



K-12 Comprehensive School Counseling Plan

January 2022

Mission Statement

The school counseling program's mission is to promote and enhance student learning through academic development, career development and social/emotional development by working together as a team within an environment of respect, creativity, and academic challenge. We will use available resources to help all students learn to be responsible, productive, and eager to continue learning, while becoming prepared to meet the challenges of a diverse society.

The comprehensive model is the centerpiece of efforts to transform the school counseling department. This complete comprehensive model acts as a manual for counselors and administrators in clarifying the role of the School Counselor.

Transformation of School Counseling

As education changes and the expectations related to the common core standards become greater, the demands on both students and educators also increase. The role of the school counselor is evolving to address these changes. The pages that follow will outline a cutting-edge school counseling plan for the ONC BOCES school community.

In order to develop and implement a comprehensive and standard-based counseling program, which is proactive and designed to reach and assist every student in ONC BOCES, a new vision and a wide range of skills are necessary for the contemporary school counselor. By using skills in leadership, advocacy, collaborations and data analysis counselors can focus on the goal of improving student's achievement and creating changes needed to impact the system.

ONC BOCES school counselors will always use their counseling, consultation, and coordination skills. However, as counselor's training and professional development incorporate leadership, advocacy, collaboration, teaming and use of data, a more effective role for school counselors will emerge. By focusing on student achievement, school counselors will become vital educators in the ONC BOCES school setting.

As leaders and advocates, ONC BOCES school counselors are expected to promote, plan, implement, and assess a comprehensive school counseling program for each student. Keeping in mind "students first," ONC BOCES school counselors ensure that every student benefits directly from the school counseling program. It is our hope that the ONC BOCES comprehensive school counseling programs will help to improve the continuity of services with students every day. The ONC BOCES Counseling Department is dedicated to meeting the needs of all students.

The *National Standards for School Counseling Programs (1997)* and the *National Model for School Counseling Programs*, both developed by the American School Counseling Association (ASCA), **have shifted the focus of counseling from a**

student-by-student system to a comprehensive and developmental program providing academic, career, and Social - Emotional development for every K-12 student.

This comprehensive school counseling model offers content, process and accountability methods. School counselors are integral participants in collaborative programs that guide student achievement. Collaborating with teachers, administrators, community members, and families provides school counselors with information that can direct their programs. New York State school counselors with the support of superintendents, principals, and local boards of education, can analyze and assess school counseling programs, implement programs through a variety of delivery systems, and maintain an accountability system that demonstrates effectiveness.

The ASCA comprehensive school counseling program document 2012, recommends that the school counselor ratio be 1:250 (maximum). It is also recommended that specialized school counselors, such as At-Risk counselors, have no more than 8% ratio of the school building's population.

New York State Part 100.2 Regulations – School Counseling Programs

All BOCES students enrolled in career-technology and academic programs have access to a professional school counselor. For students not assigned a school counselor, a referral can be made in the instance a need is presented. As per the New York State Education Department, listed in [Part 100.2\(j\)\(2\) of the Commissioner's Regulations](#), beginning with the 2019- 2020 school year, school counseling/guidance programs are defined as follows:

A. The Program

- i. 100.2(j)(2)- Each school district shall have a comprehensive developmental school counseling/guidance program, for all students in kindergarten through grade 12. Each school district shall ensure that all students in grades kindergarten through twelve have access to a certified school counselor(s). 100.2(j)(2)(i) For all grades kindergarten through twelve, district and building level comprehensive developmental school counseling/guidance programs shall prepare students to participate effectively in their current and future educational programs as age appropriate.
- ii. Additionally, the program shall be designed to address multiple student competencies including career/college readiness, and academic and social/emotional development standards.

B. The Services

- i. 100.2(j)(2)(i)(a)- In grades K-5, the program shall be designed by a certified school counselor in coordination with the teaching staff, and any appropriate pupil personnel service providers, for the purpose of preparing students to participate effectively in their current and future educational program, to provide information related to college/careers, and to assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns, and where appropriate make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports. The program shall be designed for the purpose of preparing students to participate effectively in their current and future educational program, to provide information related to college/careers, and to assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns, and where appropriate make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports.
- ii. 100.2(j)(2)(i)(b)- For students in grades 6-12, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans. For a student with a disability, the plan shall be consistent with the student's individualized education program.
- iii. 100.2(j)(2)(i)(c)- Program shall include school counseling/guidance core curriculum instruction for the purposes of addressing student competencies related to career/college readiness, academic skills and social/emotional development by certified school counselors.
 - 1. 100.2(j)(2)(i)(d)- Other direct services which may include, but not limited to, responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement, for the purpose of enabling 6 student to benefit from the curriculum, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement. Provided that nothing herein shall prohibit certified or licensed school psychologist or certified or licensed school social workers pursuant to Part 80 of the Commissioner's regulations from providing other direct students services within their applicable scope of practice.
 - 2. 100.2(j)(2)(i)(e)- Indirect student services which may include but not limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy, and teaming

C. The Plan

- i. 100.2(j)(2)(ii)- Each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plan which set forth the manner in which the district shall comply with the requirements of this subdivision.

Such district and building level plans shall be developed by or under the direction of certified school counselor(s) and be updated annually, available for review at the district office and each school building, and made available on the district website.

ii. 100.2(j)(2)(ii)(a)- Each plan shall be developed annually and shall include program objectives, activities, program development and maintenance planning, school counseling curriculum, professional development planning, evaluation methods based upon data analysis of program results and closing the gap analysis reports to inform program improvement, and assessment of the resources necessary to support positive student outcomes.

iii. 100.2(j)(2)(ii)(b)- Each plan shall include the preparation of a program outcomes report that includes an analysis of all systematic components of a comprehensive developmental school counseling/guidance program as defined by this subdivision. Such report shall be annually presented to the Board of Education.

D. The Advisory Council

100.2(j)(2)(iii)- Each school district shall establish a comprehensive developmental school counseling/guidance program advisory council to be comprised of representative stakeholders (such as parents, members of the board of education, school building and/or district leaders, community based service providers, teachers, certified school counselors and other pupil personnel service providers in the district including school social workers and/or school psychologists). The advisory council shall meet no less than twice a year for the purposes of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program. They shall create and submit an annual report to the board of education.

E. Certifications/Titles

100.2(j)(3) Nothing in this section shall be construed to authorize any individual to provide professional services where certification is required under Part 80 of the Commissioner's regulations or where licensure is required under Title VIII of the Education Law. The comprehensive developmental school counseling/guidance program, while primarily provided by school counselors, often includes the services of other certified and/or licensed individuals including school psychologists, school social workers and classroom teachers. This section further ensures that school counselors continue to be assigned duties within the scope of their certification, and not beyond.

Though not required by regulations, ONC BOCES counselors have created the plan with the intent of best practice. The plan shall be reviewed annually by the school counselors and the Advisory Council, and revisions shall be made as necessary.

The Essential Role of the School Counselor

All essential educators are committed to providing the optimal educational experience for their students through their academic journey. The teacher, the administrator, and the school counselor are all significant to the precise balance needed for the student to attend an optimally functioning school and school system.

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

Comprehensive Model

The comprehensive school counseling program is a framework for the systematic development, implementation, and evaluation of school counseling programs. The process for delivery of the National Standards linked to the Common Core Standards is accomplished by utilizing each of the four components of the comprehensive model: school counseling curriculum, individual student planning, responsive services, and system support. The comprehensive model identifies the competencies for students and uses varying strategies to deliver the content of the program to every student. Most importantly, the comprehensive program links school counseling to the total educational process.

The ASCA's 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. **The foundation** of the program which addresses the belief and mission that every student will benefit from the school counseling program.
2. **The delivery system** which defines the implementation process and the components of the comprehensive model (guidance curriculum, individual planning with students, responsive services and system support).
3. **The management system** that presents the organizational process and tools needed to deliver a comprehensive school counseling program. These processes and tools include: agreements or responsibilities, use of data, action plans, time and task analysis; and monthly calendars.
4. **The accountability system** which helps school counselors demonstrate the effectiveness of their work in measurable terms such as impacts over time, performance, evaluation, and program audit.

The National Model for School Counseling Programs speaks to the importance of accountability and having an organizational framework that documents and demonstrates “how students are different as a result of the school counseling programs.” A commitment to accountability shifts public perception from questions such as “what do school counselors really do?” to showing how school counselors are key players in the academic success for all students.

ONC BOCES Counseling Department Foundation

ONC BOCES School Counselors address academic, career, and social-emotional goals and activities while also focusing on researched based competencies from the ASCA Mindsets & Behaviors, NYS CDOS Standards and CASEL’s framework.

School Counseling Mindsets and Behaviors for Student Success

The Mindsets and Behaviors for School Counseling Programs facilitate student development in two broad areas: mindset and behaviors. Following are the standards adopted by New York State:

Mindset Standards

- M 1.** Belief in development of whole self; including a healthy balance of mental, social/emotional and physical well-being
- M 2.** Self-confidence in ability to succeed
- M 3.** Sense of belonging in the school environment
- M 4.** Understanding the postsecondary education and life-long learning are necessary for long-term career success.
- M 5.** Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6.** Positive attitude toward work and learning

Behavior Standards

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Demonstrate critical thinking skills to make informed decisions B-LS 2. Demonstrate creativity B-LS 3. Use time management, organizational and study skills B-LS 4. Apply self-motivation and self-direction to learning B-LS 5. Apply media and technology skills B-LS 6. Set high standards of quality	B-SMS 1. Demonstrate the ability to assume responsibility B-SMS 2. Demonstrate self-discipline and self-control B-SMS 3. Demonstrate the ability to work independently B-SMS 4. Demonstrate the ability to delay instant gratification for long-term rewards	B-SS 1. Use effective oral and written communication skills and listening skills B-SS 2. Create positive and supportive relationships with other students B-SS 3. Create relationships with adults that support success B-SS 4. Demonstrate empathy B-SS 5. Demonstrate ethical decision-making and social responsibility

<p>B-LS 7. Identify long- and short-term academic, career and social/emotional goals</p> <p>B-LS 8. Actively engage in challenging coursework</p> <p>B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions</p> <p>B-LS 10. Participate in enrichment and extracurricular activities</p>	<p>B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals</p> <p>B-SMS 6. Demonstrate ability to overcome barriers to learning</p> <p>B-SMS 7. Demonstrate effective coping skills when faced with a problem</p> <p>B-SMS 8. Demonstrate the ability to balance school, home and community activities</p> <p>B-SMS 9. Demonstrate personal safety skills</p> <p>B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities</p>	<p>B-SS 6. Use effective collaboration and cooperation skills</p> <p>B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams</p> <p>B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary</p> <p>B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment</p>
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Career Development & Occupational Standards (CDOS)

Adopted by New York State, there are three main learning standards of which students will learn and demonstrate skills in career and occupational areas. Instruction toward the commencement level learning standards should begin in elementary school and continue throughout the student's high school experience. The CDOS learning standards, which are provided at the Elementary, Intermediate and Commencement levels, include a progression of learning standards:

1. Career Development: Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions. Learning standards in the area of career awareness and exploration may be evidenced by completing a career plan; applying decision-making skills in the selection of a career option; analyzing skills and abilities necessary for specific career options and participating in work experiences as described in Section II of the New York State Work-Based Learning Manual (<http://www.p12.nysed.gov/cte/wbl/home.html>).

2. Integrated Learning: Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings. This may be evidenced by applying academic knowledge and skills across multiple settings and demonstrating the ability to research, interpret, analyze and evaluate information.

3a. Universal Foundation Skills: Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace. These skills and competencies include the following:

- Basic Skills (reading, writing, listening, speaking, arithmetical and mathematical functions);
- Thinking Skills (problem solving, experimenting, focused observation and applying knowledge to new and unfamiliar situations);

- Personal Qualities (self-management, planning, organizing and taking independent action);
- Interpersonal Skills (teamwork and cooperation in large and small groups in family, social and work situations)
- Technology (designing and creating things from available resources to satisfy personal and societal needs and wants);
- Managing Information (accessing and using information obtained from other people, community resources and computer networks);
- Managing Resources (applying financial and human factors, and the elements of time and materials to successfully carry out a planned activity); and
- Systems (understanding and working within natural and constructed systems).

3b. Career Majors: (Optional for this credential.) Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs. The learning standards for career majors may be evidenced by acquisition of specific knowledge and skills within a specific career major. The Career Majors include the following:

- Business/Information Systems
- Health Services
- Engineering/Technologies
- Human and Public Services
- Natural and Agricultural Sciences; and
- Arts/Humanities

Collaborative for Academic, Social, and Emotional Learning (CASEL) 5 Core Competencies

To enable students to take full advantage of educational opportunities throughout their school experience in grades K-12 and, equally important, to prepare them for college and/or career, the School Climate and Student Engagement Workgroup of the New York State Safe Schools Task Force have identified the following goals to guide SEL benchmarks for New York State schools:

1. Develop self-awareness and self-management skills essential to success in school and in life.
2. Use social awareness and interpersonal skills to establish and maintain positive relationships.
3. Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.



New York State Framework for Mental Health Education Instruction

Research has shown that the quality of the school climate may be the single most predictive factor in any school's capacity to promote student achievement. When young people are educated about mental health, the likelihood increases they will be able to effectively recognize signs and symptoms in themselves and others and will know where to turn for help. Health education that respects the importance of mental health, as well as the challenges of mental illness, will help young people and their families and communities feel more comfortable seeking help, improve academic performance and, most importantly, even save lives. According to the Centers for Disease Control and Prevention (CDC), "focusing on establishing healthy behaviors during childhood is more effective than trying to change unhealthy behaviors during adulthood." An equally important part of this conversation is to help students identify risk and protective factors, as learning and resiliency can result in positive decision-making and life-long success, which are the primary goals of health and education.

There is a framework for goals by developmental grade level (K-12) in the following areas: Self-management, relationships, and resource management.

More information can be found at: <http://www.nysed.gov/curriculum-instruction/mental-health>

ONC BOCES Counseling Department Delivery System

Direct Services and Indirect Services

The school counselors provide services to students, parents/guardians, school staff, and the community in the following areas: Direct Student Services (Core Curriculum, Individual Student Planning, and Responsive Services), Indirect Student Services, and System Support.

Direct Services Include:

Individual Student Planning: Counselors monitor students' progress so they may achieve success in academic, Social - Emotional, and career areas. This may be accomplished through:

- **Individual or Small Group Appraisal:** Work with students in analyzing and evaluating abilities, interests, skills, and achievement.
- **Individual or Small Group Advisement:** Work directly with students on achieving success in Social - Emotional, academic, and career areas.
- **Case Management:** Monitor individual students' progress.

- **Placement:** Collaborate with school staff in determining the proper educational setting for students as they meet their academic and social goals.

School Counseling Curriculum: The counseling curriculum provides developmental activities that address academic, career and Social - Emotional needs of students K-12. This is accomplished through:

- **Classroom Activities:** School counselors present lessons in the classroom
- **Group Activities:** School counselors conduct group activities outside of the classroom to address students' particular needs.
- **Interdisciplinary Activities:** School counselors collaborate with school staff to implement curriculum across content areas.

Responsive Services: School counselors provide support and interventions to meet the needs of students. This is accomplished through:

- **Individual and Small Group Counseling:** Counseling is provided for full day (Innovation Programs and Alternative Education) students experiencing social, emotional, personal, or academic difficulties.
- **Crisis Counseling:** Short term counseling that is provided to students, families or staff as an immediate intervention to a crisis. For students not assigned a school counselor, such as Career Technology Education students, a referral can be made in the instance a need is presented.
- **Referrals:** Counselors connect families to appropriate resources as needed. Internal referrals will be made as needed for behavioral needs, social needs, emotional needs, and academic needs utilizing the internal referral form that the counselors have developed. External referrals may include: Mental Health Counseling, Respite Services, Social Services, Prevention Services, Drug and Alcohol Counseling, Violence Intervention, School-Based Health Services, Office for People with Developmental Disabilities Services, Outside Support Agencies, Mobile Crisis Assessment Team, PINS, and Probation. The counselors would work in collaboration with the parent/guardian/custodian, teachers, and administrators based on individual needs.
- **Consultation and Collaboration:** School counselors collaborate with families, school staff and community agencies to develop interventions for students.

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

- **Teaming:** School counselors participate in district wide building committees
- **Professional Development:** School counselors regularly participate in training, conferences, and meetings to update knowledge and skills. Professional development will pertain to online and in person resources to support students with their Social, Emotional, Career Development, and Academic skill building to increase student success. This will require monthly one

hour training sessions at both the Northern Catskill Occupational Center and Otsego Area Occupational Center locations. Opportunities will be given to counselors to attend professional conferences. Professional Learning Communities will also be available online.

- **Program Promotion:** School counselors provide orientation and information regarding the programs to the greater community via websites, counseling newsletters, and presentations.
- **Program Management System and Evaluation:** School counselors regularly collect and analyze data to evaluate the program and continue updating program activities.

Indirect Services Include:

- **CSE meetings:** School counselors complete the social development sections of each students' IEP; collect data, observe, and report on students progress of social/emotional goals; facilitate and/or request meetings to ensure each student is supported based on need.
- **Collaboration:** School counselors are responsible for helping to analyze data amongst that students' team of staff, alternate service providers, home district counselors and CSE chair, and/or parents to create an appropriate plan including various interventions to help the student be successful in and outside of school.
- **Consultation:** Teachers, other staff or service providers, and families may need ideas on how best to help their students. School counselors can help adults develop opportunities to further student skills.
- **Staff development:** School Counselors are viewed as professionals and demonstrate expertise in many areas including social-emotional skills and career development. As a result, counselors are asked to develop activities for training staff in these designated areas.
- **Bulletin board/ social media:** School counselors work together to promote character education, provide information regarding physical and mental health safety, offer different tools to self-regulate, and to inform the school community of different opportunities regarding their students.

ONC BOCES School Counseling Program Annual Goal

Each year, school counselors will develop a program goal after collecting baseline data from student and teacher surveys. The Advisory Council team will meet to review the program outcomes and provide suggestions for interventions and updating the program. The goal for the current school year is as follows:

Program Goal 2021-2022:

1. Increase student empathy to **72%** of students are able to demonstrate empathy (2+ kind acts, daily).
 - Reminder: Fall '21 data showed 36% of students had success
1. Within the empathy topic, focus on **perspective taking and sharing feelings of others.**
 - Through lessons (videos, books/stories, check-ins and other learning activities)

Data Collection:

- Teacher observation [survey](#)
- Mid-Year: Counselor [survey](#) (individual)

Intervention Activities/Plan:

- SEL curriculum, books, videos & [activities](#)
 - Book studies/perspective taking practice
- Restorative Justice and Community Circles Practice
- Bulletin boards to bring awareness and discussion
- SEL Committee and Counselor work: World Kindness Day, RAK Week, thankful cards (appreciation), Holiday Bazaar.
- Gratitude Activities, Kindness Chains, Kindness Bricks, SPCA Animal Kindness Project, Similarities/Differences Work, Empathy lessons for Understanding with Videos to Support Kindness Building, Collecting Sap from Maple Trees with sharing activities, Nature walks with hands on activities to build relationships, and Student Tootles (within the classroom and building wide), and other various activities/events

Annual Prevention Resources for ONC BOCES School Counseling Program

Elementary (K-6)

Subject Matter	ASCA Mindsets & Behaviors	CDOS	Tools/ Resources	Evaluation Methods (How will the results be measured)	Outcome(s)
DASA & Bully Prevention	M 3: Sense of belonging in the school community; B-SS 2: Create positive and supportive relationships with other students; B-SS 4: Demonstrate empathy	Standard 1 & 3a	<ul style="list-style-type: none"> ● Second Step Curriculum <ul style="list-style-type: none"> ● Books ● Kelso's Choices <ul style="list-style-type: none"> ● Activities 	<ul style="list-style-type: none"> ● Pre & Post-test ● Observations ● Student participation & discussions 	Students learn to be accepting and create a positive school climate. Students will identify different types of bullying, understand how bullying can affect them and peers, and understand what they can do in a bullying situations
Drug & Alcohol Prevention	M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes; B-SMS 9: Demonstrate personal safety skills; B-SS 5: Demonstrate ethical decision making skills and social responsibility	Standard 3a	<ul style="list-style-type: none"> ● Too Good for Drugs ● WhyTry Program 	<ul style="list-style-type: none"> ● Student participation & discussions ● Pre & Post- test 	Students will complete reflection activities and learn about healthy life choices related to healthy living, violence prevention, decision making
Social-Emotional Learning	M 1. Belief in development of whole self; including a healthy balance of mental, social/emotional and physical well-being; B-SMS 2. Demonstrate self-discipline and self-control; B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment B-SMS 7. Demonstrate effective coping skills when faced with a problem	Standard 3a	<ul style="list-style-type: none"> ● Second Step Curriculum ● MindUp Program ● Books ● Kelso's Choices ● Centervention Website ● Activities 	<ul style="list-style-type: none"> ● Pre & Post- test ● Observations ● Student participation & discussions 	Students will acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Career Education	M 4: Understanding that postsecondary education and life-long learning are necessary for long-term career success; B-LS 7: Identify long - and short-term academic, career and social / emotional goals	Standard 1,2 & 3a	<ul style="list-style-type: none"> • NYS Career Template by Grade Level • Speakers/Virtual Field Trips • Various websites & videos 	<ul style="list-style-type: none"> • Student Surveys • Career Research Project (Grades 4-6) 	Students will gain a greater knowledge of the world of work. Students will identify 1+ career of interest.
Personal Safety/Child Abuse Education	M 1. Belief in development of whole self; including a healthy balance of mental, social/emotional and physical well-being; B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary; B-SMS 9: Demonstrate personal safety skills	Standard 2 & 3a	<ul style="list-style-type: none"> • Second Step Curriculum • National Center for Missing & Exploited Children Lessons/Activities • Videos 	<ul style="list-style-type: none"> • Pre & post test • Student participation & discussions 	Students will identify four Personal Safety rules in the real world and on the internet. Students will identify how to recognize and refuse unsafe and unwanted touch & to report to adults.
Character Education	M 6: Positive attitude toward work and learning; B-SMS 1. Demonstrate the ability to assume responsibility; B-SS 2. Create positive and supportive relationships with other students	Standard 1 & 3a	<ul style="list-style-type: none"> • Books & Activities • Team Collaboration of activities • Character trait "Homework" sheets 	<ul style="list-style-type: none"> • Student participation & discussions • Observations 	Students will learn citizenship and a positive school climate.

Middle School (7-8)

Subject Matter	ASCA Mindsets & Behaviors	CDOS	Tools/ Resources	Evaluation Methods (How will the results be measured)	Outcome(s)
DASA and Bully Prevention	<p>M 3. Sense of belonging in the school environment B SMS 9 Demonstrate personal safety skills B-SS4 Demonstrate empathy</p>	Standard 10 and 6	<ul style="list-style-type: none"> • Second Step Bullying Prevention • Too Good for Violence 	<ul style="list-style-type: none"> • Post test • Observations • Student discussions 	Students will understand how to recognize, report, and refuse to be bullied.
Drug & Alcohol Prevention	<p>M 1. Belief in development of whole self; including a healthy balance of mental, social/emotional and physical well-being</p>	Standard 1 and 3	<ul style="list-style-type: none"> • Mendez Too Good for Violence 	<ul style="list-style-type: none"> • Post test • Observations • Student discussions 	Students will be prepared to make healthy choices and life skills.
Social-Emotional Learning	<p>M 1. Belief in development of whole self; including a healthy balance of mental, social/emotional and physical well-being M 3. Sense of belonging in the school environment B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment</p>	Standard 6 and 7	<ul style="list-style-type: none"> • Why Try Program • Second Step (Social Emotional Learning) • Restorative classroom circles 	<ul style="list-style-type: none"> • Post test • Observations • Student discussions 	Students will be better able to cope with frustrations and life's challenges.
Career Education	<p>M 4. Understanding the postsecondary education and life-long learning are necessary for long-term career success. B-LS 7.</p>	Standard 7	Career Zone, Career Assessments and Portfolio development.	Groups / classroom activities for careers; Counselors Direct/ Indirect Observation and follow up, writing samples, completion of packet	Students will gain information about themselves through interest inventories and ability assessments.. Increase parent

	Identify long-term and short-term academic, career, and social/emotional goals.		Why Try Program.		involvement and access to resources. Collaboration between stakeholders.
Character Education (Responsibility, Honesty, Empathy, Growth Mindset, Perseverance, Leadership, Resilience)	<p>B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities;</p> <p>B-SMS 4. Demonstrate the ability to delay instant gratification for long-term rewards ;</p> <p>B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals</p>	Standard 10	Adapted curriculum, groups, online resources (Nys.gov) ASCA,	Observation, teacher surveys	Students will complete reflection activities and learn about positive life choices. Students learn self-awareness (how to recognize their own feelings and their strengths and areas of growth). Students will recognize and understand the feelings of others. Students will learn self-management and problem-solving skills.

High School (9-12)

Subject Matter	ASCA Mindsets & Behaviors	CDOS	Tools/ Resources	Evaluation Methods (How will the results be measured)	Outcome(s)
DASA & Bully Prevention	B-LS 1. Demonstrate critical thinking skills to make informed decisions; B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities; B-SS 6. Use effective collaboration and cooperation skills	Standard 10 and 6	Follow DASA and student code of conduct Guidelines. Assembly, classroom presentations, materials	Evaluation by counselor, teacher, staff , bystanders	Demonstrate the ability to work cooperatively with other students, taking responsibility for actions. Student Safety, Resources Identified. The importance of embracing the cultures of others, sexual orientation, etc.
Drug & Alcohol Prevention	M 1. Belief in development of the whole self; including a healthy balance of mental, social/emotional and physical well-being; B-LS 10. Participate in enrichment and extracurricular activities; B-SS 3. Create relationships with adults that support success	Standard 1, 3	Education days, speakers, outside resource demonstration, posters, flyers, Health class materials and texts	Observation, teacher surveys	Healthy living, violence and drug prevention, decision making. Learning outcomes pathways of patterns with drugs and alcohol
Social-Emotional Learning	B-LS 7. Identify long- and short-term academic, career and social/emotional goals; B-SMS 6. Demonstrate ability to overcome barriers to learning; B-SS 5. Demonstrate ethical decision-making and social responsibility	Standard 6 & 7	Needs Survey, Pre/post surveys, lesson plans, group learning	Observation, teacher reports	Students will complete reflection activities and learn about positive life choices. Students learn self-awareness (how to recognize their own feelings and their strengths and areas of growth). Students will recognize and understand the feelings of others. Students will learn

					self-management and problem-solving skills.
Career Education	B-LS 5. Apply media and technology skills; B-LS 7. Identify long- and short-term academic, career and social/emotional goals; M 4. Understanding the post-secondary education and life-long learning are necessary for long-term career success.	Standard 7	Career Zone, Career Assessments, College fair, visits from employment opportunities and colleges, and flyers, Careerzone Portfolio development. Completion of ACCES-VR Application. Collaboration with home district for college application.	Groups / classroom activities for careers; Counselors Direct/ Indirect Observation and follow up, writing samples, completion of packet	Students will gain information about themselves through interest inventories and ability assessments.. Increase parent involvement and access to resources. Collaboration between stakeholders.
Character Education (Responsibility, Honesty, Perseverance, Leadership, Resilience)	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities; B-SMS 4. Demonstrate the ability to delay instant gratification for long-term rewards ; B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	Standard 10	Adapted curriculum, groups, online resources (Nys.gov) ASCA,	Observation, teacher surveys	Students will complete reflection activities and learn about positive life choices. Students learn self-awareness (how to recognize their own feelings and their strengths and areas of growth). Students will recognize and understand the feelings of others. Students will learn self-management and problem-solving skills.
Academic Planning	M 4. Understanding the postsecondary education and	Standard 1 and 6	Adapted	Observation, teacher reports	Demonstrate the ability to work independently and

	<p>life-long learning are necessary for long-term career success.;</p> <p>B-SS 1. Use effective oral and written communication skills and listening skills ;</p> <p>5. Belief in using abilities to their fullest to achieve high-quality results and outcomes;</p> <p>M 6. Positive attitude toward work and learning</p>		<p>curriculum, groups, collaboration with staff. Utilizing academic planning sheets.</p>		<p>cooperatively with other students, taking responsibility for actions. Students will understand the connection between regular attendance and academic success. Students will understand the benefits of attaining a high school diploma and/or CDOS Credential.</p>
<p>Personal Safety/Sexual Harassment Prevention</p>	<p>M 1. Belief in development of whole self; including a healthy balance of mental, social/emotional and physical well-being;</p> <p>B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary;</p> <p>B-SMS 9: Demonstrate personal safety skills</p>	<p>Standard 2 & 3a</p>	<p>Review of code of conduct. Resources from Violence Intervention Program Videos from BOCES Inner library system</p>	<p>Pre & post test Student participation & discussions</p>	<p>Students will identify Personal Safety rules in the real world and online. Students will understand personal boundaries for themselves and others. Understanding healthy vs. unhealthy relationships.</p>