



HYDE PARK
CENTRAL SCHOOL DISTRICT

**K-12 Comprehensive Developmental
School Counseling/Guidance Plan
2021-2022**



TABLE OF CONTENTS

1. New York State Part 100 Regulations - School Counseling Programs Requirement
2. Hyde Park Central School District's Plan
 - a. Comprehensive Model
 - b. Counseling Department Foundation
 1. Mission, Vision, Values and Beliefs
 2. Competences and Goals
 3. Grade Level Specific Objectives
3. Counseling Department Delivery System
 - a. Direct Student Services
 - b. Individual Student Planning
 - c. Responsive Services
 - d. Indirect Student Services
 - e. System Support
4. Scope and Sequence by Program Levels
5. Counseling Department Accountability System

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

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

The Program

1. The Hyde Park Central School District's comprehensive developmental counseling/guidance program includes all students K-12. We acknowledge that the school closures and other consequences of the COVID-19 pandemic during the 2019-2020 and 2020-2021 school years will impact the needs of our students in 2021-2022 and beyond. This will necessitate flexibility in our programs and interventions.
2. Part 100.2 regulations require all Hyde Park Central School students K-12 to 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 the student assistance counselor (this position is in collaboration with the Council on Addiction Prevention Education - CAPE - of Dutchess County). It is noted that at this time, K-5 students do not have school counselors in their buildings but will have increased access to other mental health providers in the 2021-2022 school year and beyond.
3. The Hyde Park Central School district is pursuing the addition of a licensed full-time Director of Guidance who would be assigned to elementary students K-5, oversee our district Social Emotional Learning (SEL) Tier I supports, and provide support to Multi-Tiered Systems of Support (MTSS) which includes the Bridge for Resilient Youth in Transition (BRYT) K-12.
4. The Hyde Park Central K-12 counseling program is designed in coordination with the teaching staff to prepare students to effectively participate in their current and future educational programs; address multiple student competencies including career/college readiness standards; academic, and social/emotional development standards. For students in grades K-5, the program is designed by a licensed school counselor or the director of guidance in coordination with instructional staff.

The Services

1. The Hyde Park Central Schools 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 or 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 Schools Grades 6-12 with an annual individual progress review plan, 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

1. 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 & 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

Guidance Advisory Council (GAC)

1. The Hyde Park Central School District will develop and maintain a counseling program advisory council.

- a. 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).
 - b. The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program.
2. The purpose of the council is to provide feedback on program goals (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.
3. 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 customers) and strategic positioning.
4. 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.
5. 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 community. 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 skills that go beyond the essential counseling skills. In order to provide a data-driven program that aims to improve student achievement, school counselors must demonstrate the skills of leadership, advocacy, collaboration, and data analysis. With this in mind, the Hyde Park Central school counselors have utilized a variety of professional development opportunities to further develop their skills.

The Hyde Park Central school counselors are divided among two buildings, Haviland Middle School and Franklin Delano Roosevelt High School. 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 should always be put 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 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 every K–12 student.

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 helping New York maintain its position as one of the finest educational systems in our country.

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 learning 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 show how school counselors are key players in the academic success of all students. 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.

Hyde Park Central 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 Counseling Department is to meet the individual needs of all students by providing them with support, information, resources, and guidance through a comprehensive developmental school counseling program. The services provided by the Hyde Park Central 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 High School 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 Profile of The Graduate](#)).

Hyde Park Central School Counselor Belief Statements

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

- Counselors serve as active, positive role models following ethical standards
- Counselors advocate for all students
- They 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 ASCA 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.

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 2021-2022 objectives are outlined below.

HPCSD Elementary School(s) Program Objectives

Elementary School Program Objective 1: To communicate with parents/guardians of student progress and involve them in the academic and social and emotional learning of the student

ELEMENTARY SCHOOL ACTIVITIES:

Include information on the student transition to the school, a new grade and/or a new teacher. This can include:

- A. Welcome letter sent to parents
- B. Ongoing positive communication with parents, initiated at the start of the school year and maintained
- C. Invite parents and families to school-wide events that may be informative
- D. Invite parents and families to school-wide events that may be fun and facilitate community building
- E. Involve parents and families in school character education goals
- F. Provide information about age-appropriate personal safety for students
- G. Encourage families to visit the elementary school during summer and at appropriate times at the beginning of the school year
- H. Volunteer at any summer events at the school (such as PreK reading)
- I. Participate in Kindergarten screening (social histories) and orientation
- J. Participate in family outreach during elementary school Meet the Staff night (Sept)
- K. Participate in Elementary School Parent/Teacher Conferences (Nov)
- L. Notify parents/guardians of student academic/behavioral plans and changes and encourage them to be involved in the home school collaboration process
- M. Facilitate regular parent-teacher contact meetings proactively
- N. Reach out with telephone contact with parents when appropriate
- O. Notify parents of student attendance, academic and social-emotional concerns
- P. Communicate via letter with parents about any programs (Second Step, etc.) in which their child may be participating in

EXPECTED OUTCOME(S):

- Increase in parental involvement and understanding of its importance: parents develop a clear understanding of programs at the school for their children and support available
- Students and parents are better prepared. Parents potentially less anxious for their child's transition to kindergarten and/or to the primary and intermediate grades, and have a greater understanding of developmental milestones
- Parents and families are aware of in-school services and character education programs
- Ongoing communication among parents, teachers and clinical staff is beneficial to student academic performance and social and emotional growth
- Each elementary school has an easily accessible web page that includes updates, a calendar and invitations to school community events

ANNUAL ASSESSMENT:

- Monitor attendance at parent and family programs

- Obtain feedback from parent meetings and follow up survey
- Obtain feedback from special school events via survey and suggestions
- Monitor elementary school website traffic

Elementary School Program Objective 2: To help students who exhibit attendance, academic or behavioral concerns that impact their education and life

ELEMENTARY SCHOOL ACTIVITIES:

- A. Individual progress monitoring
- B. Regular attendance reporting and communication among principals, teachers, nurses and clinical staff
- C. Telephone calls or letters sent to parents
- D. Implement appropriate and meaningful attendance plans or incentives
- E. Referrals to community organizations and supports (including Youth Services)
- F. Referrals to local community agencies and community mental health
- G. Referral to Response to Intervention (RtI) Team
- H. Classroom lessons on social/emotional and academic skills
- I. Zones of Regulation and Second Step programs are utilized within the school, when needed, to help develop social-emotional and self-regulation skills
- J. Facilitate social awareness skills
- K. Parent/Teacher conferences, both predetermined and ongoing
- L. Individual counseling
- M. Group counseling
- N. Social skills groups
- O. Referral to school psychologist or school social worker
- P. Character education goals modeled and practiced
- Q. Develop individualized student plans for positive behavior
- R. Work in collaboration with the Committee on Special Education (CSE)

EXPECTED OUTCOME(S):

- School staff will work with parents and students to increase student attendance
- Collaboration between parents and school will be regular and beneficial
- Students will demonstrate improved self-regulation and coping skills
- Parents will gain knowledge of community resources and agencies

ANNUAL ASSESSMENT:

- Ongoing, monthly review of student attendance records
- School staff (teachers and counselors) will monitor the behavior contracts and plans of students

- Counseling staff will work with teachers to conduct lessons throughout the year on social skills and related concerns and monitor growth

Elementary School Program Objective 3: To develop, maintain, and support the social and emotional health of all students

ELEMENTARY SCHOOL ACTIVITIES:

- Individual counseling
- Group counseling
- Crisis intervention
- Classroom lessons on social/emotional skills
- Suicide/self-injurious/violent behavior assessments
- Social histories and updates
- Daily behavior contract to support student and encourage positive behavior
- Conflict management and anti-bullying policies
- Support mental health awareness through classroom activities, intervention, and school-wide awareness
- Develop developmentally appropriate coping strategies
- Referrals to outside therapists or other mental health professionals and/or organizations

EXPECTED OUTCOME(S):

- Students will feel comfortable and safe in their educational setting
- Students will learn and demonstrate good character
- School staff will teach and model good character
- Students will have the appropriate in-school support for their social and emotional issues
- Referrals for out of school support will be available

ANNUAL ASSESSMENT:

- Student's level of academic and social-emotional progress will be monitored by the teachers along with the counseling staff
- Daily contracts will be reviewed and revised (as needed) by counseling staff
- Ensure that students have appropriate access to counseling services throughout the school year
- Reassessment of counseling services on a regular (monthly and yearly) basis

Haviland Middle School Program Objectives

Middle School Program Objective 1: To communicate with parents/guardians of student progress and involve them in guidance-related services.

Activities:

- A. Include guidance updates in quarterly Haviland's Happenings newsletter and on the website to disseminate important information, to be mailed/posted on the website with:
 - a. Student schedules in August
 - b. 1st quarter report card
 - c. 2nd quarter report card
 - d. 3rd quarter report card
- B. Maintain HMS School Counselor Google Site
- C. Encourage families to utilize or visit HMS community room for meetings, information gathering and support services
- D. Volunteer at HMS grades 6-8 parent/student orientation night
- E. Participate in family outreach during HMS Meet the Staff night (Sept)
- F. Organize and disseminate materials at HMS Community Night (Fall)
- G. Participate in HMS Parent/Teacher Conferences (Nov)
- H. Present at FDR 8th Grade High School Orientation Night (Jan/Feb)
- I. Notify parents/guardians of student academic/behavioral plans and changes and encourage them to be involved in the planning process
- J. Facilitate regular parent-teacher team meetings
- K. Conduct telephone conferences with parents when appropriate
- L. Notify parents of student attendance and academic concerns
- M. Invite Parents/Guardians to join school counselor's grade-level Google Classroom

EXPECTED OUTCOME(S):

- Increase in parent awareness and involvement: parents develop a clear understanding of school services and programs for children
- Students and parents are more prepared and less anxious for their transition into middle school and high school
- Ongoing consultation with parents and teachers to ensure the highest level of student performance and encourage open lines of communication
- Easily accessible information to parents via the Internet

ANNUAL ASSESSMENT (6-8):

- Monitor guidance website traffic

- Measure attendance at parent evening programs limited in-person events due to COVID, good feedback from parents on virtual nights, parents suggested continuing as virtual as an option for p/t conferences
- Feedback from parent meetings and follow up survey Surveys via school improvement work waiting for results from this spring.

Middle School Program Objective 2: To help students who exhibit attendance, academic or behavioral concerns that impact their education and life.

ACTIVITIES:

- Individual progress monitoring
- Regular attendance reporting utilizing new 3 tier system/Chronic Absenteeism Team Meetings
- Telephone calls or letters sent to parents
- Referrals to community organizations, YSU, or PINS program
- Referral to Response to Intervention (RtI) Team
- Classroom guidance lessons on social/emotional (Second Step) and academic skills
- Parent/Teacher conferences
- Individual counseling
- Group counseling
- Develop student contract
- Staff collaboration via monthly At-Risk Team Meetings
- Work in collaboration with the Committee on Special Education (CSE)
- Referral to the school psychologist, school social worker or CAPE counselor
- Collaboration and consultation with School Resource Officer
- Referral to community agencies, programs and outside therapists
- Home visits as appropriate

EXPECTED OUTCOME(S):

- Students will improve school attendance
- Collaboration between parents and school will increase
- Students will demonstrate better coping skills

ANNUAL ASSESSMENT:

- Ongoing review of student attendance records CAT review of attendance data monthly, led to community services (laundry, food, school supplies, wifi access, ect.), home visits

- Counseling staff will review guidance lesson reflections and feedback throughout the school year (Second Step, in class presentations (health) , 8th - 9th transitions, student survey data from counselors
- End of year outcome assessment through At-Risk Team (looking to revamp At-Risk process more toward a CST approach, collaboration with At-Risk Team for successful development of BRYT program

Middle School Program Objective 3: To develop, maintain, and support the social and emotional health of all students.

ACTIVITIES:

- A. Individual counseling
- B. Group counseling
- C. Crisis intervention
- D. HMS BRYT Program
- E. Classroom guidance lessons on social/emotional skills (Second Step)
- F. Suicide/self-injurious/violent behavior assessments
- G. Social histories and updates
- H. Daily contract to support student
- I. Mandated reporter calls to CPS
- J. Conflict management and peer mediation
- K. Support mental health awareness through classroom activities, intervention, and school-wide PBIS
- L. Referrals to outside therapists or other mental health professionals and/or organizations
- M. Maintain (school counselor) grade-level Google Classrooms to disseminate information or elicit feedback
- N. Home visits as appropriate

EXPECTED OUTCOME(S):

- Students will feel comfortable and safe in their educational setting utilization of BRYT for a bridge back into the building
- Students will learn and demonstrate good character supported through PBIS
- School staff will teach and model good character Supported through PBIS
- Students will have the appropriate support for their social and emotional issues

ANNUAL ASSESSMENT:

- Student's level of success may be monitored by the classroom teachers along with the use of a daily contract that is reviewed by counseling staff

- Measure student access to counseling services throughout the school year (chrome book sign-in log)
- Reassessment of the guidance program on a yearly basis

FDR High School Program Objectives

High School Program Objective 1: To communicate with parents/guardians of student progress and involve them in guidance-related services.

High School Activities:

- Create a quarterly guidance office newsletter to disseminate important information, to be mailed with:
 - Student schedules in August
 - 1st progress report
 - 2nd progress report
 - 3rd progress report
- Maintain guidance website information
- Facilitate college financial aid/scholarship information program (fall)
- Conduct college informational program (March)
- Notify parents/guardians of student academic plans and changes and encourage them to be involved in the planning process
- Facilitate regular parent-teacher meetings when necessary
- Conduct telephone conferences with parents when appropriate
- Notify parents of student retention and of seniors who may not graduate

EXPECTED OUTCOME(S):

- Increase in parent knowledge base: parents develop a clear understanding of school services and programs for children
- Students and parents are more prepared and less anxious for their transition into high school, college, trade school or the world of work
- Ongoing consultation with parents and teachers to ensure the highest level of student performance and encourage open lines of communication
- Easily accessible information to parents via the Internet

ANNUAL ASSESSMENT (9-12):

- Monitor guidance website traffic

- Measure attendance at parent evening programs and increase in-person attendance when safe to do so.
- Feedback from ninth-grade individual meetings and student surveys

High School Program Objective 2: To help students who exhibit attendance, academic, behavioral or adjustment concerns and/or family issues that impact their education and life

ACTIVITIES:

- Individual progress monitoring
- Regular attendance reporting
- Telephone calls or letters sent to parents
- Referrals to community organizations or PINS program
- Referral to assessment by Response to Intervention (RtI) Team
- Classroom guidance lessons on social/emotional and academic skills
- Parent/Teacher conferences
- Individual counseling
- Group counseling
- Work in collaboration with Committee on Special Education (CSE)
- Referral to school psychologist or social worker
- Referral to community agencies

EXPECTED OUTCOME(S):

- Students will attend school regularly
- School will collaborate with parents to ensure the regular attendance of the students
- The students will demonstrate responsible behavior
- Student will demonstrate better coping skills

ANNUAL ASSESSMENT:

- Review of monthly and year-end student attendance records
- Guidance Office staff will conduct guidance lessons throughout the school year on academic and social/emotional skills

High School Program Objective 3: To develop, maintain, and support the social and emotional health of all students.

ACTIVITIES:

- Individual counseling

- Group counseling
- Crisis intervention
- Classroom guidance lessons on social/emotional skills
- Suicide/self-injurious/violent behavior assessments
- Social histories and updates
- CPS calls
- Conflict management and peer mediation
- Support mental health awareness through classroom activities, intervention, and school-wide initiatives
- Referrals to outside therapists or other mental health professionals and/or organizations

EXPECTED OUTCOME(S):

- Students will feel comfortable in their educational setting
- Students will learn and demonstrate good character
- School faculty will teach and model good character
- Students will have the appropriate support for their social and emotional issues

ANNUAL ASSESSMENT:

- Student's level of comfort will be monitored by the classroom teacher, with concerns being reported to the guidance office
- Measure student access to counseling services throughout the school year
- Reassessment of the guidance program on a yearly basis

SECTION 3: 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 4: SCOPE AND SEQUENCE BY GRADE LEVEL

Elementary Scope & Sequence

	September	October	November	December	January	February	March	April	May	June
Counseling Activity										
Kindergarten Screening	█	█								
Kindergarten Transition	█	█								
Kindergarten Orientation (spring prior to entering)									█	█
Elementary Meet the Staff Night	█	█								
New Student Entrants	█	█	█	█	█	█	█	█	█	█
Character Education	█	█	█	█	█	█	█	█	█	█
Self-Management/Self-Regulation Skills	█	█	█	█	█	█	█	█	█	█
Personal Safety	█	█	█	█	█	█	█	█	█	█
Bullying Prevention	█	█	█	█	█	█	█	█	█	█
Conflict Resolution	█	█	█	█	█	█	█	█	█	█
Parent Teacher Conferences		█								
Academic Progress Monitoring		█								
Parent Phone Calls/Communications		█								
Attendance Monitoring (Collaboration)		█								
Establish and Foster Community Linkages	█	█	█	█	█	█	█	█	█	█
Provide Community Referrals	█	█	█	█	█	█	█	█	█	█
Referrals to Mental Health Supports	█	█	█	█	█	█	█	█	█	█
Second Step Program			█	█	█	█	█	█	█	█
Zones of Regulation Program	█	█	█	█	█	█	█	█	█	█
Individual Counseling - Social/Emotional	█	█	█	█	█	█	█	█	█	█
Social Skills and Group Counseling	█	█	█	█	█	█	█	█	█	█
Academic Skills - Classroom Push-ins		█	█	█	█	█	█	█	█	█
Social/Emotional Skills - Classroom Presentations	█	█	█	█	█	█	█	█	█	█
Preparation for Transition to Middle School							█	█	█	█
Direct Transition Help for Moving Up Schools/Grades									█	█
Collaborate with Haviland Counselors -upcoming students									█	█

Middle School Scope & Sequence

	September	October	November	December	January	February	March	April	May	June
Counseling/Guidance Office Activity										
HMS Meet the Staff night	█									
HMS Parent/Teacher Conferences			█	█			█			
HMS 6 Student Ambassadors										█
HMS Community Night		█					█			
Annual Individual Progress Review Plan meetings		█	█	█	█	█	█	█	█	█
Naviance activities per grade level		█	█	█	█	█	█	█	█	█
AVID classroom activities and field trips	█	█	█	█	█	█	█	█	█	█
AVID Goal Setting		█	█	█						
AVID College Fair							█			
2nd semester scheduling					█	█	█			
Conflict Management and Peer Mediation	█	█	█	█	█	█	█	█	█	█
Parent Teacher Conferences										
Academic Progress Monitoring										
Parent Phone Calls/Communications										
HMS At-Risk Team meetings										
Individual Counseling - Social/Emotional/Academic										
Academic Skills - Classroom Presentations										
Social/Emotional Skills - Second Step Classroom Presentations		█								
Referrals to mental health supports	█	█	█	█	█	█	█	█	█	█
8th Grade Scheduling - classroom presentations					█	█	█	█	█	█
8th Grade scheduling meetings/annual reviews					█	█	█	█	█	█
Guidance/Counseling Haviland's Happenings newsletter	█		█		█					
5th Grade Transition meetings and orientation									█	█
Spring scheduling							█	█	█	█
AVID Interviews										█
6th Grade Transition	█	█	█	█	█	█	█	█	█	█
New Student Entrants	█	█	█	█	█	█	█	█	█	█
Summer Scheduling										█

High School Scope & Sequence

	September	October	November	December	January	February	March	April	May	June
Counseling/Guidance Office Activity										
Evening Program: Financial Aid										
Evening Program: FAFSA Completion Event										
Evening Program: College Information Night										
Individual Meetings: Student Scheduling and Academic Progress Monitoring										
Freshmen Naviance Strengths Explorer - Careers										
Sophomore Naviance Do What You Are - Careers										
Junior Naviance Career Interest Inventory										
Senior Naviance Post Graduation Plan Survey Careers										
Junior College Meetings										
Parent Teacher Conferences										
Academic Progress Monitoring										
Parent Phone Calls/Communications										
Fall College Fair										
Individual Counseling - Social/Emotional										
Academic Skills - Classroom Presentations										
Social/Emotional Skills - Classroom Presentations										
College Application Week										
College Alumni visit to 12th grade classrooms										
Referrals to mental health supports										
Guidance/Counseling Newsletter										
Freshmen transition										
Senior college application supports/letters of recommendation writing										

SECTION 5: HYDE PARK CENTRAL SCHOOL DISTRICT COUNSELING/GUIDANCE DEPARTMENT ACCOUNTABILITY SYSTEM

To achieve the best results for students, Hyde Park Central school's counseling/guidance department will regularly evaluate their program to determine its effectiveness. Hyde Park Central school's counseling/guidance 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.

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. 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 Guidance Advisory Council (CAC) at the high school along with each counseling/guidance department will review the programs to identify trends and areas of success and areas in need of improvement.

Evaluation and Improvement - Program evaluation and improvement has 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 CSD evaluation methods, and review of program goals created at the beginning of the year.