

# **Broadalbin-Perth Central School District**

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

**2019-2020**

### **Brief Description of School District**

About 1,800 students make up the district's four schools, which are situated three miles apart in the town of Perth and village of Broadalbin. The Learning Community, which is the primary school that houses pre-kindergarten through second grade, and the high school make up the Broadalbin campus. The intermediate school (grades 3-5) and the middle school (grades 6-8) make up the Perth campus. The district employs about 300 total staff, including about 135 teachers.

The Broadalbin-Perth Central School District was formed in 1987 when the Broadalbin Central School District annexed the Perth Central School District. The district includes more than 11,500 residents and covers about 83 square miles in portions of Fulton, Montgomery and Saratoga counties. It includes parts of the towns of Broadalbin, Perth, Amsterdam, Galway, Edinburg, Johnstown, Mayfield, Northampton and Providence.

### **Mission Statement**

Broadalbin-Perth Central School District provides a stimulating and safe environment of success for lifelong learning. Students of all ages will develop intellectually, emotionally, creatively, socially and physically through the cooperative efforts of school and community, all striving for excellence.

### **School Counselor Mission Statement**

Our mission as School Counselors is to advance the academic development, career/college readiness development and the social-emotional development of all students. Through the comprehensive School Counseling Model we will improve a range of student learning and behavioral outcomes. Through data review and collaboration with stakeholders we will provide equitable access to opportunities and rigorous curriculum for all students to participate fully in the educational process.

### **PreK-12th Grade School Counseling Plan Overview**

The Broadalbin-Perth Central School District developed this comprehensive school counseling plan based on the district goals to make sure educational programs more flexible, customizable, college- and career-oriented, and tailored to meet students' interests and needs to better prepare students for their futures. The school counseling plan will meet all NYS Part 100 regulations to ensure each student is provided with the tools to reach their full potential.

The School Counselors, along with an advisory council, teachers, administrators, school psychologists, and social workers all work together to help students achieve. The School

Counselors and social workers provide individual and group counseling to support overall student success. Parental involvement is always welcome and encouraged.

### **List of Department Members, Principal, Superintendent**

Jennifer Grimmick, 9-12 School Counselor (last names A-L)  
Charla Simonson, 9-12 School Counselor (last names M-Z)  
Kimberly Boswell, 9-12 School Counseling Secretary  
Mark Brooks, 9-12 Principal  
Adam Barnhart, 9-12 Assistant Principal  
Marshall Gottung, 9-12 School Social Worker  
Erin Compani, 9-12 School Psychologist/CSE/CPSE Chair  
Stephen Tomlinson, Superintendent  
Christine Foglia-Sands, Director of Special Programs & CSE/CPSE Chairperson  
Wayne Bell, 6-8 Principal  
Stephanie Hotaling, 6-8 School Counselor (last names A-L)  
Jennifer Steele, 6-8 School Counselor (last names M-Z)  
Kaila Saltsman, PreK-2 School Psychologist  
Dan Casey, 3-5 Principal  
Sarah Gabriel, 3-5 School Counselor  
Andrea Hamill, Social Worker  
Brad Strait, PreK-2 Principal  
Lauren O'Donnell, Social Worker  
Julie Lapham, PreK-12 Mental Health Counselor

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*The Broadalbin-Perth Comprehensive School Counseling Plan aligns with the amended Part 100 of the Commissioner's Regulations.*

**Part 100 Regulations: The Broadalbin-Perth School Counseling Program Requirements**

1. The Broadalbin-Perth comprehensive developmental counseling programs includes all students PreK-12.

2. All Broadalbin-Perth students Pre-K-12 have access to a certified School Counselor.
3. The Broadalbin-Perth Pre-K-12, counseling program is designed in coordination with the teaching staff to prepare students to effectively participate in their current and future educational programs; address multiple student competencies including career/college readiness standards, academic, and social/emotional development standards. For students in grades PreK-5, the program is designed by a certified School Counselor in coordination with instructional staff.

### **The Plan Requirements**

*The Broadalbin-Perth CSD has developed a district-wide & building level comprehensive school counseling plan that complies with the regulation requirements and is in accordance with the following:*

1. Developed by or under the direction of certified School Counselors
2. The plan will be updated annually & a report will be presented to the Broadalbin-Perth Board of Education at the end of each school year.
3. The plan is filed in the district office and is available for review by any individual. It also will be posted on the Broadalbin-Perth Central School District website (under school counseling tab)
4. The plan presents program objectives, which describe expectations of what students will learn and skills that will be obtained.
5. Activities to accomplish the objectives; specifications of the staff members and other resources assigned to accomplish the objectives; provisions for the annual assessment of the program results.

### **The Services**

*The Broadalbin-Perth PreK-5 Counseling Program is designed:*

1. To prepare students to participate effectively in their current and future educational programs.
2. To provide information related to college and careers through exploration.
3. To assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns, and where appropriate, to make

a referral to a properly licensed professional and/or certified pupil personnel service provider for more targeted supports.

***Certified School Counselors provide students at Broadalbin-Perth Grades 6-12:***

Annual individual progress review plan, which reflects each student's educational progress, strengths, areas of improvement, goal setting and career plans; for a student with a disability, the plan shall be consistent with the student's individual education program and/or CDOS plan.

***For students in all grades PreK-12 the program includes the following activities or services:***

1. School counseling core curriculum instruction for the purpose of addressing student competencies related to career/college readiness, academic skills, and social/emotional development by a certified School Counselor.
2. Direct student services to enable students to benefit from the curriculum
  - \*Responsive services
  - \*Crisis response
  - \*Group counseling
  - \*Large group guidance
3. Individual counseling, appraisal, assessment and advisement
4. Assisting students to develop and implement postsecondary education and career plans
5. Assisting students who exhibit attendance, academic, behavioral or adjustment concerns
6. Encouraging parental involvement
  
7. Indirect student services that enable students to benefit from their education
  - \*Referrals to appropriately licensed or certified individuals
  - \*Consultation and/ or collaboration with stakeholders
  - \*Leadership, advocacy, and teaming activities
  - \*Schedule creation and programming implementation to fit the needs of students

**Counseling Advisory Council (CAC)**

1. The Broadalbin-Perth CSD will develop and maintain a counseling program advisory council.

- ❑ Membership will include representative stakeholders (such as parents, school building and/or district leaders, community-based service providers, teachers, certified school counselors and other pupil personnel service providers in the district including nurse, school social workers and/or school psychologists).
- ❑ The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program.

2. The purpose of the council is to provide feedback on program goals, review program results, make recommendations about the school counseling program, and serve as advocates for the program.

- ❑ Recommendations shall be formulated, documented and made available to the school administration and counseling staff to solidify a plan for completion. Further, the recommendations and corresponding action plan shall be shared with the superintendent, who shall then share said documentation with the Board of Education.

3. The **CAC** shall present at a designated Board of Education meeting at least twice (2) per year, providing an overview of progress and plans for continued work of the **CAC**.

### **The Broadalbin-Perth Comprehensive School Counseling Plan**

A comprehensive school counseling program is an integral component of the school's mission. The Broadalbin-Perth Comprehensive School Counseling Plan is driven by student needs, data and based on the ASCA National Model (See below)

- ensure equitable access to a rigorous education for all students

- identify the knowledge and skills all students will acquire as a result of the Pre-K–12 comprehensive school counseling program
- are delivered to all students in a systematic fashion
- are based on data-driven decision making
- are provided by a state-certified School Counselor

The American School Counseling Association's (ASCA) National Model for School Counseling Programs incorporates the national standards, the comprehensive process and results-based accountability, while considering the developmental needs of every student. The four main components of the model are:

1. **Foundation** - focus on student outcomes, teach student competencies and are delivered with identified professional competencies
2. **Management** - incorporate organizational assessments and tools that are concrete, clearly delineated and reflective of the school's needs
3. **Delivery** - a comprehensive school counseling program in collaboration with students, families, school staff and community stakeholders
4. **Accountability** - demonstrate the effectiveness of School Counselor's work in measurable terms such as impacts over time, performance evaluation, and a program audit

The comprehensive school counseling program is supported by appropriate resources and implemented by a credentialed School Counselor. The ASCA National Model brings School Counselors together with one vision and one voice, which creates unity and focus toward improving student achievement and supporting student development (ASCA 2012).

### **Broadalbin-Perth School Counseling Department: Foundation Counseling Statement**

School Counselors are professional advocates who collaborate with other educators, parents/guardians, and community stakeholders to maximize student potential and academic achievement. School Counselors believe that all students are capable of developing and demonstrating the knowledge, skills, abilities, and character needed to participate in a global society as responsible citizens.

School Counselors in New York State work under the New York State Education Department regulations.

School Counselors work under research-based National Standards of Mindsets and Behaviors from ASCA. These standards describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. These mindsets and behaviors include:

- **Academic Development** – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student’s ability to learn.
- **Career Development** – Standards guiding school counseling programs to help students: 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the lifespan.
- **Social/Emotional Development** – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills (ASCA 2010).

School Counselors use these standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential. To operationalize the standards, School Counselors select competencies that align with the specific standards and become the foundation for classroom lessons, small groups and activities addressing student developmental needs. The competencies directly reflect the vision, mission and goals of the comprehensive school counseling program and align with the school’s academic mission.

School Counselors work under the New York State Education Department Career Development and Occupational Studies (CDOS) standards. These learning standards are intended to promote exploration and research into broad career areas of interest to individual students. Basic principles of career planning such as decision-making, self-evaluation, and goal setting have been integrated within the sample tasks.

School Counselors work under the ASCA Professional School Counselor Competencies. These competencies outline the knowledge, abilities, skills and attitudes that ensure School Counselors are equipped to meet the rigorous demands of the profession and the needs of Pre-K–12 students.

School Counselors work under ethical standards that enable them to create opportunities for equity in access and success in educational opportunities; and connect their programs to the mission of schools by subscribing to the tenets of professional responsibility.

*Counselor Competencies and Ethics*

The Broadalbin-Perth School Counselor will reference the ASCA School Counselor Competencies (2010) as an outline of the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate their comprehensive, developmental, results-based school counseling programs.

The Broadalbin-Perth School Counselor will reference Code of Ethics as a Broadalbin-Perth Employee and the ASCA Ethical Standards for School Counselors (2010) for specific ethical behaviors necessary to maintain the highest standard of integrity, leadership and professionalism.

*Annual Goals*

Program goals are developed annually in alignment with the vision, mission and the



goals of the district, school and department. The goals will serve to guide the curriculum and corresponding action plans. A draft of yearly goals may be developed for each counselor at the beginning of the school year as part of their APPR.

### **Broadalbin-Perth School Counseling Department: Management System**

School Counselors incorporate organizational assessments and tools that are concrete, clearly delineated and reflective of the school's needs. Assessments and tools include:

- Program assessment and School Counselor competencies assessment
- Use-of-time assessment to determine the amount of time spent in indirect and direct services. (Recommended that 80% is spent in direct services)
  
- Annual agreements developed with and approved by administrators at the beginning of the school year addressing how the school counseling program is organized and what goals will be accomplished for the year.
  
- Advisory Councils to review and make recommendations about school counseling program activities and results.
  
- Use of data to measure the results of the program and/or activity as well as to promote systemic change within the school system to prepare students for future success.
  
- Curriculum, small-group and closing-the-gap action plans including developmental, prevention and intervention activities and services that measure the desired student competencies and the impact on achievement, behavior and attendance
  
- Annual and weekly calendars to keep students, parents, teachers and administrators informed and to encourage active participation in the school counseling program

### **Broadalbin-Perth Delivery System**

*Direct services* are face-to-face or virtual interactions between School Counselors and students and include the following: School counseling core curriculum, Individual student planning , Responsive services. Our goal is to have 80% of our duties be direct services.

*Indirect Services:* Are services provided on behalf of students as a result of the School Counselors' interactions with others including, referrals for additional assistance , consultation and collaboration with families, teachers, other educators and community.

### **Broadalbin-Perth School Counseling Department: Accountability System**

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. The school counseling program components may be accessed through data analysis, program results and evaluation and improvement.

*Data Analysis* - Counselors collect, analyze, and report data by specific subgroups and ensure that decisions about student instruction and learning are driven by achievement data for every subgroup.

*Program Results* - Counselors analyze the school counseling program using information collected through process, perception, or outcomes data samples. This data will be used to inform decisions related to program improvements. Broadalbin-Perth School Counseling Advisory Council at the high school along with each counseling department will review the programs to identify trends and areas of success and areas in need of improvement.

*Evaluation and Improvement* - Program evaluation and improvement has four components: self-analysis of the School Counselor's strengths and areas of improvement using the School Counselor Competencies Assessment, self-analysis of the school counseling program's strengths and areas of improvement, evaluation of the School Counselor's performance using the Broadalbin-Perth APPR document, and review of program goals created at the beginning of the year

## References

American School Counselor Association. (2012a). The ASCA National Model: A framework for school counseling programs (3rd ed.). Alexandria, VA: Author.

American School Counselor Association. (2012) The ASCA National Model: Executive summary. Alexandria, VA: Author. Retrieved from <https://schoolcounselor.org/Ascanationalmodel/media/ANM-templates/ANMExecSumm.pdf>

American School Counselor Association. (2012). ASCA School Counselor competencies. Alexandria, VA: Author. Retrieved from <https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

American School Counselor Association. (2016) ASCA National Model implementation guide: Foundation, management and accountability. Alexandria, VA: Author.

**Broadalbin-Perth School Counseling Plan**

Grade Level	Guidance Lesson Content	ASCA Domain/ Standard	Projected Start	Tier Level	Projected Number of Students Affected	Assessment & Evaluation methods (Process, perceptions outcomes)	Staff & Resources
All	School Counseling Department Mtg	Academic Career Personal/Social  Indirect	Monthly	N/A	District	Review data and assessments to improve the school counseling plan. Check to make sure all NYS and ASCA standards are being met	All School Counselors

All	Advisory Council	Academic Career Personal/Social  Indirect	Monthly	N/A	District	Opportunity to talk to stakeholders about what we are doing as the school counseling department. It is a mechanism for stakeholder input about proposed changes. Chance to find out what method of communication works best Gain insight about ways to increase parent participation in counseling program. Review of goals and if they have been accomplished.	School Counselors Administrator sTeachers Social Workers Parent/Comm unity Reps
All	School Crisis Team-Building Emergency Response Team	Academic Career Personal/Social	Quarterly	N/A	District	Create a plan that identifies roles and actions of each members in the event a crisis occurs	School Counselors Social Workers Administrator s School Psychologist
All	1st, 2nd, 3rd, 4th quarter grade reporting Trimester- elementary	Indirect	Quarterly Trimester	N/A	District	Students will have an understanding from report cards on how they are doing academically in each course	School Counselors
All	Master Schedule Consultation	Indirect	Ongoing	N/A		Discuss program changes and implementations of new programs	School Counselors Principal
All	Parent Teacher Conferences	Academic Career Personal/Social	Ongoing	N/A	District As needed for students	Improved parent participation/investment, collaboration between all stakeholders	School Counselors Principal Teachers Social Worker
All	Academic Review & Promotion/Retent ion/Summer School Conversations	Academic	June-July	N/A	100	Discuss remediation opportunities over the summer, summer school and AIS supports	School Counselors
All	IST Meetings	Academic Career Personal/Social	Ongoing	2,3	75	Instructional Support Team to address student concerns and needs	School Counselors Principal Teachers Psychologist Social Worker
All	Child Protective Services	Academic Personal/Social	Ongoing	2,3	25	Student safety is addressed	School Counselors Social Workers
All	Group Counseling	Academic Career Personal/Social	Ongoing	2,3	50	Improved student success academically, socially, and behaviorally	School Counselors

							Social Workers
All	Individual Counseling	Academic Career Personal/Social	Ongoing	2,3	75	Improve student success academically, socially and behaviorally. Goal setting along with tracking of progress on goals	School Counselors Social Workers Mental Health Counselor
All	Crisis Counseling	Personal/Social	Ongoing	2,3	100	Students will have the opportunity to meet with a counselor a mental health assessment, deescalation and understand coping strategies to use.	School Counselor Social Workers Mental Health Counselor
All	Registration of new students and meetings	Academic Personal/Social	Ongoing	N/A	40	Discuss transition planning and academic advising upon enrollment. Assist students with academic planning.	School Counselors
All	Open House	Academic Personal/Social	Ongoing	1	District	Parents are able to meet with teachers and understand the curriculum of each classroom.	School Counselors Teachers Principals
All	Consultation Services	Academic Personal/Social	Ongoing	2,3	70	Referrals to outside agencies	School Counselors Social Workers Mental Health Counselor Psychologist
All	SEL Standards	Academic Personal Social	Ongoing	1	District	Students will be provided with access to social-emotional learning with the intentions that students will meet SEL benchmarks. Which include: <ol style="list-style-type: none"> <li>1. Development of self-awareness and management skills</li> <li>2. Use social awareness and interpersonal skills to maintain healthy relationships</li> <li>3. Demonstrate ethical decision-making skills and engage in responsible behaviors.</li> </ol>	Teachers School Counselors

All	Scheduling Changes/Conflict	Indirect	Ongoing	N/A	100	Addressing student needs through the student schedule builder.	School Counselors
PreK	New family Orientation /Information night	Academic Career Personal/Social	April	N/A	120	Parents feel more comfortable and understand expectations for PreK program	Teachers School Counselor Principal
PreK-5	Character Education	Personal/Social	Ongoing	1	800	In collaboration with teachers, School Counselors and social workers will implement activities in the classrooms that supports the learning process of character education. It will enable students in a school community to understand, care about and act on core ethical values such as respect, justice, civic virtue, citizenship, and responsibility for self and others.	School Counselor Social Worker Teachers
PreK-5	Self-Management	Academic Personal/Social	February	1	800	Teachers will provide teaching strategies for self-management within the classrooms. These strategies will help students to independently complete tasks and take an active role in monitoring and reinforcing their own behavior. This will foster self-reliance and independence for each student.	PreK-5 Teachers School Counselor
3-5	Internet Safety	Personal/Social	Nov-May	1	350	Students will earn digital citizenship which is the use of technology to learn, create, and participate in a safe effective way.	Teachers
Pre-K	Emotional Awareness	Academic Personal/Social	Dec-Jan	1	800	Teachers and School Counselors will implement classroom activities which will teach students the importance of emotional intelligence. Students will be able to express personal feelings/emotions along with showing qualities of emotional intelligence (empathy, responsibility and self-expression)	Teachers School Counselor
PreK-5	Bullying Prevention	Personal/Social	October	1	800	Using age appropriate lessons in the classroom and school wide events the	Teachers Outside Presenters

						teachers and School Counselors will foster a bully free-zone. Students will be able to recognize, report and refuse bullying.	School Counselor
PreK-5	Career Awareness	Career Academic	April-June	1	800	Through lesson plans, career fairs and field trips students will have a better understanding of different careers, job duties and higher education opportunities.	Teachers School Counselor
PreK-5	Conflict Resolution	Personal/Social	Ongoing	1	800	Through PBIS and classroom lessons students will gain skills on how to solve and resolve conflicts. Students will become empowered, have an increase in confidence and gained problem-solving skills.	All Elementary Staff
K-2	Friendship Skills	Personal/Social	Nov-Dec	1	350	Through lessons students will be able to identify:  1. How to identify what characteristics are important in a friend. 2. How to identify what a good friend does. 3. How to practice skills that help people make friends	Teachers School Counselor
PreK-5	Goal Setting	Personal	Ongoing Focus in March	1	800	Students will have the ability to set and achieve goals	Teachers School Counselor Social Worker
PreK-5	Self Care	Personal/Social	Ongoing Focys in Mayl	1	800	Students will understand the state of overall well-being. Topics covered will be nutrition, physical activity, self care, positive routines, sleeping habits and caring relationships.	Teachers
K	Kindergarten Screening	Academic Personal/Social		1	120	Students will be evaluated to determine if additional interventions and supports need to be implemented in Kindergarten	Teachers School Counselor PT/OT
3-5	Wellness Day	Personal/Social	May	1	550	Students will be able to engage in self building activities that promote healthy lifestyle and mental health.	All Elementary Staff 3-5

5	Intermediate to Middle School transition activities - surveys, classroom meetings, presentations	Academic Personal/Social	March	N/A	150	Students feel more comfortable and prepared for the upcoming transition to middle school	School Counselors Principal Teachers Social Worker
6-8	Registration of new students: meeting with student, reviewing transcripts, planning academic program, communicating with previous school, and disseminating pertinent info to teachers, administrators, and support staff, assign student buddy	Academic	Ongoing	N/A	20-30	New students will successfully transition to BP. Ensure that all students are appropriately placed in academic course, AIS and referred to the Committee on Special Education when determined	School Counselors
6-8	Meet with students transferring from our district; send academic records to new school district	Academic	Ongoing	N/A	10-20	Ensure students have a smooth transition and academic needs are being met in new school district	School Counselors
6-8	Build student schedules, balance classes and resolve scheduling conflicts for the upcoming year	Academic	All year	N/A	450	Student schedules are complete and accurate	School Counselors
6-8	Back to school transition - Schedule pick up, school walk through, locker organization and counselor meetings as needed	Academic Career Personal/Social	August	N/A	450	Preparing students for the upcoming school year	School Counselors Principal
6		Academic	August	N/A	150		



	6 <sup>th</sup> grade student orientation	Career Personal/Social				Students/Parents gain a solid understanding of middle school expectations and have an opportunity to tour the building and practice lockers	School Counselors Parents Teachers Principal
8	Middle School to High School transition - Individual planning meetings	Academic Personal/Social	February - April	N/A	150	Students will have a schedule that best supports his/her academic needs, career interests as well as meeting district and state mandates. Course Selection and goal setting sheets complete.	School Counselors HS/MS
8	Special Education students Middle School to High School transition	Personal/Social	May	N/A	20	SPED students are more comfortable heading to the HS after a tour of the building, meeting staff and talking with current HS students	School Counselors HS/MS
6-8	College and Career Fair	Academic Career Personal/Social	March/ April	N/A	450	Students participate in discussions on career pathways and explore a variety of careers and college options to become more aware of the pathways available to them	School Counselors Teachers
6	Introduction to Naviance	Academic Career Personal/Social	November- May	N/A	150	Accounts created. Students utilize Naviance to increase awareness of career pathways; watch video interviews of professionals in career areas with Road Trip Nation, complete Cluster Finder Assessment to identify career clusters that align to their interests and preferences	School Counselors Teachers
7&8	Naviance Assessments	Academic Career Personal/Social	November- May	N/A	300	In 7th Grade, Career Key Assessment completed; Students will identify careers based on the Holland Code. In 8th Grade, Strengths Explorer completed; students learn about careers that may align with their personal strengths	School Counselors Teachers

5-8	CSE Meetings	Academic Career Personal/Social	Ongoing	N/A	50-60	IEP and 504 plans Recommendations for academic and social support	CSE Committee
6-8	Team Meetings	Academic Personal/Social	Ongoing	2,3	50-100	Updates on student progress, develop and implement any interventions needed	Support team Teachers
6-8	IEP Counseling	Academic Personal/Social	Ongoing	N/A	20-40	Utilize a variety of counseling techniques to assist students with their academic, social/emotional goals per their IEP; Document progress quarterly	School Counselors
6-8	Crisis Counseling	Academic Career Personal/Social	Ongoing	2,3	450	Student is de-escalated and returned to routine as soon as possible	School Counselors
6-8	SEL Themed School wide events and assemblies	Personal/Social	Ongoing	1	450	Activities and assemblies covering topics such as Bullying Prevention, Friendship Skills, Mental Health, Conflict Resolution, Goal Setting, Mindfulness and Self-Care	School Counselors Principal
6-8	Weekly meeting w/administration to review academically/beha viorally at risk students (student support team)	Academic Career Personal/Social	Sept - Jun	2,3	50-100	*Academic Records *Attendance Records *Behavioral Records Develop a strategic plan for success	Support Team
6-8	Mental Health Education	Personal/Social	Ongoing	1	450	In health classes and additional school activities, students will gain the skills to understand what overall well-being means and how it can be achieved.	Health Teacher School Counselors Mental Health Counselor

6-12	Master Schedule	Academic	Jan - Jul	N/A	900 - 1000	Create Master Schedule with Administration	School Counselors Principal
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6-12	Tutor Coordinator	Academic	Ongoing	2,3	40-60	Students will have an approved tutor to help provide academic support	School Counselors
6-12	Attendance: Monitored attendance of targeted students and report to counselors and administrators	Academic Career Personal/Social	Ongoing	2,3		*Report Cards *Attendance and Discipline Referrals Students will demonstrate academic, personal, social and/or emotional growth	At-Risk Support Team
6-12	Summer School Mailing and Registration	Academic	Ongoing	N/A	50 - 100	Report Cards Parents and students will receive timely and accurate information regarding failed courses, summer school eligibility and registration	School Counselors
6-12	Academic Intervention Services	Academic	Aug - Sep	2,3	200 - 300	Student Records, Standardized Test Scores (NYS Assessment), grades, and teacher recommendations. Students will be placed in appropriate support classes.	School Counselor & NYS reporting
6-12	Academic Counseling for students at-risk	Academic	Min 1x a quarter	2,3		*Report Card *Attendance Record *Discipline Record Students will evaluate their academic progress and develop a plan for improvement	School Counselors
6-12	Counsel students with social and emotional issues	Personal/Social Development	Ongoing	2,3	900-1000	*Behavior records *Teacher feedback *Observation Students will develop self-awareness and begin to identify strategies and skills to address their needs.	School Counselor Social Worker
6-12	Consult with various supports both inside and outside school (psychologists, social workers, etc) and collaborate w/parents, teachers and administrators	Personal/Social	Ongoing	2,3	900-1000	Observation, feedback, group sharing. Assist students w/academic, social and emotional needs	School Counselor and support team

6-12	CSE/504 Reviews	Academic Career Personal/Social	Annually	N/A	120-140	*Annual review notes *Minutes *Attendance Records *Academic Records Students will be placed in, or remain in, an appropriate program with appropriate accommodations	CSE Committee
6-12	Consult with external education/health facilities (hospitalizations)	Personal/Social Responsive services	Ongoing	2,3	20-30	Academic plan created and/or maintained Students will gain support in maintaining academic success while transitioning	School Counselors Outside providers
6-12	Consulting & communicating with parents via e- mail, phone calls, conferences, parent portal and evening programs.	Personal/Social Responsive services	Ongoing	1	900-1000	Communication log emails & Notes on School-tool Provide support to students and parents	School Counselors
6-12	Maintain Cumulative Records	Academic	Ongoing	N/A	900-1000	School tool An accurate comprehensive confidential student file will be maintained for each student	School Counselor
9-12	Meet with transfer/new Registrants	Academic Career	Ongoing	N/A	30 - 50	New students will successfully transition to Broadalbin-Perth	School Counselors
9-12	Registration of new students: reviewing transcripts, planning academic program, communicating with previous school, and disseminating pertinent info to teachers, administrators, and support staff	Academic	Ongoing	N/A	30 - 50	Ensure that all students are appropriately placed in academic course, AIS and referred to the Committee on Special Education when determined	School Counselors

9-12	Individual student follow up meeting w/new students to monitor their transition to Broadalbin-Perth	Academic Career Personal/Social	Within the first 2 weeks of the start date	N/A	30 - 50	Student Feedback New student successfully transitions to Broadalbin-Perth	School Counselors
9-12	Freshman Orientation: Introduction to HS and building the HS transcript	Academic Career Personal/Social	August	N/A	125 - 160	Students will become familiar with HS services. Students will understand the HS transcript and the NYS requirements	School Counselors Principal
9-12	Naviance: Individualized Plans for students. Individual meetings to create action-oriented and personalized plans that focus students on the future	Academic Career Personal/Social	Sep - May Annual Reviews	N/A	500 - 600	Students will be able to self-navigate the system. Students begin creating a resume and understand the importance of the resume. Students will also explore and research career information to increase knowledge/ understanding. Students will also goal-plan	School Counselors
9-11	Individual planning meeting for course selection, goal setting, career interests and areas for improvements	Academic Career Personal/Social	Jan - May	N/A	400 - 450	Course selection data sheet completed. Students will select courses based on HS transcript review; post high school goals. Students will have a schedule that supports his/her vocational and educational plans, while assuring district and state compliance. Students will set goals for themselves to work towards the following school year.	School Counselor
9	Naviance Classroom Presentation	Academic Career	Gr 9-TBD	N/A	160	Students will have a better understanding on how to use Naviance	School Counselor Naviance
10	Naviance Classroom Presentation	Academic Career Personal/Social	Gr 10 TBD	N/A	140	Students will have a better understanding on how to use Naviance	School Counselor Naviance

11	Course Selection/ Naviance Classroom presentations	Academic Career	Gr 11 January	N/A	125 - 150	*Course selection data sheet completed *Naviance Students will understand diploma type: graduation requirements and course offerings. Students will compare colleges and save colleges to their Colleges I'm Thinking about list.	School Counselor Naviance
9-12	Wellness Day	Personal/Social	May	1	500-600	Students will be able to engage in activities that promote a healthy lifestyle and positive mental health.	All HS Staff
9-12	Mental Health Education	Personal/Social	Ongoing	1	500- 600	In health classes and group work during advisory students will gain the skills to understand what overall well-being means and how it can be achieved. Topics covered will be mental health awareness, alcohol/drug abuse, self care, nutrition, healthy sleeping habits, positive routines/practices, physical activity and having caring relationships.	Health Teacher Advisory Teachers School Counselors
9-12	College and Career Planning	Academic Career	Ongoing	1	500 - 600	*Naviance *College Board *Application Resources Review *College trends and data. Students will be knowledgeable of career and college information, expectations and requirements. Students will have access to RoadTrip Nation and a complete SuperMatch College Search or College Search Assessments.	School Counselor

12	College Application Process	Academic	September - March	N/A	125 - 160	Naviance, college applications, transcripts, letters of recommendation & school profile Students will be knowledgeable of the college application process, and requesting teacher recommendations via Naviance	School Counselor Teachers
9-12	Counseling Center Website/Naviance	Academic Career	Ongoing	N/A	500 - 600	Naviance /Website updated. Provide current information and resources.	School Counselor
9-12	Naviance Scholarships	Academic Career	Ongoing	N/A	500 - 600	Naviance Updated Students will become aware of and apply for various scholarships and recognitions	School Counselor
9-12	Naviance College Visits/ Representatives	Academic Career	Ongoing	N/A	500 - 600	Naviance Updated Students will be able to receive email invitation via Naviance to attend a college representative visit	School Counselors
11-12	College Representative Visit	Academic Career	Sep - Mar	N/A	250 - 300	College profile sheets Students will be able to assess a school's compatibility in a timely, efficient manner	School Counselor
9-12	Documentation and Information Maintenance	Academic	Ongoing	N/A	500 - 600	School Tool, transcripts, forms, graduation check sheets, schedules and computer Information on students and data on many aspects of student's success will be compiled, and maintained for future reference, comparison and/or evaluation	School Counselor Data Coordinator
12	Common Application Workshops	Career Academic	Aug-Nov	N/A	70	Students will leave the workshops with one-on-one assistance with understanding the application and essay support/review	School Counselors

10, 11	Organize and Administer PSAT	Academic Career	Sep - Jun	N/A	300	Data on number of students who take the test. Students will become familiar with standardized testing procedure and the type of questions they can expect when taking the SAT during their junior year	School Counselor
11-12	SAT/ACT Implementation/ Administration	Academic Career	Sep - Jun	N/A	300	Testing Results Students and parents will understand standardized test results and integrate that understanding into learning and college application process	School Counselor
9-12	Monthly meeting w/administration to review academically at risk students (student support team)	Academic Career Personal/Social	Oct - Jun	2,3	500-600	*Academic Records *Attendance Records *Behavioral Records Develop a strategic plan for success	Support Team
9-12	School wide events (Bullying, Substance Abuse)	Personal/Social	Ongoing	1	500 - 600	Presentations Students gather information on covered topics	School Counselors
12	Senior seminar	Academic Career	Sep	1	150	Students and parents are invited to hear counselors speak about the college application process	School Counselor
11-12	College Caravan	Academic Career	Sep	1	300	Students and parents are invited to speak with colleges that may be of interest	School Counselor



12	Senior Conference: Counselors review graduation status, post high school plans, and the college admissions process with seniors	Academic Career	Sep - Nov 45 minutes per family	N/A	150	Naviance Transcripts, activity sheets, SUNY Applications, Common Applications, SAT/ACT registration information. Senior Students and parents will understand the college/job application process	School Counselor
11	Junior Conferences: Juniors need information regarding careers, college majors, the college and career application process and their progress toward graduation and their goals	Academic Career	Feb - Apr	N/A	150	Students will have the necessary information to begin/continue the college/career search process. Students will be aware of the graduation requirements and the importance of academic success.t	School Counselor
11	Junior Seminar: Students learn about the application process and requirements for college	Academic Career.	January	N/A	150	Students will have the necessary information to begin/continue the college/career search process. Students will be aware of the graduation requirements and the importance of academic success.	School Counselor
11-12	Military Advisement	Academic Career	Ongoing	N/A	300	Recruiters/ Schedule Visitations Students will receive information regarding possible options in the military service, as well as military schools.	
12	FAFSA Financial Aid Night	Academic	January	N/A	150	Students and parents will gain knowledge about the financial aid process and scholarships	FMCC Financial aid reps and School Counselors

11	Junior Information Night	Academic Career	January	N/A	150	Parents and students will gain greater knowledge on how to proceed with their college and career plans	School Counselor
10	Sophomore Parent Night.	Academic Career	January	N/A	150	Students will gain knowledge about personal interests and relate it to career exploration and future planning	School Counselor
9-12	High School Academic Awards Ceremony.	Academic	June	N/A		Counselors keep track of honor roll, high honor roll and principal's list. The school and community should recognize students receiving scholarships and awards	School Counselor Principal
12	Graduation Awards Counselor keeps track of all the awards, contacts, and presenters. Counselor is responsible for establishing new scholarships	Academic	Ongoing	N/A		The school and community recognize students receiving scholarships and awards.	School Counselor
9-12	High School Graduation Rehearsal and Ceremony	School Counseling Program	June	N/A	150	Students will receive their cap/gown and diplomas	Graduation Team
9-12	Homebound Instruction Coordination	Academic	Ongoing	N/A		School data records will be reviewed to make sure students are on track.	School Counselor

9-12	Counselor is responsible for maintaining course eligibility for NCAA	Academic Career	Ongoing	N/A		NCAA Eligibility Center Students will become aware of the NCAA Eligibility Requirements for College-bound student-athletes	School Counselor Athletic Director
9-12	School Counselor is responsible for collecting and inputting grades from BOCES into School Tool	Indirect	Ongoing	N/A	60 - 80	Report Cards	School Counselor
9-12	School Counselor is responsible for Out of District & Special Education Students. Also the maintenance and the documentation of report cards	Academic	Ongoing	N/A	5 - 10	Update report cards	School Counselor
9-12	Program Planning Guide (Course Description Guide)	Academic	Nov - Jan	N/A	500 - 600	Update Course Selection sheets and add descriptions of new courses	School Counselor