

Hoosic Valley Central School District
K-12 Comprehensive School Counseling Program
District Guidance Plan

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2021-2022

A. Introduction

Vision and Mission Statements

It is the mission of Hoosic Valley Central School District to promote excellence in education through a positive, student focused, community-oriented environment in which all share the responsibility for student learning. Our belief is that the needs of our students and the development of a strong educational background are both of high priority, and that learning is essential and lifelong.

To accomplish our mission and bring our vision to reality we must successfully:

- articulate what we need to teach, and what students need to understand in each classroom
- show our students that what is being taught is relevant
- research and model best practices, current strategies, and pedagogy
- demonstrate to our students how much we believe in their ability to reach higher levels of academic achievement provide our teachers and staff members with opportunities for professional development and growth

We understand that each student is an individual with a unique set of abilities, beliefs, and experiences. Because of this some students need more time to demonstrate understanding than others, some students require a different approach to learning, and some students need additional encouragement to persevere.

Our goal is to provide a balanced instructional program that provides interventions to the students experiencing difficulties, and enrichment to the students that require higher challenges to enhance engagement in the learning process. Currently we are working collaboratively to better identify the unique talents each student brings to our school community and to embrace the diversity that each has to offer.

In order to evaluate the progression of our students we are developing common assessments and analyzing student data using consistent criteria. We outline methods to identify students who are not achieving at their highest levels as well as students that require acceleration. Through this process we will strengthen our instructional program in an effort to meet the individual needs of all students.

Educating our students is a shared responsibility. As we embrace this mission together, we need the continued support of our school community. We are excited about the future of Hoosic Valley schools and encourage you to be involved. Together we will ensure that every student in our school will grow to be lifelong learners that are productive and responsible members of our

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global community.

Overview

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 personal/social 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. (NYS Model for Comprehensive K-12 School Counseling Programs, 2005)

Recognizing that school counselors have a significant role in student achievement at all levels, the Hoosic Valley Central School District is committed to a comprehensive K-12 school counseling program to maximize this opportunity to its fullest potential.

List of Department Members

Elementary School

Kerri Grecoi, Principal
Beth McQueeney, K-6 School Counselor
Brionna Whitman, SPED Director

Jr/Sr High School

Eric Papandrea, Principal
Paula Lanoue, Assistant Principal
Becky Kellerhouse, 7-12 School Counselor
Kristin Burton, 7-12 School Counselor
Joann Kehn, 7-12 School Psychologist

Other

Amanda LeStage , Parent representative
, Student representative

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B. K-12 Comprehensive School Counseling Model Overview

There are four components of the comprehensive school counseling model framework for the development, implementation and evaluation of school counseling programs.

1. **Foundation.** Supports the idea that every student will benefit from a counseling program. The foundation consists of philosophy, vision, mission statement and goals providing the basis for the model.
2. **Delivery System.** Defines the implementation process and the components of the model which consists of individual student planning, responsive services, school counseling curriculum, and system of support.
3. **Management System.** Presents the organizational processes and tools needed to deliver a comprehensive school counseling program.
4. **Accountability System.** Helps school counselors demonstrate effectiveness of their work in measurable terms.

C. Foundation

NYSED Regulation Part 100.2

As per the New York State Education Department, listed in Part 100 of the Commissioner's Regulations, School Counseling/Guidance Programs are defined as follows:

Guidance programs and comprehensive developmental school counseling/guidance programs.

1. **Guidance programs for public schools for school years prior to the 2019-2021 school year and for non-public schools.**

Public Schools. Each school district shall have a guidance program for all students.

(a) In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.

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(b) In grades 7-12, the guidance program shall include the following activities or services:

- (1) an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;
- (2) instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;
- (3) other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors, or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and
- (4) the services of personnel certified or licensed as school counselors.

(c) Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

Hoosic Valley K-12 Counseling Program Vision, Mission and Goals

The mission of the Hoosic Valley School Counseling Department is to support students academically and social-emotionally to develop the knowledge, skills, abilities and character needed to pursue their individual goals and become contributing members of our society. A

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comprehensive school counseling program will provide a framework to provide a network of support, information, resources and guidance to meet the individual needs of all students.

Furthermore, it is the mission of the Counseling Department that students graduating from Hoosic Valley Jr/Sr High School will be career and college ready. The comprehensive school counseling program supports a rigorous curriculum while providing students an opportunity for individual growth to ensure that every student in our school will grow to be lifelong learners that are productive and responsible members of our global community.

Student Standards

School counselors use the following mindsets and behaviors as outlined by the American School Counseling Association (ASCA) 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. In order to apply 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. These competencies directly reflect the vision, mission and goals of the comprehensive school counseling program and align with the district's academic mission.

Mindsets and behaviors as outlined by ASCA:

- **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.

In order to support the development of entry-level work readiness skills, the comprehensive school counseling program will align with the NYSED Career and Occupational Studies (CDOS) Student Standards and support the following competencies:

NYSED Career and Occupational Studies (CDOS) Student Standards

Standard 1: Career Development Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

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Standard 2: Integrated Learning Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

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

Standard 3b: Career Majors Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

Professional Competencies

Counselor Competencies and Ethics

The Hoosic Valley school counselor will reference the ASCA School Counselor Competencies (2010) as a framework for identifying the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate his/her comprehensive, developmental, results-based school counseling programs.

In addition, the Hoosic Valley school counselor will reference the ASCA Ethical Standards for School Counselors (2010) and Board of Education Policy 5300 K-12 Code of Conduct for specific ethical behaviors necessary to maintain the highest standard of professional integrity in practice.

D. Delivery System

The delivery system describes the activities, interactions and methods necessary to deliver the programs to the school community. The Comprehensive School Counseling Program at Hoosic Valley integrates academic, personal, social and career development. The components of this program include the school counseling curriculum, individual planning, responsive services, and systems support.

Program implementation

Students are assigned to a single school counselor at the Elementary School and are assigned to one of two school counselors at the secondary level based on grade level. Students at the secondary level are assigned to a school counselor upon entry into the building in 7th grade and will remain under the guidance of the same counselor through graduation. Upon entry into the 7th grade parents of students who have siblings in the building will be given the option to work with the same counselor for all children in the family unit regardless of grade level.

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In addition to delivery direct student services, counselors will allocate time to:

- Indirect delivery of services;
 - Individual planning;
 - Responsive services; and
 - System support
- (Definitions of each component are included in the next section)

ASCA recommends that school counselors spend 80% of their time on direct and indirect delivery of services.

Component	Elementary	Jr/Sr HS
Direct and Indirect Delivery of Services	70% - 90%	70% - 90%
● Counseling Curriculum	35-45%	35-45%
● Individual Planning	5-25%	25-35%
● Responsive Services	30-40%	25-35%
System Support	10-15%	10-15%

*Indirect delivery can occur in conjunction with the Individual Planning and Responsive Services areas of the delivery services.

Summary description of each component of the delivery system:

Direct Student Services

The counseling curriculum provides developmental activities that address academic career and personal/social needs of students K-12. This is accomplished through:

Academic:

- Classroom Activities: Provide academic preparation for post-secondary options-School counselors present lessons in the classroom.
- School Counselors help students see the relationship of academics, work, family and community.

Career:

- Classroom presentations help students to investigate the world of work to make informed decisions and develop strategies to achieve future career goals.
- Work with students in analyzing and evaluating abilities, interests, skills, and achievement.
- Utilize interest and skills inventories to discuss future career planning.

Personal/Social:

- Counselors work with students to aid in decision making and goal setting.

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Individual Student Planning

Counselors monitor students' progress so they may achieve success in academic, personal/social, and career areas: This may be accomplished through:

Academic

- Work with students in analyzing and evaluating abilities, interests, skills and achievement.
- Develop educational plans beyond high school.
- Monitor individual students' progress.

Career

- Students utilize interest and skills inventories to discuss future career planning.
- Counselors help students choose appropriate course selections.

Personal/Social

- Skills competencies related to student success.

Responsive Services

School counselors provide support and interventions to meet the needs of students.

Academic:

- Address immediate academic concerns.
- Address school related concerns (absences, tardiness, avoidance, drop-outs).

Career:

- Counselors may have individual discussions on how current behavior can impact future career goals.

Personal/Social:

- School counselors help by providing support for: crises, family issues, coping with stress, relationship concerns, etc.

Indirect Student Services (Indirect delivery can occur in conjunction with the Individual Planning and Responsive Services areas of the delivery services).

Academic:

- School Counselors participate on committees (IEP, 504).

Career

- School counselors attend professional development to maintain competence in profession.

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Personal/Social

- Referrals: School counselors provide families with a variety of resources, both inside and outside of school to better serve students.
- Consultation: School counselors collaborate with families, school staff and community agencies to develop interventions for students.

Scope and Sequence by Program Levels

Scope and Sequence - Elementary School	
Activity	Timeline
Crisis Counseling	Ongoing Sept - Jun
Social Skills - Small Group	Ongoing Sept - Jun
Individual Counseling Skills based sessions	Ongoing Sept - Jun as needed
DASA	Ongoing Sept - Jun
RTI	Ongoing Sept - Jun
Kindergarten and New Student Orientation	For K, Screened May prior to admission, new students Ongoing Sept-Jun
School Safety Team	Ongoing Sept - Jun
Emotional Awareness	Ongoing Sept-Jun
Character Education	Ongoing Sept - Jun
Skills for Learning, (Second Step)	Ongoing Sept - Jun
Self - Management	Sept - Jun
Second Step	Sept. -Jun
Personal Safety	Contractor presents spring
Bullying Prevention	Sept-Jun
Friendship	Sept-Jun
Conflict Resolution	Sept-Jun
Internet Safety, (Integrated through DARE when available)	Sept-Jan
Middle School Transition	May - Jun
Grief counseling	As needed Sept - June
Support services to engage and maintain reluctant remote learners (if we need to change to remote learning)	Ongoing Sept - June

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Alternate service delivery will be used as needed during remote learning	Ongoing Sept - June
CPS reports and interviews	Ongoing Sept - June
Assist with the Implementation of Responsive Classroom school-wide	Ongoing Sept - June

Scope and Sequence - Jr/Sr High School	
Activity	Timeline
Individual Counseling - Academic	Ongoing Sept - June
DASA	Ongoing Sept - June
RTI	Ongoing Sept - June
CSE Meetings	Ongoing Sept - June
School Safety Meeting	Ongoing Sept - June
Individual Counseling - Social Emotional	Ongoing Sept - June
New Student Entrants	Ongoing Sept - June
Scheduling (Fall)	Sept - Oct
Team Meetings	Ongoing Sept - June
Support Team Meetings	Ongoing Sept - June
Parent Conferences	Ongoing Sept - June
Naviance	Ongoing Sept - June
Crisis Intervention	Ongoing Sept - June
Group Counseling	Sept - June
Holiday Help	Nov - Dec
Scheduling (Spring)	Jan - June
Scheduling (Summer)	June
6th Grade Transition	Mar - June
Academic Improvement Planning Meetings	Ongoing Sept - June
Career Counseling	Ongoing Sept - June
PSAT Program	Sept - Dec
SAT Program	?
Senior College and Career Naviance Curriculum	Sept
Senior Conferences w/ Parents	Sept - Jan
Introduction to the High School Transcript	Feb - Mar

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Fall College Fair	Oct
Grade 7/8 Naviance Program Cluster Finder	Dec
Freshman College and Career Naviance Curriculum	Oct
Sophomore College and Career Naviance Curriculum	Nov
Academic Advisement Part 1: Classroom	Jan
Academic Advisement Part 2: Individual	Feb-Mar
Spring College Fair	Apr
Teacher consultation	Sept - June
Consultation with outside agencies	Sept - June
Junior Conferences	Sept - Oct
Grade 7 and 9 Naviance Program Resume	Nov-Dec
Grief counseling	Sept - June
Support services to engage and maintain reluctant remote learners	September - June
Alternate service delivery will be used as needed during remote learning	September - June
CPS reports and interviews	September - June
Coordination of Access VR (financial assistance, job coaching, driving lessons)	September - June
? coordinator	
? coordinator	

E. Management System

Use of time

During the school year counselors should monitor their time and determine the percentage spent in each component of the school counseling program compared to the ASCA guidelines and delivery of services use of time outlined in the Program Implementation section of the Delivery System. Counselors monitor use of time through a variety of means including phone logs, individual student files, lesson plans and individual calendars.

Use of calendars

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The Hoosic Valley School Counseling Department's annual calendars reflect the district's mission and vision of having a comprehensive school counseling program. The annual calendar provides a framework for programs and guides the counselors in their individual calendars.

Advisory Committee

The advisory committee is a group of members appointed to assist the ongoing development of the comprehensive school counseling program. The committee will meet at least annually, to review goals and results and make recommendations for improvement. Membership should be reflective of the Hoosic Valley community and include students, parents, teachers, counselors and administrators.

F. Accountability System

In order to achieve the best results for students and to demonstrate accountability, Hoosic Valley school counselors will regularly evaluate their program to determine its effectiveness. School counseling program components will be assessed through data analysis, program results, and evaluation and improvement.

Data Analysis. The use of program evaluation surveys, self-analysis, observations, evaluations from administration and data such as student assessment data and graduation rate may be used to regularly evaluate their program for effectiveness.

Program Results. Counselors will use information collected through process, perception and data samples to analyze the school counseling program and inform decisions related to program improvements. Each building counseling department along with administrators and the advisory committee will review programs to identify areas of success and those in need of improvement.

Evaluation and Improvement. Through program evaluation and identified areas in need of improvement, each building counseling department will develop program goals annually in order to ensure a process of continuous improvement.

Goals for the 2021 - 2022 school year

1. K - 6: Implement more activities to help students engage in career exploration
 - a. To evaluate:
 - i. Document activities and share with the team - track plans and goals
 - ii. Did you accomplish this goal or not.

K - 6: Help students improve behavior and attitudes about school and learning through implementation of Responsive Classroom.

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- b. To evaluate:: Student, Faculty and Staff and Teacher Responsive Classroom Surveys
- 2. 7 - 12: implement more activities to help students engage in career exploration
Guidance meetings with seniors, families: September
- 3. Implement supports to increase the number of students who graduate with their cohort
 - a. Collect baseline data on the number of students who are graduating with their cohort.
 - b. Document each year how many students are graduating with their cohort so this number can be tracked for each school year.
 - c. Identify reasons why a student is not graduating with their cohort.
 - i. Survey of graduates
 - d. Identify reasons why a student is choosing to graduate early
 - i. Review courses offered at the high school
 - ii. what is not being offered that could be offered
- 4. Implement support to increase student attendance and engagement in school.
 - a. Continue to discuss students with chronic absenteeism at weekly K-6 and 7 -12 Student Support Team meetings (counselor/school psychologist, school safety officer, guidance/administration/nurse meetings).
 - i. Identify strategies to re-engage these students with school.
 - ii. Utilize Community School Partnership for ideas and strategies
 - iii. Pursue involvement with the Rensselaer County School truancy partnership
 - iv. When necessary, utilize "Pre-Diversion efforts for school districts"

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