listening Skills • Problem Solving

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES
2017-2020**

Grade 4 cont.	<ul style="list-style-type: none">• Develop and implement a plan of action for improving academic skills.	<ul style="list-style-type: none">• Team Work• College Day• Study Skills• Test Taking
Grade 5	<ul style="list-style-type: none">• Demonstrate the ability to set short-term educational goals.• Recognize the importance of time management.• Identify middle school transition steps.	<ul style="list-style-type: none">• Listening Skills• Problem Solving• Team Work• College Day• Study Skills• Test Taking

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES
2017-2020**

A. PROGRAM OBJECTIVE

Enable students to learn effectively in their current educational program.

B. TARGET POPULATION

ELMIRA HEIGHTS COHEN ELEMENTARY SCHOOL

Students, Grades Pre-K through 5

C. EXPECTED OUTCOMES

Students will become familiar with the facilities, programs, and procedures of the school.

Students will recognize and assess their abilities and achievements to determine their individual needs as a learner.

Students will learn the procedures by which and circumstances under which they might utilize the services of a counselor and/or other school personnel.

Students will learn effective home and classroom study habits and understand the relationship between becoming an effective student and utilizing good study skills and habits.

Students will recognize the benefits and the actual relationship between regular school attendance and academic success.

Students will discover and develop their strength as a student and as a person.

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

Family feedback and observation

Teacher observations and support staff observations

Improved student achievement and participation

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES
2017-2020**

Program Objective: Enable students to learn effectively in their current educational program.

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
Organize and conduct classroom/small group presentations for students regarding: a. The role of the School Counselor b. The procedure for using the School Counselor c. Student responsibility to Self and others d. The importance of getting involved in the Learning process e. Enhancing self-concept f. Recommendations for removing obstacles to learning	Grades Pre PK-5 Pre K through 5 Pre K through 5 Pre K through 5 Pre K through 5 Pre K through 5	Teachers/School Counselor Teachers/School Counselor Teachers/School Counselor Teachers/School Counselor Teachers, Counselor, Psychologist	Handouts as applicable to each area of the specified activity	September - June

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES
2017-2020**

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
Plan and conduct a parent orientation meeting to discuss transition to middle school	Parents/Caregivers of 5 th grade students	5 th and 6 th grade teachers, School Counselor	Information packets	May - June
Orientation Services for new students including individual counseling and guided tours of the building	New students Pre K - 5	School Counselor		September - June
New entrant screening procedures : assessment of ability, achievement, gross and fine motor skills, responsive and expressive language development, speech and hearing development and physical health	New students Pre K 5	Teachers, Administrators	Screening profile Test materials	August - July
School Counselor conferences with teachers to assess and improve student progress	Identified students	School Counselor, Teacher,	Interim reports Report cards student work samples SBIT	September - June
School Counselor and student interviews to assess and improve student	Pre K-5	School Counselor/Teacher/	Report Card Student work Samples	September - June

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES
2017-2020**

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
performance		Student/Family/Admin	Study Skills Material	
Conferences with families to assess and improve student performance	Identified students	School Counselor Teachers Pre K - 5 Principal	Student progress reports, teachers comments, Student work samples	September - June
Curriculum Night and Open House meetings toward improvement of study skills including a. preparation of a study schedule b. test taking skills c. memorization skills d. setting goals and priorities	Pre K-5	Teachers Counselor	Study skills materials Study skills curriculum Student Folders	September - June Main emphasis in the Fall

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES
2017-2020**

A. PROGRAM OBJECTIVE

Enable students to actively engage in their future educational program.

B. TARGET POPULATION **ELMIRA HEIGHTS COHEN ELEMENTARY SCHOOL**

Students, Grades Pre K through 5.

C. EXPECTED OUTCOMES

Students will begin to develop career awareness and career planning skills

Students will learn how to formulate and follow through on their goals.

Students will increase their understanding of their responsibility toward their future educational program.

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

Student knowledge of career possibilities

Teacher observation of improved student performance

Student observation and self-report

Parent/caregiver feedback

Document student participation through data collection

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES
2017-2020**

Program Objective: Enable students to actively engage in their future educational program.

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
Counselor and student interviews to set goals and explore careers discuss student performance	All students, PK-5	Counselor	Report cards, Teacher comments Student Work Samples	September to June
Counselor/teacher conferences with parents to assess and improve student performance	All students PK-5	Counselor	Student progress reports, teacher comments, student work samples, student cumulative folder	September - June
Consultation with teachers and support teachers about student placement	All students PK-5	Counselor, Teacher, Support Teacher	Student folder, report cards	September - June

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES
2017-2020**

A. PROGRAM OBJECTIVE

Provide support for students who exhibit attendance problems.

B. TARGET POPULATION **ELMIRA HEIGHTS COHEN ELEMENTARY SCHOOL**

Students, Grades Pre-K through 5

C. EXPECTED OUTCOMES

Students will recognize the relationship between regular school attendance and improved educational performance
Students' regular attendance will improve there will be a reduction in days absent.

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

Longitudinal data demonstrating reduced incidence of non-attendance.
Improved performance of students identified as having attendance problems.
Teacher feedback
Family feedback

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES
2017-2020**

Program Objective: Provide support for students who exhibit attendance problems.

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
Letters to families of students with excessive absences	Students having excessive absences PK-5	Administrators	Clerical Assistance Absent and Tardy letters Excuse letters	September - June
Building Team meetings to discuss students with attendance problems	Identified students PK-5	Administrator School Nurse/School Counselor Dean of Students School Psychologist	Attendance via computer Student folder Children's Integrated Services	September - June
Home visits	Identified students PK-5	School Counselor, School Psychologist, Administration	Children's Integrated Services	September - June
Family conferences arranged with students identified as having attendance problems	Identified students PK - 5	School Counselor, Administration, Children's Integrated Services	Attendance record, Teachers comments Student folder	September - June

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES
2017-2020**

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
<p>Daily attendance lists reviewed by teachers and counselors. Identify students as chronic absentees. Counselor explores causes, and consequences of chronic absenteeism and provides suggestions and recommendations to students for improvement as well as support and follow up services</p>	<p>Identified students PK-5</p>	<p>Counselor Administration School Psychologist</p>	<p>Student attendance card Support team</p>	<p>September - June</p>

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES
2017-2020**

A. PROGRAM PROJECTIVE

Provide help for students who exhibit social/emotional problems.

B. TARGET POPULATION **ELMIRA HEIGHTS COHEN ELEMENTARY SCHOOL**

Students, Grades Pre-K through 5

C. EXPECTED OUTCOMES

Students will demonstrate improved social behavior and school adjustment by

- displaying an ability to recognize and solve problems
- displaying self-confidence
- recognizing individual differences and showing compassion towards others
- accepting responsibility for their own behavior
- recognizing and accepting the need for rules and limitations
- respecting the person and property of others
- attending school on a regular basis
- behaving in a cooperative manner
- improving school performance

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

Analysis of pupil records.

Longitudinal data demonstrating reduced incidence of truancy, social/emotional adjustment problems, disciplinary action and disruptive behavior.

Longitudinal data demonstrating increased incidence of positive school performance and social skill development.

Counselor, family and teacher observations.

Student self-evaluation

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES
2017-2020**

Program Objective: Provide help for students who exhibit behavioral/adjustment problems.

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources	Dates of Activities
Administrator/ Counselor consultation with teachers at Grade Level Team	Identified students PK- 5	Teachers, Administrator , Counselor	Student referrals, Teacher comments, disciplinary reports	September - June
Administrator/teacher Counselor conferences with students exhibiting social emotional/ adjustment problems to ascertain the cause for behavior and provide counseling assistance to reduce incidence of negative behavior	Identified students PK-5	Counselor, teachers, Administrators, Support teacher School Psychologist	Student referrals, teacher comments, disciplinary reports, family comments	September - June
Teacher/family conferences with counselor to assist with children with social/ emotional adjustment	Identified students PK-5	Counselor Administrators Support teacher School Psychologist	Teacher comments student folder, student referrals report cards	September - June
Counseling groups for students who are children of divorce, body image/ anger management/making and keeping friends	Identified students in grades PK-5 who voluntarily agree to participate in this program	School Counselor	Family Permission Form	September - June
Resolution of teacher student differences	Identified students PK-5	Administrator, Counselor, Teacher, Psychologist	Social worker, disciplinary report Student referrals Teacher referrals	September - June

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES
2017-2020**

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources	Dates of Activities
Orientation and screening of new students to help prevent and/or reduce the incidence of behavior adjustment problems.	New students PK-5	Principal, Reading Teacher	Screening	September - June
Guided discussion in the classroom or in group counseling sessions to help students acquire understanding and empathy for the difficulties new students encounter	Students PK-5	Teachers, School Counselor		September - June
Student buddies assigned to new entrants	New students	Teachers	Students	September - June

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES
2017-2020**

A. PROGRAM OBJECTIVE

Provide support for students who exhibit academic problems.

B. **TARGET POPULATION** **ELMIRA HEIGHTS COHEN ELEMENTARY SCHOOL**

Students, Grades Pre-K through 5

B. EXPECTED OUTCOMES

Students will recognize the causes and consequences of academic issues.

Students will learn several ways of dealing with an academic problem.

Students will learn how to obtain tutorial assistance if needed.

Students will improve school performance as indicated by

- class work and homework completed
- improved report card grades
- reduced need for tutorial assistance
- increased participation in class

Students will learn to

- identify and verbalize the issues they are experiencing
- discuss the feelings that are associated with their issue
- identify and appraise possible alternative solutions
- decide what action to take
- implement their plan with support from teachers and counselors
- develop a process for evaluating the success of their plan

C. ANNUAL ASSESSMENT OF PROGRAM RESULTS

Improved academic performance of identified students

Improved application of study skill information

Student self-report

Successful student completion of assigned tasks

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES
2017-2020**

Program Objective: Provide support for students who exhibit academic problems.

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
Conferences with identified and self-referred students to examine the causes of poor academic performance and to recommend remedial assistance	Identified and self-referred Students, PK-5	Counselor AIS Teacher Administrators Teachers School Psychologist	Student report card Student folder Teacher comments Parent comments	September - June
Review of Report Cards every ten weeks	All students, PK-5	Teachers, Counselor	Report cards/Data Assessment Administrator	September - June
Review of achievement tests scores and state assessments	Students, PK-5	Counselor/Principal	Assessment scores	April - October
SBIT Meeting to identify and assess students with academic difficulties and refer to RTI if necessary	Identified students PK-5	Counselor/Teachers Principal Psychologist AIS Teachers Curriculum Coordinator	Student folder Student progress reports Teacher comments Individual assessments	September - June
Family conferences to discuss ways of improving academic performance and ways to increase family involvement in children's academic efforts	Identified students PK-5	Counselor/Teacher/ Administrator	Student folder Report letter	September - August

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES
2017-2020**

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
Tutorial assistance	Identified students	Teachers		November- May

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES
2017-2020**

Encourage and support family/caregiver involvement

B. TARGET POPULATION ELMIRA HEIGHTS COHEN ELEMENTARY SCHOOL

Students, Grades Pre-K through 5.

A. EXPECTED OUTCOMES

Families will gain insight into their child's academic and social progress as well as information regarding their abilities, aptitudes and interests. Families will recognize their actual role in participating in steps to remediate any academic, behavior or attendance issues their child might be experiencing.

Families will be encouraged to make frequent contact with counselors, administrators, teachers, and other school personnel involved with the social and educational growth of their child.

Families will discover & utilize all the resources that the school provides them and their child.

Families will be assisted in obtaining assistance from outside agencies and mental health facilities (if needed) for students exhibiting adjustment, behavior, academic or attendance issues.

Families will feel supported in their efforts to provide for the social or educational development of their child.

B. ANNUAL ASSESSMENT OF PROGRAM RESULTS

Family feedback

Increased attendance of Families at parent/guardian/ teacher conferences and meetings

Improved student performance

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

Program Objective: Encourage and support family/caregiver involvement

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
Open House Curriculum Night	All parents/ caregivers K-5	Teachers Principal Counselor Dean Of Students		September October
Conferences with parents of students who need to improve academics, behavior, or attendance	Identified students & Families PK-5	Teachers, Administrator, Psychologist, School Counselor	Attendance Report letter Progress reports Student folder	September - June
Potential - Retention meetings with Families	Identified students PK-5	Principal Teacher	Student folder Teacher comments Other staff/Advocates	April - June
Kindergarten Orientation	Families of new Kindergarten students	Principal/Counselor Kindergarten Teachers	Other staff	August
Individual family/student conferences to review educational progress and transitional issues in moving to Middle School	Families of 5 th grade students, upon request	Counselor Teachers	Student folder	June
Encourage and support attendance of families at PTA Meetings, concerts, athletic activities and other school sponsored activities	All parents/ caregivers PK-5	Teachers Counselor Principal Dean of Students	Newsletters Notices Posters District Bulletin Facebook	September - June

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

PROGRAM OBJECTIVE

Encourage parental/caregiver involvement

A. TARGET POPULATION **ELMIRA HEIGHTS COHEN MIDDLE SCHOOL** Students, Grades 6, 7, and 8

B. EXPECTED OUTCOMES

Parents/caregivers will be informed of child's

1. Placement in classes
2. Progress and academic achievement
3. Standardized test results

Parents/caregivers will be notified of dates:

- 1 Standardized testing
4. School activities
5. School programs

Parents /caregivers will be encouraged to:

1. Conference with teachers and specialists
6. Utilize appropriate resources and services
7. Participate in steps to remediate any academic and/or behavioral problems their child might have

C. ANNUAL ASSESSMENT OF PROGRAM RESULTS

Feedback from parents/caregivers, teachers, specialists, and administration.

Increased attendance of parents/caregivers at parent/teacher conferences and parent/teacher meetings.

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

Program Objective: Encourage parental/caregiver involvement

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
Parent/caregiver conferences for students exhibiting academic, behavioral, or attendance problems	Students, Grades 6-8	Counselor Administration Dean of students	Daily attendance reports, discipline referrals, report cards, progress reports	Ongoing
Student/Counselor conferences for annual review. Career Planners with parents/guardians (when possible)	All 8 th graders	Counselor	Student folder, career planning sheet, report cards, progress reports, standardized tests, and career data	Spring
Parent/caregiver orientation meeting concerning transition to 9 th grade	Parents/caregivers of 8 th graders	Counselor Administration High School Counselor	Information Packet	February
Letters to parents/caregivers concerning academic placement for the following year	Parents/caregivers of incoming 6 th , 7 th and 8 th graders	Counselor	Clerical assistance	June-July

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

Program Objective: Encourage parental/caregivers involvement

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
Parents/caregivers are notified of dates for: Standardized testing School activities School programs	Parents/caregivers of 6 th , 7 th & 8 th Graders	Administration Counselor	School newsletter Clerical Assistance	Ongoing by building
Distribution of various publications to students and informational mailings to parents/caregivers including: Student handbook District calendar Progress reports Report cards School newsletters Standardized test results	6 th , 7 th & 8 th grade students and their parents/caregivers	Administration School Counselor Teachers	Clerical Assistance	August-July and ongoing
Review of students experiencing difficulty at SBIT meetings	Identified 6 th , 7 th & 8 th graders	Counselor, Social Worker, Administrators, Support Teacher, Nurse, and Psychologist	Counselors, Support Teacher, Nurse, and administrative referral	September - June
Orientation for new students including introduction to school program and guided tour of building	New entrants in 6 th 7 th & 8 th grade	Counselor	Student Handbook Students	Ongoing

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

A. PROGRAM OBJECTIVE

Advisory assistance to enable students to benefit from the curriculum

B. TARGET POPULATION ELMIRA HEIGHTS COHEN MIDDLE SCHOOL

Students, Grades 6, 7 and 8

C. EXPECTED OUTCOMES

- Students will become aware of course offerings and their relationship to post- secondary and career plans
- Students will become aware of the benefits of regular school attendance, completion of class work, and daily preparation of homework assignments as contributory factors to successful academic performance.
- Students will be informed how to seek tutorial assistance.
- Students will become aware of how to improve study skills at home and in school in order to maximize their learning capabilities.
- Students will become aware of to see themselves as successful.
- Students will become familiar with the facilities, programs, and management of the school.

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Improved student attendance, behavior, and/or achievement

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

Program Objective: Advisory assistance to enable students to benefit from the curriculum
(Academic Advisement)

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
Individual conferences with students to provide needed assistance	Counselor identified and self-referred students in grades 6, 7 & 8	Counselor		Ongoing
Provide information about tutorial assistance	Students in grades 6, 7 & 8	Counselor Teachers	Homework Club After School Tutoring with Teachers	Ongoing
Team meetings to assess and improve student progress	Students in grades 6, 7 & 8	Counselor, Teachers, Support Staff, Administration	Report Cards Progress Reports Standardized test results	Ongoing
Counselor and student conferences to assess and improve student performance	Students in grades 6, 7 & 8	Counselor	Report Cards Progress Reports	Ongoing

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

A. PROGRAM OBJECTIVE

Individual or group counseling assistance to enable students to benefit from the curriculum

B. TARGET POPULATION **ELMIRA HEIGHTS COHEN MIDDLE SCHOOL**

Students, Grades 6, 7 and 8

C. EXPECTED OUTCOMES

- Students will work toward developing a positive and productive relationship with their counselor.
- Students will work toward recognizing the relationship between becoming an effective student and raising their self-esteem.
- Students will feel encouraged and supported in their effort to become successful.
- Students will become aware of their relative strengths and weaknesses in both academic and non-academic areas.
- Students will recognize that appropriate positive attitudes toward learning, themselves, and the instructional staff will result in improved academic achievement.

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Counselor appraisal of student
- Student academic achievement (report letter)
- Student standardized test scores
- Teacher comments/observations

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

Program Objective: Individual or group counseling assistance to enable students to benefit from the curriculum

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
Small Counseling Groups	6 th , 7 th & 8 th graders	Counselor Psychologist		Ongoing
Individual counseling appointments with students identified in need of assistance by counselor or self-referral	Identified 6 th , 7 th & 8 th graders	Counselor	Teacher reports Student Progress Report Report Card Standardized Test Results	Ongoing

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

A. PROGRAM OBJECTIVE

Advisory assistance for students who exhibit attendance problems.

B. TARGET POPULATION

ELMIRA HEIGHTS COHEN MIDDLE SCHOOL

Students, Grades 6, 7 and 8

C. EXPECTED OUTCOMES

- Students will be informed of the critical relationship between regular school attendance and academic success.
- Students will be informed of the relationship between attending school and becoming a successful person.
- Students will be informed of attendance and absence procedures through the student handbook distributed at the beginning of the school year.

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

Improvement in student attendance.

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

Program Objective: Advisory assistance for students who exhibit attendance problems.

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
Counselors recommend home contact of chronic absentees (phone call or home visit).	Identified students in grades 6, 7 & 8	Counselor Administrators Psychologist	Absentee list Kid Talk Team	September - June
Individual conferences with students experiencing attendance problems	Identified students in grades 6, 7 & 8	Counselor Administrators	Absentee lists	Ongoing
Letters mailed to parents of students experiencing attendance problems	Identified students in grades 6, 7 & 8	Attendance clerk Administrators	Attendance records	Ongoing
Building meetings to discuss students with attendance problems	Identified students in grades 6, 7 & 8	Counselors Administrators School Psychologist Support Teacher School Nurse Children's Integrated Services	Attendance records	Ongoing
Articulation between middle school and high school counselors concerning attendance patterns of students	Identified students in grades 8	Middle and High School Counselors Administrators	Student attendance information and Teacher input on high school transition/planner forms	Spring
Parental conferences arranged with students identified as having attendance problems	Identified students in grades 6, 7 & 8	Counselor Administrators	Attendance records	Ongoing

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

A. PROGRAM OBJECTIVE

Individual or group counseling assistance to help students who exhibit attendance problems.

B. TARGET POPULATION ELMIRA HEIGHTS COHEN MIDDLE SCHOOL

Students, Grades 6, 7 and 8

C. EXPECTED OUTCOMES

- Students will recognize absenteeism in school as academically and personally self-defeating.
- Students will understand the causes and consequences of their absenteeism in school.

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

Overall improvement in student attendance.

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

Program Objective: Individual or group counseling assistance to help students who exhibit attendance problems.

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
Parental conferences with chronic absentees	Identified students in grades 6, 7 & 8	Counselor Principal	Parents Attendance records	Ongoing
Identification and counseling of students who may not successfully complete their current year due to excessive absences	Identified students in grades 6, 7 & 8	Counselor Teachers Psychologist	Attendance records Report Letters	Ongoing
Counselors will explore with students the causes and consequences of students' absenteeism	Identified students in grades 6, 7 & 8	Counselor Administration Psychologist Children's Integrated Services	Attendance records	Ongoing

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

A. PROGRAM OBJECTIVE

Advisory assistance for students who exhibit behavioral and/or adjustment problems.

B. TARGET POPULATION

ELMIRA HEIGHTS COHEN MIDDLE SCHOOL

Students, Grades 6, 7 and 8

C. EXPECTED OUTCOMES

- Students will recognize the relationship between behavioral problems and academic proficiency.
- Students will recognize and learn to utilize support systems appropriate to their individual problems.
- Students will become aware of the relationship between behavioral problems and social interactions.
- Students will learn to accept responsibility for their behavior.

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Students' self-evaluation
- Longitudinal data demonstrating reduction in disciplinary referrals
- Parent satisfaction
- Improved school climate

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

Program Objective: Advisory assistance for students who exhibit behavioral and/or adjustment problems.

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
Individual and small group conferences with students identified as having behavior or adjustment problems	Identified students in grades 6, 7 & 8	Counselor Social Worker Psychologist	Disciplinary referrals Outside agency supports	Ongoing
Referrals to outside agencies when necessary	Identified students in grades 6, 7 & 8	Counselor Administrator	Disciplinary referrals Attendance Records Report Cards	Ongoing
Resolution of student conflicts	Self-referred student in grades 6, 7 & 8	Counselor Dean of Students	Peer Mediations	Ongoing
Orientation and screening of new students to help prevent and/or reduce the incidence of behavior / adjustment problems	New 6 th , 7 th & 8 th grade entrants	Counselor		Ongoing as needed

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

A. PROGRAM OBJECTIVE

Individual or group counseling to help students who exhibit behavioral and/or adjustment problems.

B. TARGET POPULATION ELMIRA HEIGHTS COHEN MIDDLE SCHOOL

Students, Grades 6, 7 and 8

C. EXPECTED OUTCOMES

- Students will understand the causes of their behavioral or adjustment problems and be encouraged to seek and discuss alternative ways of behaving.
- Students will recognize the relationship between behavioral problems and academic proficiency.
- Students will become aware of the relationship between behavioral problems and social interactions.
- Students will work toward an improved and positive self-image.

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Students' self-evaluation
- Reduction in disciplinary referrals
- Parent satisfaction
- Improved school climate

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

Program Objective: Individual or group counseling to help students who exhibit behavioral and/or adjustment problems.

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
Individual conferences with students identified as having behavioral or adjustment problems to encourage students to: <ul style="list-style-type: none"> • recognize that a problem exists • share their feelings concerning the problem behaviors • decide if they want to change • discuss alternative ways of behaving 	Identified students in grades 6, 7 & 8	Counselor Social Worker Psychologist Administrator	Discipline referral Teacher referral Outside agencies Family	September - June
Referrals to outside agencies, where necessary	Identified students in grades 7 & 8	Counselor Administrators		September - June
Group counseling with students who exhibit behavior/adjustment problems	Identified students in grades 6, 7 & 8	Counselor	Student, Administrative. Teacher, and/or Family input	Ongoing
Orientation and screening of new students to help prevent and/or reduce the incidence of behavior/adjustment problems	New students in grades 6, 7 & 8	Counselor Administration School Nurse Psychologist		Ongoing

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

A. PROGRAM OBJECTIVE

Advisory assistance to help students develop and implement secondary, post-secondary education and career plans.

B. TARGET POPULATION **ELMIRA HEIGHTS COHEN MIDDLE SCHOOL**

Students, Grades 7 and 8

C. EXPECTED OUTCOMES

- List and discuss sources of occupational information
- Discover resources designed to assist them in their career search
- Develop a plan of action for career development
- Develop the ability to gather and process information
- Demonstrate how gaining more information increases alternatives
- Implement the decision making process as needed

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Student self-evaluation

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

Program Objective: Advisory assistance to help students develop and implement post-secondary education and career plans.

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
Maintenance and updating of career materials in the Guidance Office and Library	Students in grades 6, 7 & 8	Counselors Librarian	Naviance accounts	Ongoing
Counselors acting as a resource to teachers who are incorporating career information into their courses	Various classes Students in grades 6, 7 & 8	Counselor, as requested Family & Consumer Science Class	Naviance account information as resources for career and college information	Ongoing
College Visits	Students in grades 6,7 & 8	Counselor Principal		Ongoing

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

A. PROGRAM OBJECTIVE

Individual or group counseling to help students develop and implement secondary, post-secondary education and career plans.

B. TARGET POPULATION **ELMIRA HEIGHTS COHEN MIDDLE SCHOOL**

Students, Grade 6, 7 and 8

C. EXPECTED OUTCOMES

- Students will be able to understand the relationship between their standardized test scores, grades, and future alternatives.
- Students will begin to develop a process for exploring career alternatives.
- Students will recognize and learn to utilize support systems appropriate to their individual needs.

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Student self-evaluation
- Counselor evaluation

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

Program Objective: Individual or group counseling to help students develop and implement post-secondary education and career plans.

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
Individual conference with students requesting assistance with career development	Self-referred students in grades 6, 7 & 8	Counselor	Career planning materials Interest inventory Student records Naviance Program	Ongoing
Conference with parents/caregivers to discuss their child's career plans	Open to all students; usually requested in grade 8	Counselor	Student records Interest inventory Career planning materials Naviance Program	Spring
Relating courses and sequences selected for 9 th grade to career interests, ability, and achievement level	Grade 8	Counselor	Student records Interest inventory Standardized tests	Ongoing

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

A. PROGRAM OBJECTIVE

Instruction to help students learn about various careers and about career planning skills.

B. TARGET POPULATION **ELMIRA HEIGHTS COHEN MIDDLE SCHOOL**

Students, Grade 6, 7 and 8

C. EXPECTED OUTCOMES

- Students will be able to locate and use available career information.
- Students will learn how to research a career they are interested in exploring.
- Students will be able to understand their career development by reviewing their standardized test scores with their counselor.
- Students will learn how to relate their own self-awareness to career development.

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Student self-evaluation
- Successful completion of activities associated with career instruction.

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

Program Objective: Instruction to help students learn about various careers and about career planning skills.

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
Classroom instruction including: <ul style="list-style-type: none"> • consumerism • introduction to work • exploration of the world of work • money management • tentative career planning 	Students in grades 6, 7 & 8	Family and Consumer Science Teacher	Librarian Counselor Other staff as designated by building administrator Naviance accounts	Ongoing
Presentation of available vocational programs Local Business Tours Health Care Panel Naviance surveys and tasks	Students in grade 7 and 8	Counselor	Vocational presentation/guided tours by various local employees Naviance accounts	February-March
Career Day	Students in grades 6, 7, & 8	Counselor	Community assistance	Ongoing
Students complete a tentative 9 th grade high school plan, appropriate for tentative career plans	Students in grade 8	Counselors	Parents	January-March

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

A. PROGRAM OBJECTIVE

Advisory assistance to help students who exhibit academically related issues.

B. TARGET POPULATION **ELMIRA HEIGHTS COHEN MIDDLE SCHOOL**

Students, Grades 6, 7 and 8

C. EXPECTED OUTCOMES

- Students will learn how to obtain tutorial assistance.
- Students will learn several positive ways of dealing with academic problems.
- Students will improve school performance as indicated by:
 - Class work and homework
 - Report card grades
 - Participation in class

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Improved academic performance of identified students
- Improved application of student skill information
- Student, teacher, and parent satisfaction
- Successful student completion of assigned task

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

Program Objective: Advisory Assistance to help students who exhibit academic problems

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
Team meetings to identify and assess students with academic difficulties and make appropriate referrals	Identified students in grades 6, 7 & 8	Counselors Teachers Support Teacher Psychologist	Student records Teacher comments	Ongoing
Building level meetings to assess students with academic difficulties and make appropriate referrals	Identified students in grades 6, 7 & 8	Counselors Administrators Psychologist School Nurse	Student records	Ongoing
Conference with parents of students experiencing academic difficulty	Identified students in grades 6, 7 & 8	Counselor Dean of Students Principal Outside Agencies	Teachers Student records	Ongoing
Individual conferences with students to discuss causes of performance and ways to improve	Identified students in grades 6, 7 & 8	Counselor	Student records	Ongoing
Adjustment of courses and placement level in consultation with students, parents, and teachers	Identified and self-referred students in grades 6,7 & 8	Counselor Teachers	Student records	September - June

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

A. PROGRAM OBJECTIVE

Individual or group counseling to help students who exhibit academic issues.

B. TARGET POPULATION **ELMIRA HEIGHTS COHEN MIDDLE SCHOOL**

Students, Grades 6, 7 & 8

C. EXPECTED OUTCOMES

- Students will recognize the causes and consequences of academic problems.
- Students will learn how to:
 - Identify the problem they are experiencing
 - Discuss their feelings related to their problem
 - Decide what action or plan to take and develop a process for evaluating the outcomes of those actions
- Students will improve school performance as indicated by:
 - Quality of class work and homework
 - Report card grades
 - Participation in class

ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Improved academic performance
- Student, teacher, and parent satisfaction
- Successful student completion of assigned tasks

Counseling: Academic issues

ELMIRA HEIGHTS Developmental Guidance Plan Pre-K-12

Program Objective: Individual or group counseling to help students who exhibit academic problems.

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
Individual conferences with students in need of academic counseling, including: <ul style="list-style-type: none"> • attitudes towards school • goal setting • test taking skills • note taking skills • time management • test anxiety 	Identified and self-referred students in grades 6- 8	Counselor	Study skills materials Report cards Progress reports	Ongoing
Review of report cards and progress reports	Students in grades 6- 8	Counselor every 5 weeks	Report cards Progress reports	At the end of each marking period

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

D. PROGRAM OBJECTIVE

Annual review of each student's educational progress and career plans.

E. TARGET POPULATION

Students, Grades 9 through 12 **THOMAS A. EDISON HIGH SCHOOL**

F. EXPECTED OUTCOMES

- Students will demonstrate an awareness and understanding of their present academic status, achievement, interests, abilities, educational requirements for graduation, and post-secondary options and possible career goals.
- Students will develop an academic plan for the following year.
- Students will develop an appreciation for the process of periodic self-review
- Students will begin to see the relationship among successful achievements, interests and goals.
- Students will be encouraged to become involved through community service and/or extracurricular activities.

G. ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Update transcript evaluation document with student
- Work to support student efforts in exploring careers and college connections
- Discuss course selections, individual course offerings that may apply (college level classes/CTE options)
- Identify supportive services available to student
- Community resources, internships, explanatories, summer opportunities

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

Program Objective: Annual review of each student's educational progress and career plans.

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
Conference with individual students to review educational programs and progress, interests, and abilities, post-secondary alternatives, and possible career goals.	Students in grades 9-11	Counselor Annual basis and periodic during the year	Teacher recommendations Course book Student transcript and current grades	January-April
Senior Reviews: meet to certify students with all classes and test requirements for June graduation plans	Students identified as qualifying to graduate in school year	Counselor		September
Meet with students on regular basis if changes occur in schedule to modify plans to meet graduation requirements	All students	Counselor	Dean of students, support of Kidtalk meetings	ongoing

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

- A. PROGRAM OBJECTIVE **Encourage parental/caregiver involvement**
- B. TARGET POPULATION **THOMAS A. EDISON HIGH SCHOOL**
- C. Parents/caregivers of students in Grades 9 through 12
- D. EXPECTED OUTCOMES
- Parents/caregivers will gain insight into their child’s academic and social progress and planning, as well as their goals, abilities, aptitudes and interests. They will be introduced to career planning and exploration opportunities.
 - Parents/caregivers will understand and participate in steps to remediate any academic and/or behavioral problems their child might have.
 - Parents/caregivers will be informed of the necessary details, procedures, and opportunities concerning their child’s post-secondary options, including:
 - applying to college
 - obtaining part or full-time employment
 - military careers
 - applying for financial aid
 - Parents/caregivers will collaborate with school counselor to ensure student’s success.
 - Parents/caregivers will be assisted in obtaining help from sources within and outside the school if their child exhibits adjustment, behavioral, academic, or attendance problems.
 - Parents/caregivers will be encouraged to make contact with counselors, teachers, and other school personnel involved with the social, personal, and educational development of their child.
- E. ANNUAL ASSESSMENT OF PROGRAM RESULTS
- Students will become better adjusted and more disposed towards learning as a result of increased parental involvement.
 - Parental/caregiver collaboration
 - Increased attendance of parents/caregivers at parent/teacher conferences and informational meetings
 - Improved student performance

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

Program Objective: Encourage parental involvement

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
Parent/caregiver conferences for students exhibiting academic, behavioral, or attendance problems	Students 9-12	Counselor Dean of students Administration	Attendance records, detention reports, report cards, progress reports, teacher comment forms, teacher referral, administrative input	Ongoing
College Information Day /College Fair	Juniors and parents (evening program)	Counselor and approx. 100 College Admissions Representatives 3 hours (day program)	Handouts and references	Fall
Financial Aid Night	Students & Parents/Caregivers Grades 11-12	College Financial Aid Officer representative Counselor After school sessions	Handouts Financial aid & scholarship references	November or December
Mailings to parents/caregivers	Parents/caregivers of Students in Grades 9-12	School Counselors Administrators	Clerical assistance	Ongoing

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

A. PROGRAM OBJECTIVE

Advisement to enable students to benefit from the curriculum.

B. TARGET POPULATION **THOMAS A. EDISON HIGH SCHOOL**

Students, Grades 9-12

C. EXPECTED OUTCOMES

- Students will learn about course offerings and their relationship to post-secondary and career plans.
- Students will understand the benefits of regular school attendance, consistent completion of class work, and daily preparation of homework assignments as integral contributory factors to overall and optimal academic performance.
- Students will recognize when and how to seek tutorial assistance.
- Students will learn how to improve study skills at home and in school in order to maximize their learning capabilities.
- Students will recognize that appropriate, positive attitudes (a sense of responsibility, seriousness of purpose, working to fullest capacities) towards learning, towards themselves and the instructional staff will result in improved academic achievement.
- Students will learn about the value of extracurricular activities to enhance the contribution they can make to the life of the school.
- Students will recognize the importance of putting their knowledge to use in their daily lives.
- Students will appreciate the importance of effective oral and written communication.
- Students will be able to test ways in which each subject or course they are taking will help them in their future careers, in their future educational plans, and with their own personality and character development.
- Students will learn how to see themselves as successful.
- Students will become familiar with the facilities, programs, and administration of the school.

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Increased student participation in class activities.
- Increased student participation in extracurricular activities

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

Program Objective: Advisory assistance to enable students to benefit from the curriculum.

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
Individual conference with students to provide requested assistance as well as assistance not requested but perceived by counselor as needed by the student	Identified and self-referred students Grades 9-12	School Counselor Administration Dean of students Instructional staff as needed	Varies	Ongoing
Study Skills Inter-disciplinary approach through various subject classes	Grades 9-12	Classroom teachers School Counselor	Study skills resources	Ongoing
Tutoring	All students	Teachers available during support periods and after school		Ongoing
Counselor conferences with teachers to assess and improve student progress	Identified students Grades 9-12	Counselor Teacher Dean	Report cards Progress reports School Counselor Referrals	Ongoing

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

A. PROGRAM OBJECTIVE

Individual or group counseling to enable students to benefit from the curriculum.

B. TARGET POPULATION **THOMAS A. EDISON HIGH SCHOOL**

Students, Grade 9 through 12

C. EXPECTED OUTCOMES

- Students will develop a positive and productive relationship with their counselor.
- Students will recognize the relationship between raising their self-esteem and becoming a productive student.
- Students will learn techniques for improving their academic achievement.
- Students will feel encouraged and supported in their efforts to become successful students.
- Students will identify and learn to utilize support systems appropriate to their individual needs.
- Students will articulate their motivation for study in terms of the present and in terms of future career and educational endeavors.
- Students will become aware of their relative strengths and weaknesses in both academic and non-academic areas.
- Students will become familiar with all aspects of program and sequence requirements and course offering opportunities.

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Counselor appraisal
- Student self-evaluation
- Student academic achievement

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

Program Objective: Individual or group counseling to enable students to benefit from the curriculum.

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
Go into English classes to discuss and reinforce requirements for graduation, career planning, success	All students in grades 9-12	Counselor	Transcript Teacher recommendations Course descriptions	Fall and Spring
Individual counseling for seniors to discuss college and career plans and link these plans to success in the senior year.	All students in grade 12	Counselor	Transcript Senior Inventory / Self Evaluation Form Career & college information Testing/ASVAB results Internet resources SAT/ACT information College applications	September-November
Classroom Curriculum for Seniors Topics include: Utilizing guidance services College & career planning	Students in grade 12	Counselor Class period through English or Social Studies classes	College & Career Center Materials	September and October

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
SAT & ACT information Application Process Internet, Employment opportunities	All interested students	School Counselors	Field Trips	Ongoing all year
Individual counseling appointments with students identified in need of assistance by counselor or self-referral	Identified or s students in grades 9-12	Counselor Time varies	Transcript Student folder Student report cards Naviance	Ongoing
Services for new students including individual counseling, screening, scheduling guided tours of the building	New students Grades 9-12	Counselor Time varies	Support teacher Student guides Special Education	Ongoing

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

A. PROGRAM OBJECTIVE

Advisement/ counseling for students who are chronically absent.

B. TARGET POPULATION : **THOMAS A EDISON HIGH SCHOOL**

Students, Grades 9 through 12

C. EXPECTED OUTCOMES

- Students will understand the critical relationship between regular school attendance and academic achievement.
- Students will understand the relationship between attending school and becoming a successful person.
- Students will be informed of attendance and absence procedures through the Student Handbook distributed at the beginning of the school year
- Students identified will improve attendance

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Reduced incidence of non-attendance by students with chronic absences.
- Overall improvement in student attendance rate.
- Decrease in student dropout rate.

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

Program Objective: Advisement/counseling for students who are chronically absent.

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
Individual conferences with students who are chronically absent to explore the causes and consequences of student non attendance and assist students to create a plan to improve attendance	Identified students Grades 9-12	Principal School Counselor Dean Of Students School Psychologist School Social Worker Teachers	Attendance personnel	Ongoing
Follow-up on student absences through parent contact such as - phone calls - home visits	Identified students Grades 9-12	Principal Dean of Students School Counselor Social worker School Psychologist	Attendance personnel	All year

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
Articulation between middle school and high school counselors concerning attendance patterns of students	Identified students	Middle School Counselor High School Counselor Administration	Student attendance records Transition form	summer
Letters sent and phone calls made to parents/caregivers of students with excessive absences.	Students identified as having excessive absences Grades 9-12	Counselors Teachers Administrators	Clerical assistance Absentee letters	Ongoing
Parent/caregiver conferences arranged concerning students identified as being chronically absent	Identified students Grades 9-12	Counselors	Clerical assistance	All year

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

Counseling: Social-Emotional

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
Home visits	Identified students Grades 9-12	Social workers School Counselor Family Liaison	Attendance card	All year

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

PROGRAM OBJECTIVE

Counseling to help students who exhibit behavioral/adjustment problems.

B. TARGET POPULATION : THOMAS A EDISON HIGH SCHOOL

Students, Grades 9 through 12

C. EXPECTED OUTCOMES

1. Students will recognize the causes of their behavioral or adjustment problems and be encouraged to see and discuss alternative ways of behaving.
2. Students will recognize the relationship between behavioral problems and academic proficiency.
3. Students will exhibit one or more of the following desired results:
 - Improvement of school performance
 - Reduced incidents, elimination of unacceptable/inappropriate behavior
 - Improved and positive self-image
 - Improved and positive peer relationships
 - Acceptance of responsibility for behavior
 - More appropriate expressions of negative emotions
 - A productive, interested and cooperative attitude in school
 - A compassionate and patient level of tolerance for others
 - Increased involvement in school activities
4. Students will recognize and learn to utilize support systems appropriate to their individual problems.

D. ANNUAL ASSESSMENTS OF PROGRAM RESULTS

Student self-evaluations

Data demonstrating reduced incidence of absenteeism, disciplinary referrals and disciplinary actions.

Positive Parent/caregiver feedback

Administrative observations and feedback

Improved school climate

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

Program Objective: Individual or Group counseling to help students who exhibit behavioral/adjustment problems.

Activities	Targeted Group or Sub group	Working Together	Other Resources Assigned
<p>Individual meetings with students identified as having behavior or adjustment problems such as:</p> <ul style="list-style-type: none"> poor peer relationships disruptive or uncooperative behavior depression loneliness lack of communication immaturity self-defeating behavior nervousness or inappropriate anxiety violent behavior alcohol or drug abuse <p>Referrals by parents, teachers, or administrators</p>	<p>Identified students Grades 9-12</p>	<p>Counselor Time varies Social Worker Psychologist</p>	<p>Guidance referral</p> <p>Student Assistance</p> <p>School nurse</p>
<p>In these conferences, students are encouraged to:</p> <ul style="list-style-type: none"> recognize that a problem exists 			

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

Activities	Targeted Group or Sub group	Working Together	Other Resources Assigned
identify the problem share their feelings concerning the problem behaviors decide if they want to change discuss alternative ways of behavior resolve to take action on a different way of behaving evaluate the new behavior Referrals to outside agencies where necessary			
Identification and counseling of students who may be potential dropouts due to behavior/adjustment problems	Identified students Grades 9-12	Counselor Social Worker Psychologist Administration	Teacher comments Student referrals)

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

A. PROGRAM OBJECTIVE

Advise and counsel students to develop and implement post-secondary education and career plan.

B. TARGET POPULATION : THOMAS A EDISON HIGH SCHOOL

Students, Grades 9 through 12

C. EXPECTED OUTCOMES

1. List and discuss sources of occupational information.
2. Discover resources designed to assist them in their career search.
3. Develop a plan of action for career development.
4. Develop skills in clarifying values, expanding interests and capabilities and evaluating progress towards goals.
5. Develop the ability to gather information, generate alternatives and assess the advantages and disadvantages of each alternative.
6. Provide examples of how past decisions they have made influence their present and future actions.
7. Provide some examples of some consequences of a decision.
8. Demonstrate how gaining more information increases their alternatives.
9. Implement a decision-making process when making a decision.

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

Student self-evaluation

Reduced number of students who leave high school undecided and without direction and goals

Reduced number of students who leave high school before graduating.

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

Program Objective: Advise and counsel students to develop and implement post-secondary education and career plans.

Activities	Targeted Group or Sub Group	Staff Assigned and Time	Other Resources Assigned	Dates of Activities
Career search materials, ASVAB, etc.	Students Grades 9-12	Counselors	Librarian	on-going
Student orientation sessions 9, 10, 11, 12 Topics include: <ul style="list-style-type: none"> •post-secondary options •college and career materials available in the guidance office •utilization of counselor services •planning career goals orientation and follow-up meetings 		Counselors Other staff as designated by building administration		
Career Day/Career Evening to expose students to various career opportunities	9 th through 12 th grades	School Counselor BOCES Career personnel	Career Day committee Teachers Administration	School year

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

A. PROGRAM OBJECTIVE

Counseling assistance to help students develop and implement post-secondary and career plans

B. TARGET POPULATION : **THOMAS A EDISON HIGH SCHOOL**

All students in grades 9 through 12.

C. EXPECTED OUTCOMES

1. All students will be able to describe their own yearly educational plan and how it fits with their life and/or post secondary education plans.
2. Every graduating senior will complete his or her own personal resume, and have a transcript prepared for a future employer or college application.

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

1. Annually completed goals sheet for each student will be placed in their folder.
2. A resume, and high school transcript (reviewed by the Counselor) will be in each senior's folder.
3. Anecdotal (take out F6 Leaders) records of Counselor conferences with each student.
4. Written feedback forms distributed each cycle to students and parents.
5. Students decide upon and follow through on post-secondary alternatives.
6. Students will recognize and learn to utilize support systems appropriate to their individual needs.

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

Program Objective: Counseling assistance to help students develop and implement post-secondary and career plans.

Activities	Targeted Group or Sub Group	Staff Assigned and Time	Other Resources Assigned	Dates of Activities
Counselor meets with all students to review goal sheets and credits from previous year.	All students 9-12	Counselor -	Student transcript/report card	September-ongoing
Class sessions in college information career counseling and information on other post-secondary choices	All students 9-12	English class presentations College prep classes	Counselor – Common App Application, College and Career information	September - November
Counselor will arrange appointments with parents to discuss post-secondary plans	Open to all students - usually requested in 11 th and 12 th grade	Counselor time various	Student transcript - College materials	September - June
A high school transcript will be prepared for/with each graduating senior and placed in their folder	All seniors	Counselor		First semester
Senior Meetings	All seniors	Senior Class Advisors/ Administration	To keep on touch with all Seniors as to plans	ongoing

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

A. PROGRAM OBJECTIVE

Individual or Group counseling to help students develop and implement post-secondary education and career plans.

B. TARGET POPULATION

Students grade 9 through 12 : **THOMAS A EDISON HIGH SCHOOL**

C. EXPECTED OUTCOMES

1. Students will be able to:
 - understand the relationship between their standardized test scores, grades and future career alternatives
 - learn about educational requirements for their career options
2. Students will develop a process for selecting a career options.
3. Students will develop and follow through on a plan for selecting career options.
4. Students decide upon and follow through on a post-secondary
5. Students will recognize and learn to utilize support systems appropriate to their individual needs.
6. Students will learn how to utilize the services and recommendations of their counselor in developing and implementing post-secondary plans.

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

Student self-evaluation

Reduced number of students who leave high school undecided and without direction and goals

Reduced number of students who leave high school before graduating.

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

Program Objective: Individual or group counseling to help students develop and implement post-secondary education and career plans.

Activities	Targeted Group or Sub Group	Staff Assigned and Time	Other Resources Assigned	Dates of Activities
Students schedule individual appointments with counselors regarding career development	Self-referred students, grades 9 - 12	Counselor School Social Worker	Career materials Librarian	on-going
Counselors will schedule all students in grades 9-12 for an annual review which will include counseling for career planning and post-secondary education	Students, grades 9 - 12	Counselor	Student records	on-going
Counselors will arrange appointments with parents to discuss their child's post-secondary plans upon request.	Open to all students	Counselor	Student records	on-going

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

A. PROGRAM OBJECTIVE

Advisory assistance to help students who exhibit academic problems.

**B. TARGET POPULATION THOMAS A EDISON HIGH SCHOOL
Students, Grades 9 through 12**

C. EXPECTED OUTCOMES

1. Students will learn several positive ways of dealing with an academic problem.
2. Students will learn how to obtain tutorial assistance if needed.
3. Students will recognize the causes and consequences of academic problems
4. Students will improve school performance as indicated ty
 - class work and homework completed
 - improved report card grades
 - reduce need for tutorial assistance
 - increased participation in class

D. ANNUAL ASSESSMENT OF PROGRAM RESULTS

Improved academic performance of identified students
Improved application of study skill information
Student satisfaction and self-evaluation
Teacher satisfaction
Data analysis of statistical information

**ELMIRA HEIGHTS SCHOOL DISTRICT
SCHOOL COUNSELOR
PROGRAM OBJECTIVES:
2017-2020**

Program Objective: Instruction at grade 12 to help students learn about various careers and about career planning skills.

Activities	Targeted Group or Sub Group	Staff Assigned and Time	Other Resources Assigned	Dates of Activities
Individual Senior Review to discuss and explain the following topics: - Program requirements to be completed for graduation - Available post-secondary options - Timeline to finalize post-secondary plans with their counselor - College Fair - Career Fair - Scholarship information - Visits from college Representatives - Guidance office Resources - College Testing information - Vocational and Technical training	All 12 th graders	Counselor	Senior Planning Booklet Forms for post secondary	Early Fall

APPENDICES

Appendix A: National Standards for School Counseling Programs

<..\Guidance Plan\National Standards for School Counselors.pdf>

Appendix B: School Counselor Accountability:

<..\Guidance Plan\Framework for School Counseling programs.pdf>

Appendix C: School Counselor Ethical Standards

<http://www.schoolcounselor.org/asca/media/asca/Resource%20Center/Legal%20and%20Ethical%20Issues/Sample%20Documents/EthicalStandards2010.pdf>

Appendix D: School Counselor (K-12) Functional Calendar

<..\Guidance Plan\Appendices\Functional Calendar for Elmira Heights.doc>

Appendix E: ELMIRA HEIGHTS School Counselor Job Description

<..\Guidance Plan docs\job description Elmira Heights.pdf>

Appendix F: Why ELMIRA HEIGHTS Elementary School Counselors?

<https://www.schoolcounselor.org/school-counselors-members/careers-roles/why-elementary-school-counselors>

Why ELMIRA HEIGHTS Middle School Counselors?

<https://www.schoolcounselor.org/school-counselors-members/careers-roles/why-middle-school-counselors>

Why ELMIRA HEIGHTS High School Counselors?

<https://www.schoolcounselor.org/school-counselors-members/careers-roles/why-secondary-school-counselors>

Appendix G : Implementing the Common Core State Standards: The Role Of the School Counselor

<..\Guidance Plan docs\Common Core Standards for School Counselors.pdf>

RESOURCES:

ASCA (American School Counselor Association) National Standards

The N Y State Model for Comprehensive K-12 School Counseling Programs
Syracuse City School District 7-12 Counseling Program
Greece Central School District Counseling Curriculum K-12 Documents and Bench Marks
Elmira City School District Performance Standards
Irvington Union Free School K-12 District Plan 2006
Ithaca City School District Guidance Program Objectives 1999-2000
Rhode Island Framework for Comprehensive K-12 School Counseling Programs
Tucson (Arizona) Unified School District Counseling Standard