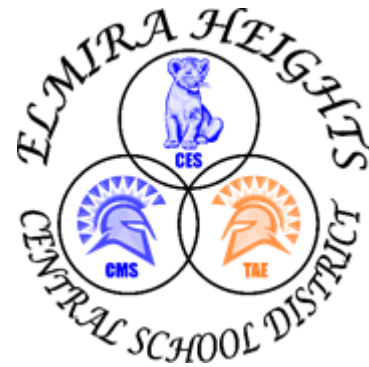


Elmira Heights School District



Comprehensive School Counseling Plan 2020-2022

Comprehensive School Counseling Development team:

Thomas A Edison High School Counselor: Deborah Howe-Tennant

Middle School Counselor : Alyssa Hoobler

Cohen Elementary: Krissy McNamara

Context

Administration

Counselors

Teachers

Community

Students

Content

Documents: Elmira Heights Program Objectives

American School Counselor Association and NYSSCA resources

ELMIRA HEIGHTS SCHOOL DISTRICT: Serving 1,100 students in a small town in Chemung County in the Southern Tier region of Upstate New York. In 2018-2019, 56% of students were considered economically disadvantaged (NYS Report Card).

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

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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

Guiding Assumptions

- A comprehensive counseling program serves all students, is written and contains a statement of philosophy, and is a definition of the program.
- Teachers, counselors, parents, and community leaders' work together to meet student development needs.
- A Student Services committee provides support, offers advice, and reviews guidance activities.
- The National Standards for School Counseling Programs form the basis for the school counseling comprehensive plan.
- The School Counseling program is articulated throughout the grade levels.
- Individual and group counseling opportunities are provided.
- Appropriate counseling, consulting and referral activities are provided.
- School Counseling resources and facilities are appropriate and adequately maintained.
- Students have access to current information, including adequate technology resources.
- Data from systematic follow-up with students, parents, and employers results in continuous program improvement.
- Adequate provisions for staff development are provided.

School Counseling Mission

As school counselors in this District we support the mission of the Elmira Heights School District by providing a comprehensive, developmentally age-appropriate and sequential school counseling program that is aligned with the Common Core Learning Standards and the American School Counselor Association's National Standards for School Counseling Programs. We focus on the needs, interests and issues related to the stages of student growth through academic, career and personal/social development. In partnership with students, staff, family, community members and employers, we will prepare students to become effective learners of character, achieve success in school, live successful and rewarding lives, and develop into contributing members of our global society.

Rationale

Our comprehensive school counseling program is an integral component of the total educational experience of **all** students. The program is designed to foster student achievement and school improvement and is developmental and systematic in nature, sequential, clearly defined and accountable.

This comprehensive school program addresses students' needs in three domains: academic, career, and personal/social throughout their grades Pre – 12 schooling. This comprehensive school program serves every student, incorporates the *National Standards for School Counseling Programs* as its foundation, is data driven, proactive and prevention-based, developmentally appropriate and supports school improvement. Our comprehensive school counseling program promotes and enhances the learning process for all students.

Leadership, Advocacy, Collaboration and Systemic Change

School counselors are influential in helping students eventually reach their postsecondary, career, and personal/social goals. In addition to our roles in counseling and coordination, school counselors are leaders, advocates, and collaborators. As leaders, we engage in school-wide change to ensure student success. School counselors promote academic achievement by developing a comprehensive developmental school counseling program that pays attention to issues of educational equity and access. As advocates, we advocate for all students to achieve at a high level. School counselors remove barriers to academic achievement by teaching skills to students, and helping students and parents negotiate the school environment and access support systems. School counselors collaborate with teachers, administrators, staff, students, parents, and community members to impact system-wide changes. Most importantly, school counselors demonstrate that we are willing to share responsibility and accountability for student achievement and school improvement. In all of these roles, school counselors use local, regional, and national data to support their programs.

Most school counselors agree that our skills, time, and energy should be focused on balancing direct and indirect services to students. School counseling programs and the primary methods of delivery are determined by the extent of the academic, career, and personal-social developmental needs of students. The counselor is in a key position to identify the issues that impact on student learning and achievement by becoming involved at the core of school planning, developing programs, and impacting the climate. We use a collaborative model as a springboard for success. Counselors do not work alone; all educators play a role in creating an environment, which promotes the achievement of identified student goals and outcomes. The counselor facilitates communication and establishes linkages for the benefit of students, with teaching staff, administration, families, other Student Services personnel, agencies, businesses, and other members of the community. Student success in school depends upon the cooperation and support of the entire faculty, staff, and Student Services personnel.

Knowledge and skills that students acquire in the areas of academic, career and personal-social development must surpass what are perceived to be predominantly “counseling related” services activities. Program delivery consists of the many ways that professional school counselors provide services to students including individual and group counseling, large and small group guidance, consultation, management of resources, and through the coordination of services. The school counselor utilizes a variety of strategies, activities, delivery methods, and resources to facilitate student growth and development. In order to accomplish this, the school counselor must possess a solid knowledge of what he/she needs to know and be able to do to serve as a student advocate, provide direct and indirect services, and ascribe to the belief that all students can learn and achieve.

What are the roles of faculty, school counselors, administrators and others?

In a school with a comprehensive school counseling program, administration, faculty, and staff *understand* and *support the program*. In addition, all teachers, administrators and staff assist in program delivery to ensure every student receives the services he or she needs. These roles are defined according to the New York State Comprehensive School Counseling Program as follows:

<i>Counselor's Role</i>	Provide proactive leadership to ensure every student is served. They manage the comprehensive program and coordinate strategies and activities with others (e.g., teachers, parents, community agencies, business representatives) to meet the program goals and standards/competencies.
<i>Teacher's Role</i>	Are partners with school counselors. They develop and infuse school counseling activities into the instructional program that are integral to good learning. They may serve as advisors, mentors and in a number of other roles.
<i>Administrator's Role</i>	Provide leadership in developing the program and in the ongoing program improvement. Administrators provide continuous support and emphasize the importance of the program to others. They promote cooperation between counselors, faculty and others. They also provide facilities, resources and allow time to facilitate the program process.
<i>Parents' Role</i>	Work cooperatively with school personnel in delivering the program. They serve on committees and provide linkages to the community by communicating program goals to others.
<i>Students' Role</i>	Actively participate and assume responsibility for meeting standards /developing competencies. They will be able to identify the skills, knowledge and attitudes they have gained in structured guidance sessions.
<i>Business/Community Representatives' Roles</i>	Representatives from Business and Industry and others in the community serve on committees, talk with classes, act as mentors, provide financial support and generally serve as partners in the education of youth.

Benefits of Comprehensive School Counseling Programs

Comprehensive developmental school counseling programs positively impact students, parents/guardians, teachers, the community, boards of education, administrators and school counselors. The benefits to each of these groups include the following:

Benefits for Students

- Focuses on all students
- Enhances students' academic performance
- Centers on students' needs
- Seeks students' input
- Encourages more interaction among students
- Provides a developmental and preventative focus
- Promotes knowledge and assistance in career exploration and development
- Enhances life coping skills
- Helps students feel connected to school
- Enhances students' personal/social development
- Develops decision-making skills
- Increases knowledge of self and others
- Broadens knowledge of our changing work world
- Increases opportunities for school counselor-student interaction
- Develops a system of long-range planning for students

Benefits for Parents/Guardians

- Enhances students' academic performance, and their career and personal/social development
- Encourages the input of parents/guardians
- Encourages outreach to all parents/guardians
- Provides support for parents/guardians regarding each child's educational development
- Increases opportunities for parent/guardian school counselor interaction
- Provides parents/guardians information about available resources
- Assures parents/guardians that all children will receive support from the guidance and counseling program

Benefits for Teachers

- Contributes to a team effort to enhance students' academic performance as well as their career and personal/social development
- Provides relevant curriculum ideas through the use of guidance and counseling grade level expectations
- Encourages teachers' input into the delivery of the comprehensive guidance and counseling program
- Establishes the school counselor as a resource/consultant
- Encourages positive, collaborative working relationships
- Defines the role of school counselors as educators

Benefits for the Community

- Encourages input from business, industry, labor, and other community partners including community mental health and social service agencies
- Provides increased opportunities for collaboration among school counselors and business, industry, labor, and other community partners including community mental health and social service agencies
- Enhances the role of the school counselor as a resource person
- Increases opportunities for business, industry, labor, and other community partners including community mental health and social service agencies to actively participate in the total school program
- Enhances students' academic performance as well as their career and personal/social development
- Supplies a future workforce that has decision-making skills, pre-employment skills, and increased worker maturity
- Facilitates the development of students as active responsible citizens

Benefits for the Board of Education

- Enhances students' academic performance as well as their career and personal/social development
- Encourages greater school/community interaction
- Provides a rationale for including a comprehensive guidance and counseling program in a school system
- Provides program information to district patrons

- Provides a basis for determining funding allocations for the program
- Provides ongoing evaluation data concerning the full implementation of the program, the work of school counselors within the program, and the attainment of relevant guidance and counseling student outcomes

Benefits for Administrators

- Enhances students' academic performance as well as their career and personal/social development
- Provides a clearly defined organizational structure for the comprehensive guidance and counseling program
- Establishes a clearly defined job description for school counselors
- Provides a way to supervise and evaluate school counselors
- Encourages administrative input and involvement in the implementation and evaluation of the comprehensive guidance and counseling program
- Provides a means of accountability through comprehensive guidance and counseling program, personnel and results evaluations
- Enhances the image of the comprehensive guidance and counseling program in the school community
- Promotes the work of school counselors as providers of direct services to students and parents as well as being a consultant and collaborator with teachers and administrators
-

Benefits for School Counselors

- Enhances students' academic performance as well as their career and personal/social development
- Places guidance and counseling in the mainstream of the total educational system
- Provides clearly defined organizational structure in which to work
- Reduces and strives to eliminate non-guidance and counseling activities while retaining fair- share responsibilities
- Offers the opportunity to reach all students
- Provides a systemic way to plan, design, implement, evaluate and enhance the District's comprehensive guidance and counseling program
- Outlines clearly defined responsibilities for helping students master guidance and counseling content, develop personal plans of student and assisting students needing help with their individual concerns

Direct Student Services:

Direct services are in-person interactions between school counselors and students and include the following:

- **School counseling core curriculum:** This curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level. The school counseling core curriculum is delivered throughout the school's overall curriculum and is systematically presented by school counselors in collaboration with other professional educators in K-12 classroom and group activities.
- **Individual student planning:** School counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.
- **Responsive services:** Responsive services are activities designed to meet students' immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.

Indirect Student Services:

Indirect services are provided on behalf of students as a result of the school counselors' interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations.

To demonstrate the effectiveness of the school counseling program in measurable terms, school counselors analyze school and school counseling program data to determine how students are different as a result of the school counseling program. School counselors use data to show the impact of the school counseling program on student achievement, attendance and behavior and analyze school counseling program assessments to guide future action and improve future results for all students. The performance of the school counselor is evaluated on basic standards of practice expected of school counselors implementing a comprehensive school counseling program.

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 2020-2022. 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

ELMIRA HEIGHTS Delivery System:

ELMIRA HEIGHTS Program Objectives

Elmira Heights Management System: Elmira Heights district calendars

Elmira Heights Counselor Accountability

DELIVERY SYSTEM:

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

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 	<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.

		<ul style="list-style-type: none"> • Difference between job, career, occupation and • Profession 	
Grade 2	<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.
Grade 3	<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 	<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.

		<p>getting and keeping jobs.</p> <ul style="list-style-type: none"> • Difference between job, career, profession and occupation 	
Grade 4	<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.
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 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 	<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.

		Way to reach goals and chosen career e.g. trade school, college	
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. 	<ul style="list-style-type: none"> • My First Resume • All About Me 	

	<ul style="list-style-type: none"> • 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"> • Goal Setting • What the Future Holds
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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

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

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

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

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

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/School Counselor Teachers, Counselor, Psychologist	Handouts as applicable to each area of the specified activity	September - June
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

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
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 performance	Pre K-5	School Counselor/Teacher/ Student/Family/Admin	Report Card Student work Samples Study Skills Material	September - June
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

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
Curriculum Night and Open House meetings toward improvement of study skills including <ul style="list-style-type: none"> 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

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

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

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

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
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	Identified students PK-5	Counselor Administration School Psychologist	Student attendance card Support team	September - June

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

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
Orientation and screening of new students to help prevent and/or reduce the incidence of	New students PK-5	Principal, Reading Teacher	Screening	September - June

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources	Dates of Activities
behavior adjustment problems.				
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

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

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
Tutorial assistance	Identified students	Teachers		November- May

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

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

PROGRAM OBJECTIVE

Encourage parental/caregiver involvement

A. TARGET POPULATION **ELMIRA HEIGHTS COHEN MIDDLE SCHOOL:** 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
2. School activities
3. School programs

Parents /caregivers will be encouraged to:

1. Conference with teachers and specialists
2. Utilize appropriate resources and services
3. 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.

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

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

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

Program Objective:
(Academic Advisement)

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 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

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

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

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.

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

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.

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

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

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

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

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

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

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

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

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

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.

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

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

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

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

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

PROGRAM OBJECTIVE

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

TARGET POPULATION

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

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.

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

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

PROGRAM OBJECTIVE Encourage parental/caregiver involvement

TARGET POPULATION THOMAS A. EDISON HIGH SCHOOL

Parents/caregivers of students in Grades 9 through 12

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.

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

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

PROGRAM OBJECTIVE

Advisement to enable students to benefit from the curriculum.

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

Students, Grades 9-12

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.

ANNUAL ASSESSMENT OF PROGRAM RESULTS

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

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

PROGRAM OBJECTIVE

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

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

Students, Grade 9 through 12

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.

ANNUAL ASSESSMENT OF PROGRAM RESULTS

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

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 SAT & ACT information Application Process Internet, Employment opportunities	Students in grade 12 All interested students	Counselor Class period through English or Social Studies classes School Counselors	College & Career Center Materials Field Trips	September and October 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

PROGRAM OBJECTIVE

Advisement/ counseling for students who are chronically absent.

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

Students, Grades 9 through 12

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

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.

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
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	Students identified as having excessive absences Grades 9-12	Counselors Teachers Administrators	Clerical assistance Absentee letters	Ongoing

Activities	Targeted Group or Sub Group	Staff Assigned	Other Resources Assigned	Dates of Activities
excessive absences.				
Parent/caregiver conferences arranged concerning students identified as being chronically absent	Identified students Grades 9-12	Counselors	Clerical assistance	<p style="text-align: center;">Counseling: Social-Emotional</p> <p style="text-align: center;">All year</p>
Home visits	Identified students Grades 9-12	Social workers School Counselor Family Liaison	Attendance card	All year

PROGRAM OBJECTIVE

Counseling to help students who exhibit behavioral/adjustment problems.

TARGET POPULATION : THOMAS A EDISON HIGH SCHOOL

Students, Grades 9 through 12

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.

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

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 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 			

Activities	Targeted Group or Sub group	Working Together	Other Resources Assigned
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)

A.PROGRAM OBJECTIVE

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

TARGET POPULATION : THOMAS A EDISON HIGH SCHOOL

Students, Grades 9 through 12

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.

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.

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 counseling 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

PROGRAM OBJECTIVE

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

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

All students in grades 9 through 12.

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.

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.

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

PROGRAM OBJECTIVE

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

TARGET POPULATION

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

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.

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.

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

PROGRAM OBJECTIVE

Advisory assistance to help students who exhibit academic problems.

TARGET POPULATION THOMAS A EDISON HIGH SCHOOL

Students, Grades 9 through 12

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

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

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:

http://static.pdesas.org/content/documents/asca_national_standards_for_students.pdf

Appendix B: School Counselor Accountability: <https://www.schoolcounselor.org/newsletters/october-2018/accountability-successful-school-counseling>

Appendix C: School Counselor Ethical Standards

[:http://www.schoolcounselor.org/asca/media/asca/Resource%20Center/Legal%20and%20Ethical%20Issues/Sample%20Documents/EthicalStandards2010.pdf](http://www.schoolcounselor.org/asca/media/asca/Resource%20Center/Legal%20and%20Ethical%20Issues/Sample%20Documents/EthicalStandards2010.pdf)

Appendix D: Why School Counselors

- **Elementary School Counselors?** <https://www.schoolcounselor.org/asca/media/asca/Careers-Roles/WhyElem.pdf>
- **Middle School Counselors?** <https://www.schoolcounselor.org/asca/media/asca/Careers-Roles/WhyMiddle.pdf>
- **High School Counselors?** <https://www.schoolcounselor.org/asca/media/asca/Careers-Roles/WhyHighSchool.pdf>

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

Appendix E: School Counselor Job Descriptions

Appendix F: Planning for Virtual/Distance School Counseling During an Emergency Shutdown:

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

Appendix G: The School Counselor and Virtual Counseling :

https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_Virtual.pdf

Appendix D: Functional Calendars

Cohen Elementary Functional Calendar

Grade Level Activities and themes subject to change

June/July

Create Master Schedule
Plan Calendar for School Year
Orientation Nights
Schedule Changes per Parent Request
Receive NYS State Test scores

September: Introduction to Counselor and Mental Health, Schedule updates, Building Intros, PBIS kickoff

October: Mindfulness, Unity Day, Progress Reports Marking Period1, College Day, Open House

November: Community Service/ Thankfulness, Cougar Club, Marking Period 1 Report Cards
Food Bank of the Southern Tier Canned Food Drive (School Wide Program)

December: Feelings/Emotions, Progress Reports Marking Period 2

January: Self Esteem/Wellness, Mental Health Newsletters

February: Uniqueness/Kindness, Marking Period 2 Report Cards, Cougar Club updates

March: Careers, State Test preparation, Progress Reports Marking Period 3

April: Growth Mindset, 5th Grade Transitioning to Middle School lessons, NYS Math and ELA State Tests

May: Interests/ All About Me, Career Day, Summer Wellness Newsletter

June: Diversity, Middle School Visits, Marking Period 4 Report Cards

Cohen Middle School Functional Calendar

June/July/August

Create Master Schedule
Plan Calendar for School Year
Orientation Nights
Schedule Changes per Parent Request
Receive NYS State Test scores

September

Schedule Changes
Introductions to the building
Attendance Awareness
PBIS Kick-Off Assembly/Activities

October

Bully Prevention Month (School Wide Program)

- Bullying/ Cyberbullying lessons (using Second Step if applicable)
- Unity Day: Whole School wore orange to represent dignity and uniqueness

Progress Reports Marking Period 1

November

Marking Period 1 Report Cards
Food Bank of the Southern Tier Canned Food Drive (School Wide Program)
Local Business Tours
Career Presentations

December

Progress Reports Marking Period 2

January

Benchmark Exams
Mad City Money Program

- Simulation through Corning Credit Union in which students are given a scenario with a partner in which they are given a job and bills they have to pay throughout the month (including mortgage/rent, food, utilities, clothing, etc.)

- BOCES Road Show (8th grade)
 - GST BOCES presents to 8th graders in January
 - They will choose their top choices and each 8th grade student will be able to attend two presentations

February

8th Grade Transition Parent Night

8th Grade Scheduling Begins

Marking Period 2 Report Cards

Begin meetings with those in jeopardy of failing

March

Continue meetings with those in jeopardy of failing

State Test Preparation

Scheduling/Course selection Continued

Progress Reports Marking Period 3

College Visits

April

NYS Math and ELA State Tests

Career Day

Marking Period 3 Report Cards

Career Day

May

Interest and Career Inventories

8th Grade NYS Science Performance Test

Progress Reports Marking Period 4

8th Grade High School Visit

June

Marking Period 4 Report Cards

Summer School Preparation

Post Tests

On Going Counselor Responsibilities: Middle and Elementary School

- Provide social, emotional, academic, and crisis counseling to students
- Classroom Lessons
- Individual and Group Counseling as needed
- Collaborate with teachers, administration, families, agencies, other school professionals to support students
- Parent/Team/Student conferences
- Make appropriate referrals to outside counseling and social service agencies
- Schedule changes, updates, and academic advisement
- New student registration, scheduling, record/transcript review and updates
- CSE/504 Meetings
- Monitoring of all student progress reports and report cards
- School Based Intervention Team
- Building Leadership Team
- New Student Orientation to Building
- Career Planning and College Visits
- Connecting to local businesses for tours and presentations
- Awards and Orientation Activities
- After School Tutoring/ Homework Club
- National Junior Honor Society community service activities
- New York State Test Coordinator

Edison High School

Late June /July:

1. Run grade reports to determine course failures
2. Determine plan for credit recovery; summer school, recovery, repeat course
3. Summer school registration
4. Summer school senior certification for August Graduates
5. Transcript Corrections/transcript updates (new students completed)
6. Promotional Flags-seniors graduated
7. Final Transcripts reviewed/signed/sent to colleges
8. Schedule corrections and clean-ups for students who fail
9. Cohort and class level adjustments
10. Update NCAA course descriptions as needed
11. ACE course lists sent to CCC
12. Update staff registration for AP courses
13. Office – summer coverage
 - a. Specific dates for registration w/counselor w/ secretaries
 - b. Secretary aware of dates to tell parents on the phone
14. Master schedule refinement
15. Send Save the date for Bootcamp
16. Update school profile, upload to Naviance, SUNY

August:

1. Run master schedule again and send out schedules
 - a. Meet with Admin about conflict issues
2. Walk in schedule problems: set dates, marking periods
3. Run final schedules
4. Generate senior list (including early graduates, alt programs and out of cohort students)
5. Send letter to Seniors about the expectations for the year
6. Bootcamp for college applications
7. Register Naviance for Common App
8. Enroll with SUNY for Application
9. 9th grade orientation

September:

1. Class meetings, expectations, updates on school procedure, fresh start....
2. Schedule clean-ups
3. Schedule clean-ups by grade and team (9th – 12th)
4. NEW schedules handed out first day of school
5. Go into the classrooms for college information and graduation requirements
6. Give scholarship information to web master to update CHS website
7. Registration is by appointment only
8. Deadline is (set date) for schedule changes
9. Update school Profile
10. Begin senior certifications (complete index cards for each senior with proper spelling of name for diploma)
11. Go into all 9th grade classes and go over expectations of high school
12. Send home PSAT registration information to all juniors- go into English 11 classes

October:

1. Senior check-ins on Naviance procedure- update newsletter
2. PSAT Preparation for Juniors and sophomores in classrooms
3. Open House
4. ASVAB for 10th graders
5. Follow up on students not doing well

November:

1. College Process
 - a. College search, transcripts, recommendations, applications (Naviance)
2. Junior classroom guidance: career/college planning
3. AIS lists/letters
4. Update data base of all regents scores of our students to track
5. Develop regents' exam failure list, order answer sheets and exams for January
6. ED/EA applications

December:

1. Completed applications need to be in two weeks before the deadline.

2. Mediation- 9th grade
3. 9th grade classroom guidance lessons in Naviance
4. Middle school meeting for next year's scheduling
5. Middle school planner night
6. Diploma orders

January:

1. PSAT results
 - a. Explain results in senior scheduling meetings
2. January Regents exams
3. 2nd semester scheduling
4. Update yearbook pictures with level changes
5. Communicate with registrar for grade level changes

February:

1. 10th grade visits to CTE programs at BOCES
2. Scheduling meetings, Juniors, Sophomores, Freshmen

March:

1. Complete scheduling meetings
2. Warning letters for senior failures
3. Junior college night
4. Sign up for National College Fair in ---
 - a. Field trip packet
5. Professional development day
6. Sign up for S.U. Challenge Field Trip
7. Senior "danger" lists
8. Warning letters for failing seniors
9. District scholarship planning

April:

1. Junior parent senior year planning night
2. Order Regents exams and answer sheets

May:

1. Plan Honors day
2. Final push for getting help if needed
3. Order PSAT exams for October
4. AP exams

June:

1. Graduation Preparation: awards
2. Class/Honor Day awards
3. Report cards
4. Summer School Sign-ups
5. Graduation
6. Promotional flags for all grade levels
7. Post-secondary tasks: transcripts, financial aid verification, etc.

Ongoing Counseling responsibilities: High School

- Provide social, emotional, academic, and crisis counseling to students
- Classroom Guidance Lessons
- Individual and Group Counseling as needed
- Collaborate with teachers, administration, families, agencies, other school professionals to support students
- Parent/Team/Student conferences
- Make appropriate referrals to outside counseling and social service agencies
- Schedule changes, updates, and academic advisement

- New student registration, scheduling, record/transcript review and updates
- Attend CSE/504 Meetings
- Monitoring of all student progress reports and report cards
- School Based Intervention Team (monthly)
- Building Leadership Team
- New Student Orientation to Building
- Career Planning and College Visits
- Connecting to local businesses for tours and presentations
- Awards and Orientation Activities
- After School Tutoring recommendations
- New York State Test Coordinator

Appendix E: ELMIRA HEIGHTS School Counselor Job Descriptions

Elmira Heights Central School District Job Description School Counselor Cohen ES (PK-5)

Department: Student Services

Title: School Counselor Cohen ES

Qualifications

Minimal

Shall hold or be eligible for a New York State provisional or permanent certification in the field of School Counseling

Desired

- Displays the experience, ability, personality, energy, and maturity to work effectively with assigned students
- Possesses the flexibility to meet the everyday demands of students, curriculum, department, school, and system

Length of Work Week/Year:

- 10-month position with additional days beyond teacher calendar according to contract
- 40 hr. per week

Terms of Employment

Outlines in the EHTA contract with the Elmira Heights Central School District

Reports To

Elementary School Principal

Responsibilities (including by not limited to :)

- Assists teachers, administrators, other staff members, and the community in understanding the needs and problems of students.
- Provides school counseling services to assigned students
- Serves as a resource person in interpreting the school program and how they relate to individual needs of students.
- Works cooperatively with other student personnel specialists: reading and speech teachers, nurses, psychologists, deans, and social workers
- Prepares and presents student orientation programs and assists with parent orientation programs.
- Assists students to understand themselves, as well as others.
- Assesses the emotional, social and academic progress of students on a continuing basis, provides progress reports, and holds appropriate conferences.
- Participates in the organization and administration of the Standardized and New York State Testing program.

- Collects data and recommends student promotion and placement.
- Determines student eligibility for honor awards.
- Assists in implementing school-wide policies and rules governing student conduct.
- Maintains accurate and complete records as required by law, District policy, and administrative regulations.
- Attends meetings as required/necessary (i.e. faculty meetings, parent conferences, CSE meetings)
- Serves on established committees, either on a vocabulary basis or assignment.
- Submits annual budget requests to the building principal.
- Strives to keep informed of the current educational trends in this area.
- Develops and implements age appropriate programs to promote personal social, academic, and college/career readiness.

Other

- Follows all Elmira Heights Board and District Policies
- Performs related duties as required or assigned

Elmira Heights Central School District
Job Description
School Counselor Cohen MS (6-8)

Department: Student Services
Title: School Counselor Cohen MS
Qualifications:

Minimal

Shall hold or be eligible for a New York State provisional or permanent certification in the field of School Counseling

Desired

- Displays the experience, ability, personality, energy, and maturity to work effectively with assigned students
- Possesses the flexibility to meet the everyday demands of students, curriculum, department, school, and system

Length of Work Week/Year:

- 1) 10-month position with additional days beyond teacher calendar according to contract
- 2) 40 hr. per week (stipend provided for hours beyond teacher day according to contract)

Terms of Employment

Outlines in the EHTA contract with the Elmira Heights Central School District

Reports To

Middle School Principal

Responsibilities (including by not limited to :)

- Assists teachers, administrators, other staff members, and the community in understanding the needs and problems of students.
- Provides school counseling services to assigned students
- Serves as a resource person in interpreting the school program and how they relate to individual needs of students.
- Works cooperatively with other student personnel specialists: reading and speech teachers, nurses, psychologists, deans, and social workers
- Prepares and presents student orientation programs and assists with parent orientation programs.
- Assists students to understand themselves, as well as others.
- Assesses the emotional, social and academic progress of students on a continuing basis, provides progress reports, and holds appropriate conferences.
- Participates in the organization and administration of the Standardized and New York State Testing program.
- Collects data and recommends student promotion and placement.
- Determines student eligibility for honor awards.

- Assists in implementing school-wide policies and rules governing student conduct.
- Maintains accurate and complete records as required by law, District policy, and administrative regulations.
- Attends meetings as required/necessary (i.e. faculty meetings, parent conferences, CSE meetings)
- Serves on established committees, on either a vocabulary basis or assignment.
- Submits annual budget requests to the building principal.
- Strives to keep informed of the current educational trends in this area.
- Develops and implements age appropriate programs to promote personal social, academic, and college/career readiness.

Other

- Follows all Elmira Heights Board and District Policies
- Performs related duties as required or assigned

Elmira Heights Central School District
Job Description: School Counselor, High School (9-12)

Department: Student Services

Title: School Counselor High School -TAE

Qualifications:

Minimal:

Shall hold or be eligible for a New York State provisional or permanent certificate title of School Counselor.

Desired:

- Displays the experience, ability, personality, energy, and maturity necessary to work effectively with assigned students.
- Possesses the time management skills and flexibility to meet the everyday demands of students, curriculum, department, school and system.

Length of Work Week/Year:

- 10-month position with additional days beyond teacher calendar according to contract
- 40-hour work week (stipend provided for hours beyond teacher day according to contract)

Terms of Employment

Outlined in the EHTA contract with the Elmira Heights Central School District

Reports to:

High School Principal

Responsibilities (Including but not limited to)

- Establishes short and long-range program goals which are consistent with the general philosophy of the School System as described in the District Counseling Plan
- Assists in planning and developing the Counseling program in relationship to needs of pupils
- Establishes a rapport with each student that is conducive to learning
- Through counseling, helps each student understand themselves as they are; develop personal decision-making competencies and resolve issues
- Assists in implementing school wide policies and rules governing student conduct
- Assumes the role of consultant in the school's program of pupil appraisal
- Helps to identify pupils that need academic assistance
- Prepares date with which to make decisions and to assess progress of students on a continuing basis, and holds appropriate conferences with students, administration, staff and parents.
- Maintains accurate and complete records as required by Law, District policy, and administrative regulation.

- Collects and disseminates to pupils and their parent's information concerning school offerings, opportunities for further education, and careers and training opportunities.
- Participates in the organization and administration of College/Career related inventories
- Helps students make the transition from one school level to another in collaboration with other counselors.
- Works with students planning to enter the world of work after high school to make appropriate connections
- Act as a consultant to parents regarding the growth and development of children
- Maintains liaison and cooperative working relationships with agencies in the community where special services are available and makes pupils and families aware of their availability when deemed appropriate
- Provide parents and staff members with information about students with due regard for the students right to confidentiality
- Through the Annual Review process, assist students in reviewing long range plans of study and making appropriate choices for courses and school programs
- Builds master schedule in coordination with building principal
- Act as building testing coordinators for all state exam administrations
- Act as liaison for dual credit programming with area colleges/universities
- Act as district NCAA coordinator
- Plans with administration for appropriate placement and scheduling of students
- Serve as a consultant to members of the administrative and teaching staff in the area of mental health
- Participates in in-service training programs
- Provides variety of classroom lessons in conjunction with teachers
- Processes various State Education Reports
- Attends meetings as required (faculty, parent conferences, etc)
- Serves on established committees, either as a voluntary basis or by assignment (ie: Student Services Support Team)
- Submits annual budget requests to the building principal
- Monitor non-instructional personnel assigned to the Main office suite
- Strives to keep informed of the current educational trends in the area

Other:

- Follows all Elmira Heights Board and District Policies
- Performs related duties as required or assigned by administration

July 2020