Hyde Park Central School District

K-12 Comprehensive School Counseling/ Guidance Plan

2023-2024
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SECTION 1: NEW YORK STATE PART 100.2 REGULATIONS - SCHOOL COUNSELING PROGRAMS

The Hyde Park Central School District K-12 Comprehensive School Counseling/Guidance Plan aligns with the amended Part 100.2 of the Commissioner’s Regulations. NYSED Part 100.2 J

The new state regulations are designed to promote the “Whole School-Whole Community-Whole Child” multi-tiered model. This model was created to promote a positive school climate which is the most predictive factor in a school’s capacity to promote student achievement.

The Program

1. The Hyde Park Central School District’s comprehensive counseling/guidance program includes all students K-12.

2. Part 100.2 regulations require all Hyde Park Central School District students in grades K-12 have access to a certified school counselor. This comprehensive plan reflects the roles currently employed within the district and is inclusive of all mental health providers such as school counselors, school psychologists, school social workers, and student assistance counselors. K-5 students will have access to an Elementary School Counselor who will rotate between each of the four Elementary Schools in our district as well as have increased access to other mental health providers in the 2023-2024 school year and beyond.

3. The Hyde Park Central School District has included the addition of a licensed full-time Director of Guidance who would be assigned to grades K-12 to oversee the implementation of our district’s Multi-Tiered System of Support (MTSS) as noted in the attached link. Multi-Tiered System of Support

4. The Hyde Park Central School District K-12 counseling program is designed in coordination with teachers, school social workers, school psychologist, building and district level administration to prepare students to effectively participate in their current and future educational programs; address multiple student competencies including college and career readiness standards; academic, and social/emotional development standards. For students in grades K-5, the program is designed by a licensed School Counselor and the Director of Guidance in coordination with instructional staff.

5. The K-12 program is reviewed annually based on the related New York State Education regulations and the American School Counselor Association (ASCA) national model and standards (See ACSA Program Assessment, Appendix B). After the assessment, data-driven improvements are designed and implemented, and the program is updated.

The Services

1. The Hyde Park Central School District K-5 counseling/guidance program is designed:
   a. To prepare students to participate effectively in their current and future educational programs,
   b. To provide information related to college and careers,
   c. To assist students who may exhibit challenges to academic success, including but not limited to attendance, behavioral concerns, and
   d. Where appropriate, to make a referral to a properly licensed professional and/or certified pupil personnel service provider for more targeted support.

2. Certified school counselors provide students at Hyde Park Central School District Grades 6-12 with an annual Individual Progress Review which reflects each student's educational progress and career plans.
For a student with a disability, the plan shall be consistent with the student’s individual education program (IEP).

3. For students in all grades K-12 the program includes the following activities or services:

   a. 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.

   b. Direct student services to enable students to benefit from the curriculum

      1. Responsive services
      2. Crisis response
      3. Group counseling
      4. Individual counseling, appraisal, assessment and advisement
      5. Assisting students to develop and implement postsecondary education and career plans
      6. Assisting students who exhibit attendance, academic, behavioral or adjustment concerns
      7. Encouraging parental involvement

   c. Indirect student services that enable students to benefit from their education

      1. Referrals to appropriately licensed or certified individuals
      2. Consultation and/ or collaboration with others
      3. Leadership, advocacy, and teaming activities

**The Plan**

The Hyde Park Central School District has developed a district-wide & building level comprehensive school counseling plan that complies with the regulation requirements and is in accordance with the following:

   a. Developed by or under the direction of a certified school counselor.

   b. The plan will be updated annually and an outcomes report will be presented to the Board of Education.

   c. The plan is filed in the district office and is available for review by any individual.

   d. The plan presents program objectives, which describe expectations of what students will learn.

   e. 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.

**School Counseling/ Guidance Advisory Council (GAC)**

1. The Hyde Park Central School District will develop and maintain a School Counseling/ Guidance Advisory Council.

2. Membership will include 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).

3. The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive school counseling/guidance plan and advising on the implementation of the school counseling/guidance program.

4. The purpose of the council is to provide feedback on program goals (developed and explained by the school counselor), review program results (based on data presentations by the school counselors), make recommendations about the school counseling program, and serve as advocates for the program.

5. The charge of the Advisory Council is to address key paradigm shifts that pertain to quality control (doing the right things), quality assurance (ensuring what is done meets the needs of students) and strategic positioning.

6. 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.

7. The Advisory Council shall present annually at a designated Board of Education meeting as a complement to the outcomes report, providing an overview of progress and plans for continued work of the Advisory Council.
SECTION 2: THE HYDE PARK CENTRAL SCHOOL DISTRICT’S PLAN

This plan has been designed to meet the educational demands of the 21st century in order to better serve the Hyde Park Central School District. Our counseling program is results-based, comprehensive, developmentally appropriate, proactive in nature, and designed to reach every student. When developing and implementing such a program, it is necessary that school counselors hold a wide range of counseling skills. In order to provide a data-driven program that aims to improve student achievement, school counselors must demonstrate leadership, advocacy, collaboration, and data analysis skills. With this in mind, the Hyde Park Central School District counselors have utilized a variety of professional development opportunities to further develop their skills.

The Hyde Park Central School District school counselors are divided among 6 buildings. There are 3 grade level counselors assigned to Haviland Middle School, 5 counselors whose student caseload is alphabetically assigned at Franklin Delano Roosevelt High School, and 1 Elementary School Counselor will support the four elementary schools.

Our counselors are seen as leaders, advocates, and vital educators. Counselors are held to high standards of collaboration when it comes to the planning and implementation of the comprehensive school counseling program. This collaboration is guided by the belief that students come first, a belief that has been woven into every aspect of the school counseling plan. In order to promote student success and close existing achievement gaps, the comprehensive plan incorporates a variety of direct and indirect support services, academic advising, skill development supports, and classroom guidance plans.

Our comprehensive school counseling model values content, process, and accountability. 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 certified/licensed 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 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 school counseling from a student-by-student system to a comprehensive and developmental program that focuses on academic, career, and personal/social development for all K–12 students.

The transformations that have occurred to the comprehensive school counseling program at Hyde Park Central School District continue to help meet the needs of the community and will increase the continuity of services that are provided to our students. The services provided by our school counselors play significant roles in the closing of a variety of achievement gaps and are a benefit to student learning. We believe our program, which will continue to adapt with educational changes and data results, can and will profoundly contribute to better student outcomes.

The Comprehensive Model

The comprehensive school counseling program is a framework for the systematic development, implementation, and evaluation of school counseling programs. The comprehensive school counseling plan was designed in a way that:

- Acknowledges the work of school counselors as advocates for students.
- Creates results-based counseling programs that support diverse student populations.
• Helps to close achievement gaps.

• Aims to reach all students through the use of exemplary strategies that assess academic, career, and social/emotional progress.

• Is guided by developmentally appropriate and goal-oriented student competencies.

The process for delivery of the National Standards linked to the NYS Learning Standards is accomplished by utilizing each of the four components of the comprehensive model. The four main components of the model are:

1. The foundation of the program addresses the belief and mission that every student will benefit from the school counseling program.

2. The management system 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.

3. The delivery system defines the implementation process and the components of the comprehensive model (guidance curriculum, individual planning with students, responsive services, and system support).

4. The accountability system helps school counselors demonstrate the effectiveness of their work in measurable terms such as impacts over time, performance evaluation, and a 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 “what do students need to be successful?” While we will use the model as a guide, we will be progressive in our thinking and always evaluate and update what we are doing based on what is in the best interest of the students.
Section 3: Hyde Park Central School Counseling Department Foundation

School District Mission Statement

The Hyde Park Central School District empowers our community to strive for excellence and embrace the opportunities of our globally connected world.

Counseling Mission Statement

The mission of the Hyde Park Central School District’s Counseling Department is to meet the individual needs of all students by providing them with support, information, resources, and guidance through a comprehensive school counseling program. The services provided by the Hyde Park Central District school counselors empower students to develop the knowledge, skills, abilities, and character needed to pursue their individual goals and become contributing members of our society.

Counseling Vision Statement

It is the vision that students graduating from Hyde Park Central School District will be college and career-ready and will have the skills needed to maximize their academic success and social/emotional development. The comprehensive school counseling program supports students through a rigorous curriculum while providing a variety of opportunities for self-directed growth to become contributing and healthy members of a competitive global society (HPCSD Portrait of a Learner).

Hyde Park Central School Counselor Belief Statements

Counselors at Hyde Park Central School District believe that students learn best when:

- Counselors advocate for all students.
- Counselors serve as active, positive role models following ethical standards.
- Students are challenged and actively involved through methods of instruction.
- Counselors are responsive to their developmental needs.
- Personal responsibility for learning is cultivated and developed.
- The subject matter is relevant and taught by motivated and well-prepared staff.
- Clear academic and behavioral expectations are communicated and understood.
- Their individual strengths and efforts are encouraged and recognized, and specific and timely feedback on their performance is provided.
- A school community where respect, acceptance for differences, and civility are modeled by all.
- Their families are encouraged to take an active, supportive role in their education and basic human needs (shelter, nutrition) are met.
- Valid data is used to inform decisions.

Student Mindsets and Behaviors

Based on NYS Counselor regulations and the American School Counseling Association (ASCA) National model, students should demonstrate the following mindsets and behaviors:

- 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 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.

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. 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.
Professional Competencies

Counselor Competencies and Ethics - The Hyde Park Central school counselors 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 American School Counselor Association (ASCA) is a professional organization whose members are school counselors certified/licensed in school counseling with unique qualifications and skills to address all students’ academic, personal/social and career development needs. Members are also school counseling program directors/supervisors and counselor educators. These ethical standards are the ethical responsibility of school counselors. School counseling program directors/supervisors should know them and provide support for practitioners to uphold them. School counselor educators should know them, teach them to their students and provide support for school counseling candidates to uphold them. Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

- Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including: ethnic/racial identity, age, economic status, abilities/disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.

- Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one’s group identities, with special care being given to students who have historically not received adequate educational services, e.g., students of color, students living at a low socio-economic status, students with disabilities and students from non-dominant language backgrounds.

- Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.

- Each person has the right to privacy and thereby the right to expect the school-counselor/student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.

- Each person has the right to feel safe in school environments that school counselors help create, free from abuse, bullying, neglect, harassment or other forms of violence.

Annual Goals

Program goals are developed annually in alignment with the goals of the district, school and department. The goals will serve to guide the curriculum and corresponding action plans. While the counseling department has many goals around social/emotional, academic skills and college and career readiness; each year we will develop measurable program objectives. The updated 2023-2024 objectives are outlined below.

<table>
<thead>
<tr>
<th>PRIORITY</th>
<th>WHO?</th>
<th>WHAT will we do?</th>
<th>WHEN will we do this?</th>
<th>WHERE will this happen? Space/Time</th>
<th>HOW will we do this?</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTSS Team</td>
<td>-Administrators -Teachers -Counselors -TAs -Related Service Providers -Social Workers -Psychologists -Behaviorist</td>
<td>-Utilize collaborative team practices -Collect and organize school-wide data -Review and analyze school-wide academic/behavior/attendance data -Utilize continuous improvement process/ unified improvement process/ unified improvement plan goal -Ensure implementation of district literacy, math, and social emotional/behavioral plans -Identify professional development needs -Install needed resources and schedules -Monitor action plan integrity -Communicate and distribute data to appropriate teams and staff</td>
<td>-Monthly T1 meetings -Bi-monthly T2 and T3 meetings</td>
<td>-At the building level</td>
<td>-Provide PD for all staff in the fall at the Sept faculty meetings regarding MTSS: what is it and what it will look like -Develop core team at each building (begin with a pilot team in one building) -Provide coaching for teams as they try it out -Create data protocols to use to identify students and monitor progress -Identify T1, T2 and T3 interventions</td>
</tr>
<tr>
<td>Universal Screener</td>
<td>-District Admin</td>
<td>-Start small with universal screener to rising 6th and 9th graders</td>
<td>-September 2023</td>
<td>-In their classrooms</td>
<td>-Find screener to use that is research supported -Information sent home -Use Chromebook</td>
</tr>
<tr>
<td>Evaluation</td>
<td>-MTSS Team and Guidance Advisory Council -Building leaders -District Administration</td>
<td>-Evaluated needs of population based on data from universal screener -Set specific goals related to outcomes -Find supporting data such as attendance, discipline etc. -Reflect on Tier 1 interventions -Attendance data</td>
<td>-Fall 2023 (after screener results) -Second time, do it again in the spring 2024 (make sure early spring so we have time to intervene)</td>
<td>-Building level</td>
<td>-Look at data provided and determine need for additional data to support the goals -Work as a team to come up with interventions, strategies -Identifying tier 1 interventions and supporting data to evaluate success of our Tier 1 programs -Starting in the Fall reviewing attendance data to inform support and resources to improve absenteeism and barriers to full school participation -Creating standard practice and policy around attendance</td>
</tr>
<tr>
<td>Shared Vision</td>
<td>-Guidance Advisory Council</td>
<td>-Develop an updated mission and vision</td>
<td>-In the 2023-2024 school year</td>
<td>-Within the 2023-2024 Guidance Advisory Council Meetings</td>
<td>-Through committee discussion</td>
</tr>
<tr>
<td>SEL Learning Opportunities</td>
<td>-All stakeholders</td>
<td>-Implement Second Step K - 8 with fidelity -Implement Mindfulness in Schools 9-12</td>
<td>-In the 2023-2024 school year</td>
<td>-At all buildings</td>
<td>-Regular team meetings (could be the MTSS team) to reflect on and evaluate implementation of SEL opportunities -Using data collected at tier 1 to support interventions at all tiers</td>
</tr>
</tbody>
</table>
## Section 5: Hyde Park Central School District Program Delivery Map

<table>
<thead>
<tr>
<th>Grade Level(s)</th>
<th>Program Activity/Services</th>
<th>Tier (1,2,3)</th>
<th>Student Standards (ASCA Mindsets and Behaviors)</th>
<th>Anticipated Outcomes</th>
<th>Staff and Resources</th>
<th>Assessment and Evaluation Methods</th>
<th>Time (Scope and Sequence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-12</td>
<td>Newsletter</td>
<td>1</td>
<td>M 1, M 3, B-LS 1, B-SS 2, B-SMS 7, B-SS 9, B-SMS 10</td>
<td>Increase in parent knowledge base: parents develop a clear understanding of school services and programs for children</td>
<td>School Counselors</td>
<td>Survey about access to information, Monitoring attendance at advertised events</td>
<td>Tri Annually</td>
</tr>
<tr>
<td>6-12</td>
<td>Social Media</td>
<td>1</td>
<td>M 1, M 3, B-LS 1, B-SS 2, B-SMS 7, B-SS 9, B-SMS 10</td>
<td>Increase in parent knowledge base: parents develop a clear understanding of school services and programs for children</td>
<td>School Counselors</td>
<td>Number of likes on posts, Follower counts, Monitor attendance at advertised events</td>
<td>On-going</td>
</tr>
<tr>
<td>6-12</td>
<td>Guidance Website</td>
<td>1</td>
<td>M 1, M 3, B-LS 1, B-SS 2, B-SMS 7, B-SS 9, B-SMS 10</td>
<td>Increase in parent knowledge base: parents develop a clear understanding of school services and programs for children</td>
<td>Dan Hurley (web master), and school counselors</td>
<td>Traffic monitoring</td>
<td>On-going</td>
</tr>
<tr>
<td>9-12</td>
<td>College Website</td>
<td>1</td>
<td>M 1, M 3, B-LS 1, B-SS 3, B-SMS 7, B-SS 9, B-LS 10</td>
<td>Increase in student and parent knowledge of school provided support with the college application process.</td>
<td>School Counselors</td>
<td>Counselor Recommendations</td>
<td>On-going</td>
</tr>
</tbody>
</table>

Objective 1: To communicate with parents/guardians of student progress and involve them in guidance-related services.
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Activity Description</th>
<th>Participants</th>
<th>Description</th>
<th>Coordinator</th>
<th>Notes</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-12</td>
<td>Parent Square</td>
<td>1</td>
<td>M 1 M 3 B-LS 1 B-SS 2 B-SMS 7 B-SS 9 B-SMS 10</td>
<td></td>
<td></td>
<td>On-going</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Families are informed of important school events, activities and information.</td>
<td>School counselors, Admin</td>
<td>Reports on content and number of families received information</td>
<td></td>
</tr>
<tr>
<td>9-12</td>
<td>Conduct college informational program</td>
<td>1</td>
<td>M 1 M 3 B-LS 1 B-SS 3 B-SMS 7 B-SS 9 B-LS 10</td>
<td>School counselors</td>
<td>Event attendance reports</td>
<td>On-going Spring Semester</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students and families will benefit from enhanced knowledge, informed decision making, access to resources, financial aid opportunities, and reduced stress and anxiety with the college application process.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-12</td>
<td>Facilitate college financial aid/scholarship information program</td>
<td>1</td>
<td>M 1 M 2 B-LS 1 B-LS 7 B-SS 3 B-SS 9</td>
<td>School counselors</td>
<td>Note attendance to the event</td>
<td>Fall On-going</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Students and families will benefit from enhanced knowledge, informed decision making, access to resources, financial aid opportunities, and reduced stress and anxiety with the college application process.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-12</td>
<td>Facilitate regular parent-teacher meetings when necessary</td>
<td>1, 2, 3</td>
<td>M 1 M 2 B-LS 1 B-LS 7 B-SS 3 B-SS 9</td>
<td>School counselors, parents, teachers</td>
<td>Event attendance reports</td>
<td>On-going</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Improved communication, Better understanding of student progress, Individualized support, Goal setting, Action Planning, Building Partnerships</td>
<td></td>
<td>Sign-in sheets, Google request forms</td>
<td></td>
</tr>
<tr>
<td>K-12</td>
<td>Notify parents/guardians of student academic plans and changes and encourage them to be involved in the planning process</td>
<td>1, 2, 3</td>
<td>B-LS 1 B-LS 10 B-SMS 6 M1 M3 M4 M6</td>
<td>Enhanced parental awareness Collaborative decision making Increased student reinforcement at home Strengthened parent-counselor/teacher relationships Personalized educational experiences Improved student outcomes</td>
<td>School counselors, parents All School Stakeholder</td>
<td>Student academic records Outreach data Student support meetings</td>
</tr>
<tr>
<td>K-12</td>
<td>Telephone conferences</td>
<td>1, 2, 3</td>
<td>B-LS 1 B-LS 10 B-SMS 6 M1 M3 M4 M6</td>
<td>Improved communication, Better understanding of student progress Individualized support Goal setting Action Planning Building Partnerships</td>
<td>School counselors, All school stakeholders parents</td>
<td>Outreach data Student academic and attendance records</td>
</tr>
<tr>
<td>K-12</td>
<td>Notify parents of student retention and of seniors who may not graduate</td>
<td>2, 3</td>
<td>B-LS 1 B-LS 10 B-SMS 6 M1 M3 M4 M6</td>
<td>Enhanced parental awareness Collaborative decision making Increased student reinforcement at home Strengthened parent-counselor/teacher relationships Personalized educational experiences</td>
<td>School counselors Building Administration K-5</td>
<td>Outreach data Student academic and attendance records</td>
</tr>
<tr>
<td>K-12</td>
<td>Student Orientation Events</td>
<td>1</td>
<td>M 1 M 3 B-LS 1 B-SS 3 B-SMS 7 B-SS 9</td>
<td>Students and parents are more prepared and less anxious for their transition into new schools and/or to</td>
<td>School counselors Admin All school stakeholders</td>
<td>Outreach data Attendance data</td>
</tr>
<tr>
<td>Grade Level(s)</td>
<td>Program Activity/Services</td>
<td>Tier (1,2,3)</td>
<td>Student Standards (ASCA Mindsets and Behaviors)</td>
<td>Anticipated Outcomes</td>
<td>Staff and Resources</td>
<td>Assessment and Evaluation Methods</td>
</tr>
<tr>
<td>----------------</td>
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<td>--------------</td>
<td>------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
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<td>---------------------------------</td>
</tr>
<tr>
<td>K-12</td>
<td>Individual Progress Monitoring</td>
<td>1</td>
<td>M 1 M 2 M 4 M 6 M 10 B-LS B-SMS B-SS B-SMS</td>
<td>Identify strengths and weaknesses. Challenge those with strengths and support with weaknesses</td>
<td>All staff</td>
<td>Report cards, progress reports, MAPS</td>
</tr>
<tr>
<td>8-12</td>
<td>Scheduling meetings</td>
<td>1, 2, 3</td>
<td>B-LS 1 B-LS 10 B-SMS M 1 M 3 M 4 M 6</td>
<td>Course selection planning with students and families Individualized support and accommodations Academic progress tracking Long and short term planning</td>
<td>School counselors</td>
<td>Outreach data, Attendance data</td>
</tr>
<tr>
<td>K-12</td>
<td>Progress Reports</td>
<td>1,2,3</td>
<td>B-LS 1 B-LS 10 B-SMS M 1 M 3 M 4 M 6</td>
<td>Individualized support and accommodations Academic progress tracking Long and short term planning</td>
<td>School counselors</td>
<td>Student Academic and attendance data</td>
</tr>
</tbody>
</table>

Hyde Park Central School District Counseling/ Guidance Program Delivery Map 2023-2024

**Objective 2:** To help students who exhibit attendance, academic, behavioral or adjustment concerns and/or family issues that impact their education and life.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Period</th>
<th>References</th>
<th>Team Roles and Responsibilities</th>
<th>Frequency</th>
</tr>
</thead>
</table>
| 6-12  | Regular attendance reporting and communication among principals, teachers, nurses and clinical staff | 1, 2, 3 | M1, M2, B-LS 1, B-LS 3, B-SS 6, B-SS 9, B-SMS 10 | -Identify chronic absent students  
- Collaborate on how to best support specific student needs | -Attendance Reports  
- Progress/ report card review  
- Discipline data | Every 2 weeks |
| K-12  | Telephone calls or letters sent to parents | 1, 2, 3 | B-LS 1, B-LS 10, B-SMS 6, M1, M3, M4, M6 | -Open communication with home | -Attendance Reports | As needed |
| K-12  | Referrals to community organizations, supports and mental health providers | 2 & 3 | M1, M3, B-SS 3, B-SS 6, B-SMS 8, B-SMS 10 | -Connect with families with additional support outside of school | -Attendance  
- Parent Requests | As needed |
| K-12  | Referral to RTI/Data teams | 2 | M1, M3, B-LS 1, B-LS 2, B-LS 3, B-SMS 6, B-SMS 10 | -Provide additional support to students who arise with concerns | -Attendance, report cards, state test scores, MAPS, discipline | As needed |
| K-8   | Second Step | 1 | M1, M2, M3, M4, M5, B-LS 1, 6, 9, B-SMS 1, 2, 4, 5, 6, 8, B-SS 2, 3, 4 | -Provide SEL curriculum school wide | -Teachers  
- Need to collect data, would be nice to have a pre and post test | Monthly |
| K-12  | PBIS | 1 | M1, M2, M3, M4, M5, B-LS 1, 6, 9 | -To encourage positive behavior and regular attendance | -Discipline records, attendance records, referrals | Monthly  
- Staff meetings, daily with students |
<table>
<thead>
<tr>
<th>K-12</th>
<th>Parent teacher conferences</th>
<th>1</th>
<th>M 1, M 3, B-LS 1, B-SS 2, B-SMS 7, B-SS 9, B-SMS 10</th>
<th>-Communication between school staff and family regarding academic concerns and goals</th>
<th>-Teachers and guidance staff</th>
<th>-Report cards and progress reports</th>
<th>-2x a year, or as needed by request</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12</td>
<td>Individual counseling</td>
<td>3</td>
<td>M 1, M 2, M 4, B-LS 3, B-LS 7, B-SS 10, B-SMS 10</td>
<td>-Provide individual supports specific to that student's needs</td>
<td>Guidance Staff</td>
<td>-IEP recommendations -Guidance referral forms</td>
<td>-As needed</td>
</tr>
<tr>
<td>K-12</td>
<td>Group counseling: lunch buddies, mindfulness groups, social skills group</td>
<td>2</td>
<td>M 1, M 2, M 3, M 4, M 5, B-LS 1, B-SMS 1, B-SS 2, B-MS 4, B-SS 5, 6, 7, 8, 9, B-LS 5, B-SMS 9</td>
<td>-Getting support from staff as well as peers. Encourage positive and appropriate social interactions</td>
<td>Guidance staff</td>
<td>-IEP recommendations -Guidance referral forms</td>
<td>-As per IEP or as needed</td>
</tr>
<tr>
<td>K-12</td>
<td>Home visits</td>
<td>3</td>
<td>M 1, M 2, M 3, M 5, B-SS 5, 6, 7, 8, 9, B-LS 5, B-SMS 9</td>
<td>-Try to get students to attend school or support families</td>
<td>Guidance staff, SRO or administration</td>
<td>-attendance data -mental health concerns</td>
<td>-As needed</td>
</tr>
</tbody>
</table>
### Objective 3: To develop, maintain, and support the social and emotional health of all students.

<table>
<thead>
<tr>
<th>Grade Level(s)</th>
<th>Program Activity/Services</th>
<th>Tier (1,2,3)</th>
<th>Student Standards (ASCA Mindsets and Behaviors)</th>
<th>Anticipated Outcomes</th>
<th>Staff and Resources</th>
<th>Assessment and Evaluation Methods</th>
<th>Time (Scope and Sequence)</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-5 6-8 9-12</td>
<td>Individual Counseling</td>
<td>3</td>
<td>M1, M2, M4, B-LS 3, B-LS 7, B-SS 10, B-SMS 10</td>
<td>Students will feel comfortable and safe in their educational setting, learn and demonstrate good character, have the appropriate in-school support for their social and emotional issues</td>
<td>Counselors, Social Workers, School Psychologists</td>
<td>Guidance Referral Form, Attendance Data, Behavioral Data, Special Education</td>
<td>5x Quarterly</td>
</tr>
<tr>
<td>K-5 6-8 9-12</td>
<td>Group Counseling</td>
<td>2</td>
<td>M 1 M 2 M 3 M 4 M 5 B-LS 1,6,9 B-SMS 1,2,4,5,6,8 B-SS 2,3,4</td>
<td>Students will feel comfortable and safe in their educational setting Students will learn and demonstrate good character Students will have the appropriate in-school support for their social and emotional issues</td>
<td>Social workers and School psychologists</td>
<td>Guidance Referral Form, Attendance Data, Behavioral Data, Special Education</td>
<td>5x Quarterly</td>
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<tr>
<td>K-5 6-8 9-12</td>
<td>Crisis intervention</td>
<td>3</td>
<td>M 1 M 2 M 4 B-LS 3 B-LS 7 B-SS 10 B-SMS 10</td>
<td>Students will feel comfortable and safe in their educational setting</td>
<td>Counselors, Social Workers, School Psychologists</td>
<td>Columbia screener, Threat Assessment form, BRYT meetings, At-Risk meetings Red Flag Meetings</td>
<td>As needed</td>
</tr>
<tr>
<td>K-5 6-8 9-12</td>
<td>BRYT</td>
<td>3</td>
<td>M 1 M 2 M 4 B-LS 3 B-LS 7 B-SS 10 B-SMS 10</td>
<td>Students will feel comfortable and safe in their educational setting Students will have the appropriate in-school support for their social and emotional issues</td>
<td>Behavioral TA, Social Worker, School Psychologist (K-5)</td>
<td>Referral, Intake meetings, progress meetings, discharge meetings</td>
<td>Daily</td>
</tr>
<tr>
<td>Grade Range</td>
<td>Program/Assessment</td>
<td>Frequency</td>
<td>Students</td>
<td>Support in Educational Setting</td>
<td></td>
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<tr>
<td>K-5 6-8 9-12</td>
<td>Second Step Mindfulness</td>
<td>1</td>
<td>M 1, M 2, M 3, M 4, M 5, B-LS 1,6,9, B-SMS 1, 2,4,5,6,8, B-SS 2,3,4</td>
<td>Students will feel comfortable and safe in their educational setting. Students will have the appropriate in-school support for their social and emotional issues. All school staff Future screeners Daily/Weekly</td>
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<tr>
<td>K-5 6-8 9-12</td>
<td>Suicide Assessment/Threat Assessment</td>
<td>3</td>
<td>M 1, M 2, M 3, M 4, B-SS 5, 6, 7, 8, 9, B-LS 5, 10, B-SMS 9</td>
<td>Students will have the appropriate in-school support for their social and emotional issues. School Counselors, School Psychologists, Social workers Columbia Screener As needed</td>
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<tr>
<td>K-5 6-8 9-12</td>
<td>Social Histories</td>
<td>3</td>
<td>M 1, M 2, M 3, M 4, M 5, B-LS 1,6,9, B-SMS 1, 2,4,5,6,8, B-SS 2,3,4</td>
<td>Students will have the appropriate in-school support for their social and emotional issues. Social workers IEP monitoring Yearly</td>
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<tr>
<td>Grade Level</td>
<td>Topic</td>
<td>Frequency</td>
<td>Relevant M</td>
<td>B-LS</td>
<td>B-SMS</td>
<td>B-SS</td>
<td>Classrooms</td>
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<tr>
<td>K-5 6-8 9-12</td>
<td>Daily Behavioral Contract</td>
<td>3</td>
<td>M 1 M 2 M 3 M 4 M 5 B-LS 1,6,9 B-SMS1, 2,4,5,6,8 B-SS 2,3,4</td>
<td>Students will learn and demonstrate good character</td>
<td>Students will have the appropriate in-school support for their social and emotional issues</td>
<td>Teachers, Admin, School Counselors</td>
<td>Weekly logs, Yellow Cards</td>
</tr>
<tr>
<td>K-5 6-8 9-12</td>
<td>Conflict Management and Anti-Bullying Policies</td>
<td>1</td>
<td>M 1 M 2 M 3 M 4 M 5 B-LS 1,6,9 B-SMS1, 2,4,5,6,8 B-SS 2,3,4</td>
<td>Students will feel comfortable and safe in their educational setting</td>
<td>Students will learn and demonstrate good character</td>
<td>Admin, School counselors, School Psychologists, Social workers</td>
<td>Guidance referrals, Suspension data, DASA report data</td>
</tr>
<tr>
<td>K-5 6-8</td>
<td>Support Mental Health Awareness through classroom activities, intervention, and</td>
<td>1</td>
<td>M 1 M 2 M 3 M 4 M 5 B-LS 1,6,9 B-SMS1, 2,4,5,6,8</td>
<td>Students will feel comfortable and safe in their educational setting</td>
<td>Teachers, School Counselors, Social Workers, School Psychologists</td>
<td>Pre-test/post-test google forms</td>
<td>As needed</td>
</tr>
<tr>
<td>Grade Level</td>
<td>Activity Description</td>
<td>Quantity</td>
<td>Subgroups</td>
<td>Summary</td>
<td>Referent</td>
<td>Notes</td>
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<tr>
<td>K-5 6-8 9-12</td>
<td>Develop developmentally appropriate coping strategies</td>
<td>1</td>
<td>M 1 M 2 M 3 M 4 M 5 B-LS 1,6,9 B-SMS1, 2,4,5,6,8 B-SS 2,3,4</td>
<td>Students will learn and demonstrate good character Students will feel comfortable and safe in their educational setting</td>
<td>School Counselors, School Psychologists, Social workers</td>
<td>Tier 1 evaluation data As needed</td>
<td></td>
</tr>
<tr>
<td>K-5 6-8 9-12</td>
<td>Referrals to outside therapists</td>
<td>3</td>
<td>M 1 M 3 B-SS 3 B-SS 6 B-SMS 8 B-SMS10</td>
<td>Referrals for out of school support will be available</td>
<td>School Psychologists, Social Workers, School Counselors</td>
<td>Outreach data BRYT Portal As needed</td>
<td></td>
</tr>
<tr>
<td>K-12</td>
<td><strong>Mandated reporter calls to CPS</strong></td>
<td>3</td>
<td>M 1 M 3 B-SS 3 B-SS 6 B-SMS 8 B-SMS10</td>
<td>Referrals for out of school support will be available</td>
<td>Any mandated reporter</td>
<td>Outreach data As needed</td>
<td></td>
</tr>
<tr>
<td>K-5 6-8 9-12</td>
<td><strong>Home Visits</strong></td>
<td>3</td>
<td>M 1 M 2 M 3 M 5 B-SS 5, 6, 7, 8, 9 B-LS 5, 10 B-SMS 9</td>
<td>Referrals for out of school support will be available</td>
<td>Admin, School Psychologist, Social Worker</td>
<td>Outreach data As needed</td>
<td></td>
</tr>
</tbody>
</table>
**SECTION 6: HYDE PARK CENTRAL SCHOOL DISTRICT COUNSELING/GUIDANCE DEPARTMENT DELIVERY SYSTEM**

**Direct Student Services**

The guidance plan provides objectives that address academic, college and career readiness, and social/emotional needs of students K-12. This is accomplished through:

- **Classroom Activities**: the counseling/guidance department presents lessons in the classroom.

- **Group Activities**: the counseling/guidance department conducts group activities outside of the classroom to address student’s particular needs.

**Individual Student Planning**

The counseling/guidance department monitors students’ progress so they may achieve success in the areas of academic skills, college and career readiness, and social/emotional skills. 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 personal/social, academic, and career areas.

- **Student Progress Management**: Monitor individual student’s progress.

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

**Responsive Services**

The counseling/guidance department provides support and interventions to meet the needs of students. This is accomplished through:

- **Individual and Small Group Counseling**: Counseling is provided for 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.

**Indirect Student Services**

- **Referrals**: The counseling/guidance department provides families with a variety of resources, both inside and outside of school, to better serve our students.

- **Consultation**: The counseling/guidance department collaborates with families, school staff and community agencies to develop interventions for students.

- **Interdisciplinary Activities**: The counseling/guidance department collaborates with school staff to implement curriculum across content areas.

**System Support**

The counseling/guidance department assesses the effectiveness of the counseling program. This is accomplished through:
- Teaming: The counseling/guidance department participates in district-wide and building committees.
- Professional Development: The counseling/guidance department regularly participates in training, conferences, and meetings to update knowledge and skills.
- Program Promotion: The counseling/guidance department provides orientation and information regarding the programs to the greater community via websites, counseling newsletters, and presentations.
- Program Management and Evaluation: The counseling/guidance department regularly collects and analyzes data to evaluate the program and continue updating program activities.
SECTION 7: HYDE PARK CENTRAL SCHOOL DISTRICT COUNSELING/GUIDANCE DEPARTMENT ACCOUNTABILITY SYSTEM

To achieve the best results for students, Hyde Park Central School District’s counseling department will regularly evaluate their program to determine its effectiveness. Hyde Park Central School District’s counseling department will use accountability strategies to monitor student achievement and to evaluate and improve the counseling/guidance program. The counseling/guidance program components may be accessed through data analysis, program results and evaluation and improvement.

Ongoing Data Analysis - The counseling/guidance department will 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 on an ongoing basis. The process begins with a needs and strengths assessment and moves through what changes need to be made. The use of data replaces hunches and hypotheses with factual information instead and guides the counseling/guidance department and student support staff in planning and delivering learning support programs for all students.

Program Results - The counseling/guidance department analyzes the counseling/guidance program by using information collected through process, perception, or outcomes data samples. This data will be used to inform decisions related to program improvements. The Hyde Park Central School District Guidance Advisory Council along with each counseling/guidance department will review the programs to identify trends, areas of success and areas in need of improvement.

Evaluation and Improvement - Program evaluation and improvement has three components: self-analysis of the counseling/guidance program's strengths and areas of improvement, evaluation of the school counselor's performance using the Hyde Park Central School District evaluation methods, and review of program goals created at the beginning of the year. The department will identify goals annually with action steps. These will be reviewed and reflected upon throughout the year and a report will be provided at the end of each year.
**Addendum**

School Counselor Referral Form: these forms are currently being trialed

A school counselor referral form will be used to support best outcomes for students. This form will provide data regarding students in need of counseling. School counselors review the referral, determine appropriateness and make initial contact with students, guardians and stakeholders to explain recommended services.

Haviland Middle School Referral Forms

- FDR Student (Self) or Peer Referral Form
- FDR Staff Referral Form
- FDR Parent Referral Form

Multi-Tiered System of Support (MTSS) Pyramid - this process is being rolled out currently

The Multi-Tiered Systems of Support (MTSS) pyramid provides academic and behavioral support for all students based on their individual needs. Each pyramid linked below includes academic, social and emotional learning, and College and career readiness interventions at each tier.

- FDR MTSS Pyramid
- HMS MTSS Pyramid

Secondary Grade Calculator

This grade calculator will support students in setting academic goals and to monitor their progress independently.

- Grade Calculator
- Video Link

Restorative Practices - are currently being developed within our District.

Restorative Practice focuses on mediation and agreement rather than punishment. Restorative justice refers to “an approach to justice that seeks to repair harm by providing an opportunity for those harmed and those who take responsibility for the harm to communicate about and address their needs in the aftermath of a crime.” Restorative justice views “harm” as a fracturing of relationships, rather than something that demands punishment. A restorative justice process is a way to uncover true needs and heal relationships via meaningful accountability.

- Restorative Practices
### Hyde Park Central School Guidance/ School Counseling Advisory Council Role Clarity Matrix

The chart below describes some but not all responsibilities of our school staff interactions and collaboration.

<table>
<thead>
<tr>
<th>Roles</th>
<th>Teacher</th>
<th>School Counselor</th>
<th>School Psychologist</th>
<th>Social Worker</th>
<th>Building Administrator</th>
<th>District Administrator</th>
<th>Student</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher</strong></td>
<td>Collaborate on curriculum around college and career readiness (would like to see this build throughout the district)</td>
<td>Referring students to counselors when in crisis or academic struggles meet with counselors about students as well</td>
<td>Referring students to counselors when in crisis meet with psychologists about students as well</td>
<td>Referring students to counselors when in crisis meet with social worker about students as well - seek collaboration about resources needed to support students</td>
<td>share information about student concerns (academic, emotional, behavioral) provide resources needed to meet the needs of students Support professional development opportunities</td>
<td>create relationships and safe spaces adapt curriculum surrounding interests and needs</td>
<td>communicate all concerns, issues, and achievements building relationships to foster student growth</td>
<td></td>
</tr>
<tr>
<td><strong>School Counselor</strong></td>
<td>Organize/facilitate parent teacher conferences Collaborate on curriculum (ex. Naviance and/or push in at all grade levels) Support teachers with student and staff mental health concerns Facilitate communication between teachers, students and families</td>
<td>Communicate and collaborate with other counselors to ensure all students in the building receive the same information Communicate and collaborate around student transition from school to school Weekly counselor check in meets to address any guidance related issue that may arise day to day</td>
<td>Communicate related to IEP and 504s Assist each other with mental health concerns/ suicide assessments Participate together in bi-weekly at risk meetings</td>
<td>Assist each other with mental health concerns/ suicide assessments Participate together in bi-weekly at risk meetings</td>
<td>Participate together in bi-weekly at risk meetings</td>
<td>Monthly department meetings Collaborate on a larger scale with the comprehensive guidance plan Making sure we are up to date on regulations Support professional development opportunities</td>
<td>Individual counseling College / career counseling Academic planning Progress monitoring Crisis counseling Mediations</td>
<td>facilitate parent-teacher conferences phone calls academic monitoring Send newsletter out with important dates Maintain website with information</td>
</tr>
<tr>
<td>School Psychologist</td>
<td>Consult &amp; collaborate with teachers about student concerns (i.e. behavioral/social-emotional/academic)</td>
<td>Communicate, consult and collaborate with each other over student concerns.</td>
<td>Communicate, consult and collaborate with each other over caseloads.</td>
<td>Assist and support each other with student concerns.</td>
<td>Participate in at-risk meetings</td>
<td>Collaborate and support District goals and initiatives such as SEL/MTSS</td>
<td>Assess diverse learning needs</td>
<td>Help families understand their child's learning and mental health needs</td>
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<tr>
<td></td>
<td>Help in implementing and designing an intervention/services</td>
<td>Communicate related to IEP and 504s</td>
<td>Communicate related to social history for initials/revaluations</td>
<td>Work with families to create stronger ties between home and school.</td>
<td>Assess school climate and work together to improve school connectedness</td>
<td>Plan appropriate Individualized Education Programs for students with disabilities</td>
<td>Individual, group, &amp; crisis counseling</td>
<td>Monitor and effectively communicate with parents about student progress</td>
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<tr>
<td></td>
<td>Aid in adjusting classroom facilities and routines to improve student engagement and learning</td>
<td>Participate together in bi-weekly at risk meetings</td>
<td>Communicate with each other over student concerns</td>
<td>Collaborate on social history for initials/revaluations</td>
<td></td>
<td>Connect families with community service providers when necessary</td>
<td>• Improve student’s communication and social skills</td>
<td>Help effectively engage families with teachers and other school staff</td>
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<td></td>
<td>Work with families to create stronger ties between home and school.</td>
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<td></td>
<td>• Reinforce positive coping skills and resilience</td>
<td>Consider the unique needs of students living in nontraditional settings, including those who are homeless or displaced and those living in foster care, group homes, or transitional housing.</td>
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<td></td>
<td></td>
<td>• Promote positive peer relationships and social problem solving</td>
<td>School psychologists collaborate with caregivers and community agencies supporting these students.</td>
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<td></td>
<td>Advocate for families and support parents and other caregivers in their involvement in school activities, both for addressing individual students’ needs and for</td>
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</tbody>
</table>
| Social Worker | Attend Data Team Meetings  
Referrals for building level counseling | Collaborate and partner together to work on building level SEL needs.  
Share counseling caseload.  
Collaborate on intervention planning for students | Collaborate and partner together to work on building level SEL needs.  
Share counseling caseload.  
Collaborate on FBA/BIPs | Assist and support each other with student concerns  
Provide mandated counseling for IEP and 504 students.  
Conduct initial and updated social histories for student’s reevaluations.  
BRYT Program | Discuss needs for support in the building and provide assistance with crisis situations  
Collaborate on attendance concerns | Attend committee meetings to ensure consistency across the District.  
Group counseling  
Support the SEL curriculum in the classrooms  
Student check-in’s  
Conduct risk assessments | Provide support and community resources as needed. |
| Building Administrator | Supports implementation of SEL curriculum  
Identifies and facilitates the professional learning and training to support SEL  
Classroom visits  
Provide resources and support (academic, social, behavioral) | SEL curriculum support  
Provide resources  
Attend/support events such as College Information Night, FAFSA completion Night, Financial Aid Night, etc. | Facilitate at risk meetings  
Provide on-going support | Facilitate at risk meetings  
BRYT support  
Provide on-going support | Collaborate and support District SEL and guidance initiatives  
Hold regular meetings to discuss data  
Facilitate “at-risk Meetings”  
Collaboration with academic, social, and emotional issues that arise with students | Collaborate and support District SEL and guidance initiatives  
Create a welcoming school environment where students can thrive  
Reflect on each student holistically to align support and resources where needed  
Develop a schedule that allows for student support | Provide access to resources through routine communication |

participating in classroom and school events
<table>
<thead>
<tr>
<th>District Administrator</th>
<th>Develop process and procedures as well as allocate resources</th>
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<tbody>
<tr>
<td></td>
<td>Coordinating the collaboration among school counselors &amp; special education providers</td>
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<td></td>
<td>Ensuring post-secondary planning (college and career exploration, Naviance, ACCES-VR, etc)</td>
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<td>Build infrastructure to support MTSS framework</td>
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<td></td>
<td>Coordinate the efforts and collaboration of the Guidance Advisory Council</td>
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<td>Provide support and resources</td>
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<td></td>
<td>MTSS work Guidance Advisory work</td>
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<td></td>
<td>Provide support and resources</td>
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<td></td>
<td>Shared supervision of counseling providers</td>
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<tr>
<td></td>
<td>Provide support and resources</td>
</tr>
<tr>
<td></td>
<td>Collaborate and support District SEL and guidance initiatives</td>
</tr>
<tr>
<td></td>
<td>Provide support and resources</td>
</tr>
<tr>
<td></td>
<td>Ensure that students have support and guidance to achieve their goals</td>
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<td></td>
<td>Provide information and resources for families through regular communication</td>
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Appendix

What is a Multi-Tiered System of Support?

A multi-tiered system of support (MTSS) is an educational framework designed to provide targeted and systematic interventions to meet the diverse academic, behavioral, and social-emotional needs of all students. It is a comprehensive approach that aims to support students at various levels of intensity based on their individual needs. MTSS typically consists of three tiers:

1. Tier 1 - Universal Supports: The first tier focuses on providing high-quality instruction and interventions to all students within the general education classroom. This includes evidence-based teaching practices, differentiated instruction, and the use of universal screening tools to identify students who may need additional support. Tier 1 interventions aim to prevent problems and promote positive outcomes for the majority of students.

2. Tier 2 - Targeted Supports: The second tier involves targeted interventions for students who require additional support beyond the universal level. These students may exhibit mild to moderate academic or behavioral difficulties that are not adequately addressed by Tier 1 strategies alone. Tier 2 interventions are more intensive and personalized, often delivered in small groups or through individualized plans. Progress is closely monitored to determine the effectiveness of the interventions.

3. Tier 3 - Intensive Supports: The third tier provides highly individualized and intensive interventions for students who require the most support. These students typically have significant academic or behavioral challenges that have not been effectively addressed through Tier 1 or Tier 2 interventions. Tier 3 interventions may involve specialized instruction, one-on-one support, or referral to external professionals for further assessment and assistance.

Key features of a multi-tiered system of support include:

- **Data-Based Decision Making:** MTSS relies on the collection and analysis of data to identify students' needs, monitor progress, and make informed decisions about appropriate interventions.
- **Progress Monitoring:** Ongoing assessment and progress monitoring are essential components of MTSS. This helps educators determine whether interventions are effective and make adjustments as needed.
- **Collaboration and Teamwork:** MTSS encourages collaboration among educators, administrators, school counselors, support staff, and families to ensure a coordinated and comprehensive approach to student support.
- **Evidence-Based Interventions:** The interventions implemented within the MTSS framework are based on research and evidence of their effectiveness in addressing specific student needs.

The goal of a multi-tiered system of support is to provide a continuum of support that prevents academic and behavioral difficulties, identifies students who need additional help, and delivers appropriate interventions to meet their specific needs. By addressing the diverse needs of students, MTSS aims to improve overall student outcomes and ensure that all students have access to an equitable education.
By actively participating in the MTSS framework, school counselors help ensure a comprehensive and coordinated approach to supporting students’ academic, behavioral, and social-emotional needs. Their expertise in counseling and social-emotional development greatly enhances the effectiveness of the MTSS process and contributes to the overall success of students.

**What is Social Emotional Learning?**

One of the cornerstones of the K-12 school counseling program is social and emotional learning (SEL). Social and Emotional Learning (SEL) refers to a process through which students and adults develop and acquire skills, attitudes, and knowledge to understand and manage their emotions, establish positive relationships, demonstrate empathy and compassion, make responsible decisions and effectively handle challenging situations. SEL encompasses a wide range of competencies that promote emotional well-being, social interaction, and academic success.

SEL is often integrated into educational curricula, promoting the development of social and emotional skills alongside academic learning. It is believed to foster positive classroom environments, enhance students’ emotional well-being, improve academic performance, reduce behavioral problems, and equip individuals with essential skills for personal and social success.

Effective SEL programs provide explicit instruction, guided practice, and opportunities for application in real-life situations. They may involve activities such as cooperative learning, problem-solving exercises, mindfulness practices, role-playing, and reflection. By developing social and emotional competencies, individuals are better equipped to navigate relationships, manage conflicts, and make responsible choices throughout their lives.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) identifies five core competencies of social and emotional learning (SEL). These competencies encompass the knowledge, skills, and attitudes that promote the development of students' social and emotional well-being.

The five CASEL competencies are as follows:

1. Self-Awareness  
2. Self-Management  
3. Social Awareness  
4. Relationship Skills  
5. Responsible Decision-Making
These five CASEL competencies provide a framework for supporting students; social and emotional development and are applicable across grade levels and contexts. By focusing on the development of these competencies, educators and schools can help students thrive academically, socially, and emotionally.

School Counselors play a crucial role in incorporating social and emotional learning within the school environment in the following ways:

- Collaboration with school staff to develop and implement programs and initiatives that create a positive, supportive and inclusive school climate and culture.
- Conducting needs assessments.
- Providing individual and group counseling.
- Implementing an SEL curriculum.
- Promoting restorative practices.
- Collaboration with families.
- Monitoring and evaluating SEL initiatives.