

**Walton Central School
K-12 Guidance Plan**

The Walton Central School K-12 guidance plan is designed to assist all students in achieving their full potential. The mission of this comprehensive plan is to aid students in their academic achievement, personal/social development, and college/career awareness. Through various delivery methods, counselors will help students to develop a better understanding of themselves and their postsecondary options. Counselors work collaboratively with administrators, teachers, parents, and community organizations to meet the multifaceted needs of our student population.

Townsend Elementary School
K-5

The Townsend Elementary School guidance plan is designed to be implemented for grades K-5. It is based on our local school's needs as identified through staff, administration, parents, and students.

General responsibilities:

1. provide individual and/or group counseling to help students cope effectively with personal, social, academic, and family concerns
2. consult with parents, teachers, administrators, and supporting agencies concerning the needs and abilities of students
3. coordinate and assist with kindergarten screening
4. assist in a continuous program of student orientation
5. develop ,management and delivery of a comprehensive school counseling program
6. assist students in making decisions that affect their personal and academic development
7. develop and deliver the school counseling curriculum (developmentally appropriate) in a classroom setting
8. Assist students in the area of academic and social/emotion development.
9. provide individual and/or small group counseling in a variety of settings
10. Consult and collaborate with teachers, staff and parents in understand and meeting the needs of student in the school setting.
11. Make appropriate referrals of students and parents to outside agencies and specialists.
12. Plan, evaluate and revise the school counseling program.
13. Promote an understanding and appreciation of diverse populations and cultures.
14. Prepare students for the transition to the next grade level.

The Townsend guidance program can be broken down into following areas:

- I. Direct Services to Students
- II. Direct Services to Parents
- III. Direct Services to Staff
- IV. Other Services

Direct Services to Students

Individual Counseling

1. Staff or Parent Referral

Objective: Students will gain a better understanding of their problems and how to solve/cope with academic, personal, and social problems.

Activities: Counselors will meet with the students individually to develop a strategy for solving/coping with their problems by using a variety of techniques. Counselors will consult with referring party and provide feedback and recommendations.

2. Self-Referral

Objective: Students will gain a better understanding of their academic, personal, and/or social problems. They will develop ways to solve/cope with their problems.

Activities: Counselors will provide strategies to help the students deal with and/or solve their problem(s).

Group Counseling and Guidance

1. Social skills group/Friendship Clubs (when time allows)

Objective: Students will be able to work through personal, academic, and/or social problems and gain personal growth through the extra support of others.

Activities: Counselors, teachers, and parents are able to refer students to participate in a small group for personal, social, or school related issues. The group will meet approximately eight times and will be led by the counselor. Discussions and activities for the group will be directed at the concerns of the individuals in the group.

Classroom Guidance

Classroom Guidance will be used to teach all students the appropriate grade level essential skills as outlined by the national standards.

1. Guidance Program Orientation

Objective: Students in FSK-2 grade levels will gain information about the counselor and the counseling/guidance program.

Activities: Counselors will visit each classroom to teach students about the guidance program.

2. Academic Development: Students will receive lessons in three units

Unit 1: Knowledge of Self as a Learner

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

Activities: Counselor will conduct classroom guidance lessons using developmentally appropriate guidance programs, literature, handouts, discussion, workbooks, role-playing, etc.,

Unit 2: Skills for Learning and School Success

National Standard: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Activities: Counselor will conduct classroom guidance lessons using developmentally appropriate guidance programs, literature, handouts, discussion, workbooks, role-playing, etc.

Unit 3: Relationship Between Academics and Life Experiences

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

Activities: Counselor will conduct classroom guidance lessons using developmentally appropriate guidance programs, literature, handouts, discussion, workbooks, role-playing, etc

Test Taking Skills/Test Anxiety Reduction:

Objective: Students will improve test-taking skills and learn strategies for reducing or eliminating test anxiety. Students will learn the value and use of the information gained from standardized tests.

Activities: Counselor will conduct classroom guidance sessions using a variety of activities and materials such as handouts, discussion, literature, role-playing, etc., to teach test-taking and anxiety reduction.

3. Career: Students will receive lessons in three units.(When time allows)

Unit 1: Career Exploration

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

Activities: Counselor will conduct classroom guidance lessons using developmentally appropriate guidance programs, literature, handouts, discussion, workbooks, role-playing, etc

Unit 2: Skills for Career Success

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

Activities: Counselor will conduct classroom guidance lessons using developmentally appropriate guidance programs, literature, handouts, discussion, workbooks, role-playing, etc

Unit 3: Relationship between School and Work

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

Activities: Counselor will conduct classroom guidance lessons using developmentally appropriate guidance programs, literature, handouts, discussion, workbooks, role-playing, etc

4. Personal/Social: Students will receive lessons in three units.

Unit 1: Knowledge of Self and Others

National Standard: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Activities: Counselor will conduct classroom guidance lessons using developmentally appropriate guidance programs, literature, handouts, discussion, workbooks, role-playing, etc

Unit 2: Skills for Goal Setting and Attainment

National Standard: Students will make decisions, set goals, and take necessary action to achieve goals.

Activities: Counselor will conduct classroom guidance lessons using developmentally appropriate guidance programs, literature, handouts, discussion, workbooks, role-playing, etc

Unit 3: Decision Making and Personal Safety

National Standard: Students will understand safety and survival skills.

Activities: Counselor will conduct classroom guidance lessons using developmentally appropriate guidance programs, literature, handouts, discussion, workbooks, role-playing, etc

Fifth Grade transition to Middle School

Objective: Students in fifth grade will learn about middle school and the skills necessary for a successful transition.

Activities: Elementary/Middle School Counselors will coordinate middle school orientation activities.

Direct Services to Parents

Parent Consultation

1. Parent Orientation at Open House

Objective: Parents will increase their awareness and knowledge of the school's guidance and counseling program. They will learn how to obtain service of the guidance counselor and feel more comfortable about seeking help.

Activities: Counselors will communicate the guidance program to parents at open house.

2. Parent Conferences

Objective: Parents will improve their understanding of their child's needs and /or problems and they will gain awareness of how they may support and assist their child.

Activities: Counselor will meet with parents to discuss issues and determine ways to help their students achieve academic, personal, and/or social goals through conferences, RTI meetings, phone calls, emails, and notes. The counselor will provide parents with information and resources to further support the students.

Direct Services to Staff

Consultation

1. Staff Conferences/Follow-up

Objective: Staff and counselor will collaborate to meet the personal, social, and academics needs of each student.

Activities: Counselor will meet with staff to discuss strategies to assist students and provide follow-up information to staff who have referred students for counseling.

Education

2. Staff Development

Objective: Staff will gain further understanding of various issues concerning students developmental and guidance needs.

Activities: Counselor will conference with teachers and provide educational resources and/or referrals.

Indirect Services to Students, Parents, and Staff

1. Community Resource Referral

Objective: Counselor will provide information and make referrals for resources outside of school.

Activities: Counselor will refer to DSS etc.

2. Crisis Intervention Plan/Referral Follow-up

Objective: Students in crisis will receive immediate contact with the counselor.

Activities: Counselor will contact the necessary outside agencies to refer students in crisis. Counselor will contact the parents of the student in crisis and inform them of the procedures of crisis intervention.

Guidance Program Development and Administration

1. Professional Development

Objective: Counselors will increase their knowledge in the field of counseling and school guidance to better meet the needs of the students.

Activities: Counselors will attend in-service meetings, workshops, and professional conferences.

2. Written Plan for Guidance Program

Objective: Counselor will develop a school-based guidance plan to meet staff and student needs.

Activities: Counselors will use NYSSAA and ASCA standards student, staff, and parent needs assessments to continually update school-based guidance plan.

Dr. George F. Mack Middle School
6-8

Personal and Social Development

1. Assist students in gaining an understanding of self as an individual and as a member of diverse local and global communities by emphasizing knowledge that leads to the recognition and understanding of the interrelationship of thoughts, feelings and actions in students' daily lives.
2. Provide students with a solid foundation for interacting with others in ways that respect individual and group differences.
3. Aid students in learning to apply physical and psychological safety and promoting the student's ability to advocate for him- or herself.

Academic Development

1. Guide students to apply the skills needed for educational achievement by focusing on self-management, study and test-taking skills.
2. Teach students skills to aid them as they transition between grade levels or schools.
3. Focus on developing and monitoring personal education plans, emphasizing the understanding, knowledge and skills students need to develop meaningful personal plans of study. Personal plans of study will be initiated for all students no later than eighth grade.

Career Development

1. Enable students to apply career exploration and planning skills in the achievement of life career goals.
2. Educate students about where and how to obtain information about the world of work and postsecondary training and education.
3. Provide students the opportunity to learn employment readiness skills and skills for on-the-job success, including responsibility, dependability, punctuality, integrity, self-management and effort.

1. Required by Commissioner Regulations:

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

Activities of above requirements:

8th Grade- Individual meetings with students in April and May to do course selections, go over progress, and discuss future plans.

6th and 7th Grades- Classroom curriculum on course selections for the following year

5th Grade- Transition to the Middle School (Three classroom visits along with a parent night)

B. Instruction at each grade level on Career Guidance.

Activities related to requirement:

7th and 8th Grades- Exploration of careers through lessons, activities, and Career Zone

6th Grade- Introduction to Career Zone and Interest Inventories

6th-8th Grades- Career Fair (Every other year)

- C. Individual or group counseling on academics, attendance, behavior, or social concerns.
Activities related to requirements:
1. Consultation with advisors, classroom teachers, and parents
 2. Classroom observations
 3. Visit Advisor groups to do presentations or lessons/activities
2. Other Counseling/Guidance Activities:
- A. Provide individual/group counseling to CSE students as per IEP
 - B. Short-term individual and group counseling for other students as needed
 - C. Establish groups (example: At-risk, Children of Alcoholics, Divorce) for ongoing intervention
3. Parent Meetings
- A. Arrange for and participate in parent/teacher conferences as requested by parent or teacher
 - B. Meet with parents individually as needed
 - C. Arrange group parent meetings annually.
4. Teacher Meetings
- A. Join daily grade level teaming meetings
 - B. Meet individually with teachers as needed
 - C. Provide curriculum for teachers in the realm of career, academics, and personal social development
5. Testing
- A. Assist in scheduling and administering the NYS Exams.
 - B. Do prep and follow-up with students and provide pertinent information to parents.
6. Administrative Consultation:
- A. Assist in planning master schedule
 - B. Maintain courses in student management system, PowerSchool
 - C. Enter course selections for students and print schedules

- D. Oversee the teacher's grade input, and permanent storing of grades in PowerSchool
- E. Request verification of grades from teachers and oversee printing of report cards
- F. Arrange for programs for students and faculty to support growth

7. Support Service/Referrals

- A. Committee on Special Education (CSE)
- B. Response to Intervention (RTI)
- C. Mental Health
- D. Social Services

O'Neill High School
9-12

OBJECTIVES FOR THE HIGH SCHOOL GUIDANCE PROGRAM

The Walton Guidance Department strives to meet the following goals and objectives:

1. Every student will meet at least once per year with his/her counselor to review their educational program and progress.
2. The guidance curriculum will provide each student an opportunity to develop an understanding of him/herself and apply this knowledge to career opportunities.
3. Every student graduating will have had the opportunity to develop a saleable skill or will have established a plan that will lead him/her to make educated career choices.
4. All students who seek counseling are given the opportunity to meet with a counselor as often as is necessary to reach solutions.
5. All parents will be provided the opportunity to meet with their child's counselor when they feel it is necessary.
6. Collaboration with teachers will be done on a regular basis.
7. Communication with the administration will be done on a regular basis.

**WALTON CENTRAL SCHOOL
COMPREHENSIVE GUIDANCE PLAN**

HIGH SCHOOL (9-12):

1. Required by Commissioner Regulations:

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

1. Students in grades 8, 9, 10, and 11 are seen individually for scheduling. This process includes career exploration, course selection, test data and other relevant material. This occurs during March, April and May.
2. Students in Grade 12 receive at least one meeting with their counselor during the fall of their senior year to help with post high school plans.

B. Instruction at each grade level on Career Guidance.

Activities related to requirement:

1. 9th Grade & 10th Grade - The counselor and teacher will work collaboratively to implement a unit of study which explores career awareness and the world of work. Additionally, in 10th grade, part of this unit also involves exposing students to the educational opportunities provided through the BOCES occupational programs.
2. 11th Grade – The unit presented at this time is designed to give students an exposure to college and career opportunities, as well as tools for information gathering. Testing in the junior year includes the PSAT in October, ACT in April and the SAT in May.
3. 12th Grade - The counselor assists the students in the final phases of college and career decision-making. The process of applying to college is facilitated and overseen by the counselor. Visits from college, career and military recruiters are scheduled and financial aid information is presented for parents of college bound seniors.

C. Managing student issues.

1. Attendance – The counselors will be involved in the districts attendance committee and will assist in the enforcement of the school's attendance policy. Students whose attendance becomes problematic are seen by the counselor and parental contact is made when necessary.

2. Academics – The guidance office issues and receives copies of all student academic records. This includes interim academic reports, happygrams, and report cards.

Teachers work with guidance counselors immediately when academic problems occurs.

Counselors arrange parent conferences or teacher conferences as necessary.

Changes in student schedules are made as necessary in these cases.

3. Behavior Adjustments – Students involved with school discipline problems are also of primary concern for counselors. Counselors often serve as mediators between teachers and students when problem behaviors exist. In many cases the guidance office is used as an interim step before formal discipline through the school.

The counselor works with the principal in severe discipline cases, in a counseling role.

D. Other Counseling/Guidance Activities:

1. Individual Counseling – Counselors seek to promote the personal, academic and social development of the students.
2. Group Counseling – Counselors work with a variety of groups established during the year. Some examples have been Health Clubs, a COA group and student support groups.
3. Peer Counseling – Peer group support people, trained by the counseling staff. They serve as potential counseling helpers in the school community.
4. Grief Response Team – Counselors are involved in the development and implementation of the Grief Response Action Plan. When a crisis situation arises, counselors respond to the needs of the faculty, staff, and students.
5. Parent Meetings - At the request of parents, teachers, or students, counselors facilitate meetings to resolve academic or behavioral issues.
6. Teacher Meetings - Counselors often serve as consultants to teachers. Collaboration between these parties includes sharing of knowledge, information, and skills to assist students and enhance the total school environment.
7. Testing - High school counselors arrange for and/or administer testing for the PLAN, ASVAB, PSAT, ACT's, and SAT's, and AP exams. Counselors are responsible for interpreting the results of these tests to students and parents.
8. Administrative Consultation - The counseling staff has ongoing meetings and consultations with administrators on all aspects of school life. Although it is an

administrative prerogative, building the master schedule and scheduling itself is done through the guidance office in consultation with administration.

9. Support Service/Referrals –

CSE – refer students and perform IEP counseling.

Mental Health – use as a referral service, consult on students.

Social Services – work with personnel who have students in common.

Drug & Alcohol Clinic – use as a referral service, consult on students

High School Counseling

The primary role of the high school counselor is to implement a developmental guidance program that will help all students acquire the skills in the educational, social and vocational areas necessary for a successful life. At this level, students become aware of the world of work and survey careers, post-secondary education and life-styles.

Specific Functions:

- assist with eighth grade transition and new student orientation
- coordinate yearly course selections and course changes and 4 year course selection and planning
- review and maintain all records, report cards, progress reports and test scores
- monitor students progress throughout the four year
- communicate with teachers, parents, and students regarding academic status
- communicate teacher/parent conferences
- register and schedule new students throughout the school year
- attend special education, 504, administrative, and eighth grade special education transition meetings
- conduct post-high school planning beginning with regular meetings through twelfth grade
- write college recommendations
- read, complete and process all college applications
- arrange and post all college representative visits to the high school
- distribute scholarship information
- make financial aid material available and guide parents through the process
- organize PSAT, ASVAB, SAT, SAT and ACT orientation and administration
- distribute and interpret testing results with students
- coordinate the following programs: College Night, Financial Aid Night, 8th Grade Parent Night

Grade Level Expectations

In **9th grade** students will:

1. Review Study Skills
2. Identify strengths and weaknesses
3. Identify important issues in their lives
4. Learn goal-setting skills
5. Select courses for the year based on future plans
6. Learn to better communicate with peers and adults
7. Learn problem-solving skills

In **10th grade** students will:

1. Identify and research one career field
2. Increase their personal inventory of their abilities
3. Know how to access information from the computer about college/career offerings
4. Learn about the technology and occupational offerings at BOCES
5. Choose their next level courses on basis of their future plans
6. Learn to better communicate with peers and adults
7. Learn problem solving skills

In **11th grade** students will:

1. Spend time working with at least one career field including possible shadowing
2. Be familiar with a decision making strategy
3. Decide on tests needed to take for future plans (SAT, ACT or ASVAB)
4. Develop a strategy for selecting a college or career choice
5. Select courses for next year based on informed future plans.

In **12th grade** students will:

1. Review their educational and career plans
2. Select a college or career direction based on an informed decision
3. Contact at least one individual about their choice (College/Military/Career Person)
4. Know how to continue to gather information for future needs