

# **BOLIVAR-RICHBURG CENTRAL SCHOOL DISTRICT**



## **COMPREHENSIVE K-12 COUNSELING PLAN**

**2021-2022**

100 School Street  
Bolivar, New York 14715

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NYS Part 100 Regulations
ASCA Ethical Standards

## FOREWARD

From elementary school, through middle school, until graduation and post-graduation, the Guidance and Counseling Team lends a helping hand and plays an important role in helping students meet their academic, social and career goals. They utilize their professional training, life experience and other resources to support academic success. Through a comprehensive school counseling program that recognizes developmental needs, school counselors can address the academic, career and social development of all students.

As leaders, advocates, collaborators and data analysts, school counselors attempt as leaders and advocates to impact systemic change as well as provide individualized supports to assist our student body. Our comprehensive plan assists us maintain the focus on what our students' and district's needs are to provide the most relevant and useful services we can.

- Through the use of a data-driven and standards-based model, school counselors will follow the recommended practice of providing counseling, coordination of services, consultation with peers and colleagues to maintain best practice, advocacy for students and programs, and collaborate with other team members.

We at Bolivar–Richburg have aligned our current services with the ASCA (American School Counseling Association) National Model and the mandates of the New York State Education Department.

Numerous hours of collaboration and reflection were used to create this plan and we are invested and committed to its design and implementation.

Angela Schryver, PK-5 Counselor

Charanna Swartwout, 6-9 Counselor

Christy Crandall-Bean, 10-12 Counselor

Kimberly Cowburn, LCSW, Social Worker

Suzanne Slocum, Counselor Secretary

## The Board of Education

### *District Vision:*

*To provide all of our students with the best education possible.*

### *District Mission:*

*The Bolivar-Richburg Central School District will be the most desirable district for students and staff in the Southern Tier. We will ensure academic excellence for all students regardless of their socioeconomic status, as well as instill perseverance and resilience, through rigorous programs and a supportive learning environment. Our learning community will work collaboratively to foster a respectful, caring environment where every student is at the center of learning with endless support, opportunity, and guidance to help them become independent, life-long learners and communicators, who are cognizant of the world around them. Our school community will proudly celebrate the accomplishments of our students and staff.*

### Strategic Priorities:

- Data Driven Decision Making (Student Centered)
- High Expectations for all learners
- Rigorous, cohesive, aligned curriculum
- Build a community of character
- Do life together

### Values:

<b>Respect:</b>	We show consideration for all
<b>Excellence and Quality:</b>	We strive for outstanding performance and results
<b>Communication:</b>	We share information on a consistent, timely, and appropriate basis
<b>Integrity:</b>	We do what we say to the best of our ability
<b>Innovation:</b>	We explore new ideas and ways to improve
<b>Achievement:</b>	We encourage and support everyone to reach his or her individual potential

## Foundation

### *Counseling Team Vision:*

*Working collaboratively with administration, staff, parents and the community, we will offer support to ensure student success.*

### *Counseling Team Mission:*

*The mission of the Bolivar-Richburg Central School counseling team is to provide a comprehensive and developmental counseling program which aspires to all students maximizing their individual potential in the areas of academic, career and social/emotional skills.*

### Our beliefs as school counselors:

- ❖ School counselors facilitate a secure and safe school environment and climate free from harassment and discrimination.
- ❖ All students are valued as individuals.
- ❖ Social/emotional skills are crucial to student success.
- ❖ Parents/guardians, teachers and school counselors are partners sharing in the responsibility of monitoring students' progress and communication of concerns.
- ❖ School counselors are advocates first and foremost for students but also for parents and colleagues.
- ❖ All students strive for high standards that may result in college and career readiness.
- ❖ School counselors abide by the ASCA ethical standards for school counselors.

## School Counseling National Domains and Standards

The National Standards for School Counseling Programs facilitate student development in three broad areas: academic development, career development and personal/social development. The following are the nine national standards adopted by New York State.

### *Academic Development*

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

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

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

### *Career Development*

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

Standard B: Students will employ strategies to achieve future career success and satisfaction.

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

### *Personal/Social Development*

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

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

Standard C: Students will understand safety and survival skills.

### *The ASCA Mindsets and Behaviors for Student Success*

The “ASCA Mindsets and Behaviors for Student Success: K-12 College – and Career-Readiness Standards for Every Student” were developed to “describe the knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts.”

### **The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student**

*Each of the following standards can be applied to the academic, career and social/emotional domains.*

<b>Category 1: Mindset Standards</b> School counselors encourage the following mindsets for all students.		
<b>M 1.</b> Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being <b>M 2.</b> Self-confidence in ability to succeed <b>M 3.</b> Sense of belonging in the school environment <b>M 4.</b> Understanding that postsecondary education and life-long learning are necessary for long-term career success <b>M 5.</b> Belief in using abilities to their fullest to achieve high-quality results and outcomes <b>M 6.</b> Positive attitude toward work and learning		
<b>Category 2: Behavior Standards</b> Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.		
<b>Learning Strategies</b>	<b>Self-Management Skills</b>	<b>Social Skills</b>
<b>B-LS 1.</b> Demonstrate critical-thinking skills to make informed decisions	<b>B-SMS 1.</b> Demonstrate ability to assume responsibility	<b>B-SS 1.</b> Use effective oral and written communication skills and listening skills
<b>B-LS 2.</b> Demonstrate creativity	<b>B-SMS 2.</b> Demonstrate self-discipline and self-control	<b>B-SS 2.</b> Create positive and supportive relationships with other students
<b>B-LS 3.</b> Use time-management, organizational and study skills	<b>B-SMS 3.</b> Demonstrate ability to work independently	<b>B-SS 3.</b> Create relationships with adults that support success
<b>B-LS 4.</b> Apply self-motivation and self-direction to learning	<b>B-SMS 4.</b> Demonstrate ability to delay immediate gratification for long-term rewards	<b>B-SS 4.</b> Demonstrate empathy
<b>B-LS 5.</b> Apply media and technology skills	<b>B-SMS 5.</b> Demonstrate perseverance to achieve long- and short-term goals	<b>B-SS 5.</b> Demonstrate ethical decision-making and social responsibility
<b>B-LS 6.</b> Set high standards of quality	<b>B-SMS 6.</b> Demonstrate ability to overcome barriers to learning	<b>B-SS 6.</b> Use effective collaboration and cooperation skills
<b>B-LS 7.</b> Identify long- and short-term academic, career and social/emotional goals	<b>B-SMS 7.</b> Demonstrate effective coping skills when faced with a problem	<b>B-SS 7.</b> Use leadership and teamwork skills to work effectively in diverse teams
<b>B-LS 8.</b> Actively engage in challenging coursework	<b>B-SMS 8.</b> Demonstrate the ability to balance school, home and community activities	<b>B-SS 8.</b> Demonstrate advocacy skills and ability to assert self, when necessary
<b>B-LS 9.</b> Gather evidence and consider multiple perspectives to make informed decisions	<b>B-SMS 9.</b> Demonstrate personal safety skills	<b>B-SS 9.</b> Demonstrate social maturity and behaviors appropriate to the situation and environment
<b>B-LS 10.</b> Participate in enrichment and extracurricular activities	<b>B-SMS 10.</b> Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

American School Counselor Association (2014). *Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student*. Alexandria, VA: Author.

## LEARNING STANDARDS FOR CAREER DEVELOPMENT and OCCUPATIONAL STUDIES

### *STANDARD 1: Career Development*

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

### *STANDARD 2: Integrated Learning*

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

### *STANDARD 3A: Universal Foundation Skills*

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

**And,**

### *STANDARD 3B: Career Majors*

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

**CAREER PLAN**, as prescribed in these learning standards, is intended to promote exploration and research into broad career areas of interest to individual students. Basic principles of career planning such as decision-making, self-evaluation and goal setting, have been integrated within the simple tasks. It is not the intent of these learning standards to limit options or narrowly define the educational preparation of students.



## Benefits of a Comprehensive Counseling Program

School Counseling programs have a beneficial impact on many populations within the educational community. For instance:

### ***BENEFITS FOR STUDENTS:***

- ❖ Ensures all students are exposed to skills and competencies in career, academic and personal development
- ❖ Encourages positive peer relations, school climate and increased adult /student relationships
- ❖ Monitors data to increase student achievement
- ❖ Oversees that equitable access to rigorous programs and opportunities are in place
- ❖ Provides counseling services for all students
- ❖ Advocates for students

### ***BENEFITS FOR PARENTS***

- ❖ Assists parents in accessing school and community resources
- ❖ Provides workshops
- ❖ Supplies data regarding student progress
- ❖ Creates and supports partnerships concerning their child's academic and career planning
- ❖ Provides support and advocacy of their child's developmental needs

### ***BENEFITS FOR TEACHERS:***

- ❖ Supports the learning environment
- ❖ Provides consultation and collaboration of classroom counseling activities
- ❖ Impacts school climate

### ***BENEFITS TO ADMINISTRATORS:***

- ❖ Supports the district's mission
- ❖ Enhances school climate and decreases behavioral issues
- ❖ Uses data to assists in developing and implementing beneficial programming
- ❖ Collaborates on DASA and disciplinary incidents to create a consistent set of expectations

***BENEFITS FOR THE BOARD OF EDUCATION:***

- ❖ Demonstrates the need for programming and staffing
- ❖ Informs the board of success
- ❖ Provides them with a focused and detailed plan of what standards are being taught and why

***BENEFITS FOR SCHOOL COUNSELORS:***

- ❖ Defines roles and responsibilities
- ❖ Supports direct access to all students on a caseload
- ❖ Provides a framework to help manage, and be accountable for the design

***BENEFITS FOR POST-SECONDARY EDUCATION:***

- ❖ Motivates and assists students in seeking a range of appropriate post-secondary options
- ❖ Encourages the rigorous academic preparation needed for college and career readiness

***BENEFITS FOR THE COMMUNITY:***

- ❖ Creates community awareness of services available
- ❖ Provides opportunities for collaboration with community resource

### ***RESPONSIVE SERVICES:***

**Response Services:** Responsive services, which are transitional duties of school counselors, consist of activities meeting individual student's immediate needs, usually necessitated by life events, situations and/or conditions in the student's life. These needs require counseling, consultation, referral, peer mediation and/or information.

- **Student Advocate:** School Counselors will participate in and/or coordinate RTI, SST, CPS and other appropriate social service and attendance meetings.
- **Consultation and Collaboration:** School Counselors work with parents, teachers, students and community and other involved parties to develop strategies to assist students.
- **Personal Counseling:** School Counselors provide a student maximum privacy in which to freely explore ideas, feelings and behaviors.
- **Crisis Counseling:** School Counselors provide prevention and interventions. Such counseling is short terms in nature addressing a particular student concern.
- **Referral:** School Counselor refer students and their families to appropriate school and community agencies (i.e. School Social worker, School Psychologist, ACASA, Intandem, CARES, Clarity, Hillside, CPS) when needed. These referrals are made from SST meetings, RTI meetings, administration and or School Counselors as deemed necessary.

### ***SYSTEM SUPPORTS:***

**System Supports/Indirect Student Services:** Like organized activity, a school-counseling program requires administration and management to establish maintain and enhance the total counseling program.

- **Professional Development:** School Counselors update knowledge and skills by participating in training, professional meetings, and conferences.
- **Program Promotion:** School Counselors provide orientation and information regarding the programs to the greater community via school websites.
- **Consultation with teachers and staff:** School Counselors work with teachers and other staff members to provide information regarding the needs of a student. School Counselors participate in district committees and in-service programs.
- **Parent and Community Outreach:** School Counselors provide ongoing support and information to the greater community regarding student needs.
- **Service Coordination:** School Counselors coordinate with outside agencies (including Berkshire, Clarity, Probation, CPS, Hillside, Intandem, SPOA, New Directions, CARES) as well as school personnel (School Social Worker, School Psychologist and SST).

## BRCS K-12 School Counseling Program Activities and Timeline

**Objective: Perform an annual review of each student's educational program and career plans.**

	National Standard	Elementary School	Middle School	High School			
Activities		PK-5	6 - 8	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Individual meetings with students to review academic progress and diploma options, plan course selections, educational and career planning, including NCAA requirements. Parents invited to attend.	A:B1, A:B2, A:B2, C:C1		X	X	X	X	X
Individual senior year planning meetings focusing on post-secondary plans with parents invited to attend.	A:B2,C:B2				X	X	X
Committee on Special Education Meetings, annual reviews, and transition services for IEP and 504 students	A:B2,C:C2	X					

**Objective: Character Education- To instill pro-social thoughts, values, and behaviors to have students act as good citizens in both school and community.**

	National Standard	Elementary School	Middle School	High School			
Activities		PK-5	6-8	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Monthly Character Trait activities	PS:A1.2, A2.3	X					
Wolverine Superhero of the Month	PS:A1.1, A1.2, A1.6	X					
Sweetheart & Heroes Program	PS:B1.2, B1.3, C1.5, C1.6, C1.7, C1.9	X	X	X	X	X	X
	National Standard	Elementary School	Middle School	High School			
Activities		PK-5	6-8	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Student of the Month	PS:A1.1, A1.2, A1.6		X	X	X	X	X
Classroom Character Lessons	PS:A1.6, A1.9, A2.2, A2.3, A2.8, B1.2	X					

**Objective: Prepare students to participate successfully in their current and future educational programs and plans.**

	National Standard	Elementary School	Middle School	High School			
Activities		PK-5	6-8	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Schedule changes, teacher requests groupings and review and adjust for course failures	PS:B1, A:B2	X	X	X	X	X	X
SST Student Support Team Meetings	A:B2, A:A3		X	X	X	X	X
RtI meetings	A:B2, PS:B1, PS:C1	X	X	X	X	X	X
New student records review, placement and planning	A:B2	X	X	X	X	X	X
School Counseling/Guidance core curriculum instruction	A:B1,A:B2, A:A1, C:A2, PS:C1	X	X	X	X	X	X
College admission & military Representative visitations and presentations					X	X	X
Assist in UPK and Kindergarten transitions	A:A3	X					
Meet the Teacher night/Open House	A:A3	X	X	X	X	X	X
Conduct UPK screenings	A:B2	X					
5 <sup>th</sup> grade to 6 <sup>th</sup> grade transition	A:A2, A:A3, PS:A1, PS:A2	X	X				
Transition visits for special needs students moving to middle/high school	A:A2, A:A3, PS:A1, PS:A2	X	X				
Xello activities	C:A1, C:B1,PS:B1	X	X	X	X	X	X
Career/workplace tours & shadowing for interested students			X	X	X	X	X
Career education: utilization of various career interest programs		X	X	X	X	X	X

Administer Pre-College Testing- PreACT & PreSAT	C:C1, C:C2, A:B2, C:B2				X	X	
Scholarship application assistance	A:B1					X	X
Financial Aid lesson for juniors and seniors and web video link for parents	PS:B1, A:C1					X	X
Career Horizons JCC field trip					X		
College Field Trips			X		X	X	X
Academic Intervention Services/RtI Response to Intervention scheduling	A:A1,A:A2, A:A3, A:B1	X	X	X	X	X	X
Coordinate ASVAB exam	C:A1, C:C2					X	X
JCC Accuplacer Placement exam	A:B2				X	X	
JCC College Course Registration						X	X

Local Scholarship Committee meetings							X
Teacher Consultant	A:B1	X	X	X	X	X	X
Parent Resource	PS:B1, A:A2	X	X	X	X	X	X
Schedule counseling sessions		X	X	X	X	X	X
Master Schedule set-up, planning and coordination		X	X	X	X	X	X
Award Ceremonies		X	X	X	X	X	X
Diploma verifications/credit reviews					X	X	X

**Objective: Provide individual/group counseling assistance to enable students to benefit from the curriculum.**

	National Standard	Elementary School	Middle School	High School			
Activities		PK-5	6-8	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Individual counseling sessions addressing attendance, academic, behavioral and adjustment problems	All standards per individual need.	X	X	X	X	X	X
Individual and group counseling sessions – (Including AIS, IEP, and 504 referrals)	All standards per individual need.	X	X	X	X	X	X
Multiple venues of communication to students and parents, including mass global phone calls, newsletters, website updates, group email blasts		X	X	X	X	X	X
Identification and monitoring of student goals for Individual Education Plans	A:B2, PS:C1, PS:B1, C:A1	X					
	National Standard	Elementary School	Middle School	High School			
Activities		PK-5	6-8	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Review academic concerns	A:B1, A:B2, C:C1	X	X	X	X	X	X
Progress reports for individual student counseling goals. (Quarterly)	A:B1, A:B2, C:C1, PS:B1, PS:A1	X					
Crisis counseling	PS:C1, PS:B1	X	X	X	X	X	X
Behavior Intervention plans	A:A3, PS:A1, PS:B1, PS:A2	X	X	X	X	X	X
End of year failure letters/summer school information	A:B2		X	X	X	X	X

**Objective: To provide a liaison between the school and professional guidance and counseling resources, agencies and/or organizations to further enhance the Comprehensive Plan.**

	National Standard	Elementary School	Middle School	High School			
Activities		PK-5	6-8	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Referrals – Services, Agencies, Camps	C:A2, PS:A1, PS:A2, PS:C1	X	X	X	X	X	X
Collaboration with Agencies Probation – PINS, CPS, Children’s Advocacy Center, Clarity, Cornell Cooperative Extension, CARES, Community Services, Treatment Program transitioning, Youth Bureau, One Stop, Community Action, ACCESS-VR, Intandem, New Directions, Berkshire Farms, Hillside etc.	C:A2, PS:A1, PS:A2, PS:C1,	X	X	X	X	X	X
Internal Collaboration – Administration, School Psychologists, Teachers, School Nurses, Teacher Aides, CSE Chairperson, Transportation Supervisor, Technology Coordinator		X	X	X	X	X	X
. Representative for Dream It Do It, Community Partnership			X	X	X	X	X

**Objective: Conduct an annual review of the K-12 Guidance Plan and program review consistent with career/educational planning procedures.**

	National Standard	Elementary School	Middle	High School			
Activities		PK-5	6-8	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Counselor/Administration meetings		X	X	X	X	X	X
Collaboration and communication with school counselors: Allegany County Counselor Meetings, NYSED List Serve, WNYHSCCA List Serve		X	X	X	X	X	X
	National Standard	Elementary School	Middle	High School			
Activities		PK-5	6-8	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
Life Skills Training			X				
GAC Guidance Advisory Council Meeting bi-annually		X	X	X	X	X	X

## *Comprehensive K-12 School Counseling Program*

### ***THE MANAGEMENT SYSTEM***

*Advisory Council, Use of Data, Use of Time,  
Action Plans, and Calendars*





## Management System

Intertwined with the delivery system is the management system, which incorporates organizational processes and tools to ensure the program is organized, concrete, clearly delineated and reflective of the school's needs.

### Using Data in School Counseling Programs

A comprehensive school counseling program is data-driven to ensure every student receives the benefits of the school counseling program. School counselors must show that each activity implemented as part of the program was developed from analysis of students' needs, achievement and/or related data.

Data informs, confirms progress, and can reveal shortcomings in student performance. Using data enables school counselors to work in tandem with building administrators and faculty to close the achievement gap through systemic change. By using data, school counselors present a picture of the current status of student needs and issues and then examine the practices that can lead to higher levels of student success.

School counselors will evaluate programs and demonstrate accountability by collecting and using data that link the programs to both student achievement and school improvement. This process will strengthen the relationship between the school counseling program and the instructional program.

It is important to use all three of the following types of data:

- ❖ Process data (i.e. number of students in a given group)
- ❖ Perception data (i.e. needs assessments or surveys)
- ❖ Results data (i.e. proof of change in student competency such as graduation rates, attendance, etc.)

### School Counseling Department Advisory Board

The GAC Guidance Advisory Committee will meet twice each year to review the Comprehensive Plan and provide feedback for ongoing discussion. The members of the Advisory Board will represent a range of school, community, and agency stakeholders.

### Counseling Department Advisory Board Members

- ❖ *Angela Schryver, Elementary Counselor*
- ❖ *Charanna Swartwout, Middle School Counselor*
- ❖ *Christy Crandall-Bean, High School Counselor*
- ❖ *Kimberly D. Cowburn, LCSW School Social Worker*
- ❖ *Daniel Quartley, JSHS Principal*
- ❖ *Mary Snyder, Assistant Principal*
- ❖ *Casey Allen, Parent Member/ Faculty Member*
- ❖ *Cheryl Weaver, Counseling Agency Coworker*

### Use of Time

District counselors recognize the value of direct service (contact) with students in addition to indirect service. A School Counselor's time and resources are limited and therefore should be protected. Program delivery and direct counseling services can be increased by reassigning non-counseling activities whenever possible.

# School Counseling Monthly Calendars

Individual School Counselors use monthly calendars to manage program delivery.

## Elementary Calendar-K-5

### September

- Scheduling
- Data entry/course updates/assessment dates
- Introduce Character Trait - Respect
- Home and School Connection newsletter
- Meet Your Counselor (K-2)
- Individual counseling
- Group counseling
- BR Needs Assessment (given to teachers)
- Meet the Teacher Night
- Wolverine Superheroes Assembly/ Recognition
- State test scores parent letters

### October

- Introduce Character Trait – Responsibility
- Monthly bulletin board update
- Home and School Connection newsletter
- Individual counseling
- Group counseling
- Classroom Guidance on Bullying Awareness (K-5 Lessons)
- Sweetheart and Heroes Program follow up
- Bullying Awareness Poster Contest
- October (20<sup>th</sup>) Wear Blue to Stand Against Bullying
- Interim Reports
- RTI Committee meetings
- Positive School Climate Committee
- Scheduling updates
- Data checks
- Wolverine Superheroes (Paw Pride) Assembly/ Recognition
- Paw Pride- Den Wall
- Title 1 Reporting/Entry

### November

- Introduce Character Trait – Thankfulness
- BR Student Needs Assessment (given to students)
- Monthly bulletin board update

- Home and School Connection newsletter
- Individual counseling
- Group counseling
- Classroom Guidance on Conflict Resolution (3-5)
- Quarter 1 report cards
- Duplicate mailings
- Progress notes
- Thankful activities- personal reflections, thank a teacher, thank school staff
- RTI Committee tracking
- Positive Climate Committee
- Scheduling updates
- Data checks
- Wolverine Superhero (Paw Pride) assembly/ Recognition
- Update Paw Pride- Den Wall
- Parent Teacher Conference
- Attendance letters/meetings

### *December*

- Introduce Character Trait – Kindness
- Monthly bulletin board update
- Home and School Connection newsletter
- Individual counseling
- Group counseling
- Classroom Guidance on Peer Relationships (K-2 Being a Good Friend)
- RTI Committee meetings
- Positive School Climate Committee
- Interim Reports
- Kindness Matters Door Decorating
- Wolverine Superhero (Paw Pride) Assembly/ Recognition
- Update Paw Pride- Den Wall
- Giving Tree

### *January*

- Introduce Character Trait – Self-discipline
- Monthly bulletin board update
- Home and School Connection newsletter
- Individual counseling
- RTI Committee tracking
- Positive School Climate Committee
- Quarter 2 report cards
- Duplicate mailings
- Progress notes
- Wolverine Superhero (Paw Pride) Assembly/ Recognition
- Paw Pride- Den Wall update

## February

- Introduce Character Trait – Cooperation
- Monthly bulletin board update
- Home and School Connection newsletter
- Individual counseling
- Group counseling
- Classroom Guidance on Study Skills/Test Taking Strategies (3-5)
- RTI Committee Meetings
- Positive Climate Committee
- Wolverine Superhero (Paw Pride) Assembly/ Recognition
- Paw Pride- Den Wall update
- AIS Recommendations/Honors recommendation (5<sup>th</sup> go into 6<sup>th</sup>)
- Attendance letters/meetings
- Transitioning to Middle School (5<sup>th</sup> grade prep)

## March

- Introduce Character Trait – Honesty
- Monthly bulletin board update
- Home and School Connection newsletter
- Individual counseling
- Group counseling
- RTI Committee tracking
- Positive Climate Committee
- Wolverine Superhero (Paw Pride) Assembly/ Recognition
- Paw Pride- Den Wall update
- Interim Reports
- Transitioning to Middle School activities (5<sup>th</sup>)
- ELA State testing

## April

- Introduce Character Trait – Fairness
- Monthly bulletin board update
- Home and School Connection newsletter
- Individual counseling
- Group counseling
- RTI Committee Meetings
- Positive Climate Committee
- Wolverine Superhero (Paw Pride) Assembly/ Recognition
- Update Paw Pride- Den Wall
- Quarter 3 report cards
- Duplicate Mailings
- Progress Notes
- Transitioning to Middle School activities (5<sup>th</sup>)
- Math State testing
- Triple C nominees

## May

- Introduce Character Trait – Fairness
- Monthly bulletin board update
- Home and School Connection newsletter
- Individual counseling
- Group counseling
- RTI Committee tracking
- Positive Climate Committee
- Wolverine Superhero (Paw Pride) Assembly/ Recognition
- Interim Reports
- Career Awareness activities (school wide)
- Career Awareness lesson (K-5)
- Middle School Transition activities (5<sup>th</sup>)
- Confirm/verify teacher rosters/course data
- Presidential Award nominees
- Project Know

## June

- Home and School Connection newsletter
- Individual counseling
- Group counseling
- Quarter 4 report cards
- Duplicate mailings
- Progress notes
- RTI Committee Meetings
- Confirm Title 1 records
- EOY rollover prep
- Moving Up Day
- Kindergarten Graduation
- Awards ceremony
- Class rosters
- Verify cumulative folders
- Science State test

## Ongoing/Periodically:

- New student registration
- Teacher collaboration
- Student success/behavior plans/incentives
- Classroom behavior Plans
- Parent meetings
- Trainings
- Website updates
- Agency collaboration
- CSE meetings
- DASA
- Hotline/CPS cases
- Maintain cumulative folders

- Student mediations

### **Middle School Calendar 6-9**

#### **July:**

- Summer School Registration- BRCS/ BOCES
- Monitor Summer School progress
- Scheduling
- Final DASA Report for NYS

#### **August:**

- Finalize Summer School progress
- Scheduling
- 6<sup>th</sup> Grade Orientation
- Schedule Support Classes for Math and ELA
- Schedule Life Skills with ACASA

#### **September:**

- Individual counseling
- Meet the Teacher Night
- Mail out State Test Results
- Final schedule changes
- Life Skills Training from ACASA

#### **October:**

- Project “Know” 6-8<sup>th</sup> grades
- 6<sup>th</sup> Grade Leadership Field trip with ROTC (Character Ed Respect)
- 5-week interim report
- Manufacturing Day Factory Tour 8<sup>th</sup> Grade
- Life Skills Training from ACASA

#### **November:**

- Natural Helpers
- Q1 Report Cards
- Parent/Teacher Conferences
- Life Skills Training from ACASA

#### **December:**

- Life Skills Training from ACASA
- 15-week Interim Reports

**January:**

- Scheduling updates
- Monthly Middle School website updates
- Q2 Report Cards
- 20 Week failure letters mailed 6-9 grades
- Assist with regents proctoring
- Life Skills Training from ACASA

**February:**

- Prepare for 6-8 State Testing
- Home School Connection newsletter
- Life Skills Training from ACASA
- Individual Scheduling Meetings

**March:**

- 25-week interim grades
- 6-8<sup>th</sup> grade team meeting
- ELA State testing
- 8<sup>th</sup> Grade High School prep with students
- 8<sup>th</sup> Grade High School prep with parents
- 7<sup>th</sup> Grade Ed Gerety Middle Level Leadership Conference
- Life Skills Training from ACASA
- Individual Scheduling Meetings

**April:**

- Q3 Report Cards
- Mail 30-week failure letters home
- Math State testing
- Life Skills Training from ACASA
- Individual Scheduling Meetings

**May:**

- 35-week Interim Reports
- 5<sup>th</sup> grade Middle School transition activity
- Presidential Award nominees
- Scheduling data for music, support classes and honors classes
- 7<sup>th</sup> and 9<sup>th</sup> Manufacturing Fair at Portville Central School

**June:**



- Quarter 4 Report Cards
- Science 8 State Testing
- 6-8<sup>th</sup> grade team meetings
- Failure and Summer School letters sent home
- Summer School registration
- 5<sup>th</sup> Grade moving up day
- 6<sup>th</sup> Grade Rope Course
- 6<sup>th</sup> Grade Challenger Center field trip
- 6<sup>th</sup> and 7<sup>th</sup> Grade Awards Ceremony
- 8th Grade moving up ceremony
- P.R.I.D.E. Community Service Day

**Ongoing/Periodically:**

- New student registration
- Teacher collaboration
- Student success/behavior plans/incentives
- Classroom behavior Plans
- Parent meetings
- Trainings
- Agency collaboration
- DASA
- Hotline/CPS cases
- Maintain cumulative folders
- Student mediations
- SST Meetings
- RTI Meetings
- Individual Counseling
- Life Skills Training from ACASA
- Student of the Month/ Staff of the Month

**High School Calendar 10-12**

**July**

- CLEP testing
- Summer School registration
- Complete master schedule
- EOY End of Year district “rollover” data submission
- Finalize grades and transcripts, report cards. Update cumulative files

## August

- Mail student schedules- finalize
- Summer School grade maintenance
- New student registrations
- Gradebook final grade set-up
- SOY – Start of year Power School set-up for grading and attendance data tracking
- Finalize master schedule
- Mail junior/senior transcripts, Military No Call, SAT/ACT permission letters and diploma letters
- Advanced Placement and NCCA course approval annual updates
- Quarterly school newsletter
- Update district school profile
- Update Crisis Plan

## September

- Fall college course class registration forms
- Senior individual meetings-Post-secondary college, career, military work plans
- Sophomore individual meetings- get to know, welcome to caseload, confidentiality guidelines
- Junior class lessons - College Fair, PSAT's, college planning, resume writing
- Senior class lesson in Government class- Fall senior to-do list for post-secondary planning
- Meet the Teacher Night
- Houghton College Fair field trip for juniors and seniors
- Sophomore HOBY Leadership presentation in English classes-selection of winner & alternate
- Implement Distance Learning (DL) courses through BOCES and assist with APEX Credit Recovery (CR) course set up

## October

- 5-week interim grade storage
- Calculate and submit NYS Academic Excellence Scholarship winners
- PSAT test administration with sophomores and juniors
- Alfred State College campus tour for juniors and seniors
- DAR Award selection and submission
- Senior Financial Aid classroom lesson- video to webpage for parents

## November

- Store Quarter 1 grades
- Update Honor Roll
- Assist with ASVAB exam administration to juniors
- Quarterly school newsletter
- Senior scholarship and resume lesson- video lesson to web
- Allegany Area Foundation Scholarship presentation
- Assist with parent- teacher conference day set up

## **December**

- Sign-ups and scheduling of January Regents exam retakes
- Ongoing College and Military rep visits
- Career Horizons' sophomore career trip to JCC
- 15-week interim grades stored
- Girls and Boys State selections
- Junior lesson on updating resumes and soft skills
- Pre ACT exam for sophomores and juniors

## **January**

- Quarter 2 grade storage
- Semester 2 course launch
- New Visions pre-med presentation to juniors
- Spring JCC and Alfred State college course registrations for junior and senior
- Sophomore BOCES CTE multimedia course presentation
- Register seniors for County Government Internship
- Mid-year transcripts sent to colleges via Common App
- 20-week failure warning letters mailed to grades 10-12
- PSAT test presentation – understanding your score report – juniors
- Administer and organize January regents examination and scoring

## **February**

- Junior lessons on: SAT/ACT, College searches, College vocabulary, career exploration
- Sophomore BOCES visits to tour Belmont CTE classes
- Begin scheduling for next school year – electives
- CLEP test for US History I
- Quarterly school newsletter

## **March**

- “College Selection Process” parent video lesson on webpage
- Resume, career and college exploration lessons with sophomores
- Sophomore and junior scheduling classroom lessons
- Store 25-week interim grades
- Begin individual student scheduling appointments – grades 10-12

## **April**

- Store Quarter 3 grades and honor roll
- Mail 30-week failure letters
- Accuplacer placement testing for grades 10 & 11 placement for JCC dual enrollment courses
- Individual scheduling appointments – grades 10-12

- Top fifteen juniors field trip to St. Bonaventure University College Boot Camp campus
- Scholarship application completion and review for seniors
- Complete academic award lists and registrations (grades 10-12) for Awards ceremony
- Quarterly newsletter

### May

- Accuplacer retesting for failed subtests
- Seniors Government lesson -Senior spring to-do list for college and career preparation
- Proctor AP Calculus AB exam
- Continue work on master schedule
- Submit SYEP work applications
- Valedictorian/Salutatorian calculation and announcement to newspapers
- Diver Ed sign ups
- ACCA, Moulton scholarship committee meetings
- 35-week interim grades stored
- Double check seniors' transcripts and graduation requirements

### June

- High School Awards evening ceremony
- Oversee and organize Regents exam week – proctoring and scoring
- CLEP exams in US History II and Chemistry administered
- Graduation rehearsal and Graduation Sunday
- Store final grades for entire school year & honor roll
- Update and distribute 6-12 supply lists
- Update data for EOY data pull

### Ongoing/Periodically:

- New student registrations
- Teacher/administration collaboration
- Student success/behavior plans/incentives
- Parent meetings
- Professional development trainings-SAT, ACT, mental health, SUNY Op Inform
- Guidance website updates and public relations articles for Facebook
- Agency collaboration
- Hotline/CPS cases
- Maintain cumulative folders/scanning electronically to File Bound
- ACCA Allegany County Counselors Association meetings- monthly
- SST Student Support Team meetings- biweekly
- Schedule changes
- Individual counseling sessions
- Remind App communications, Facebook, Microsoft Teams, BRCS webpage and parent mailings
- Student and Staff of the month selection and implementation
- Oversee parent and student Power School portal and linkage
- GSA meetings/activities once per month

## Curriculum Action Plans

### ELEMENTARY

Grade	Lesson	ASCA Domain Standards	Curriculum	Start and End Date	Number of Students	Evaluation/ Assessment
K-5	COVID 19 Protocols		Variety of Resources- TBD	September 2021	310	Teacher Report
K-5	Taking Care of Your Mental Health		Variety of Resources- TBD	September-October 2021	310	Teacher Report Student Report
K-5	Bullying Awareness	PS:A1.6, B1.2, C1.5, C1.6	Variety of Resources including, PACER.Org, Pinterest, Teacher Pay Teachers, Sweetheart & Heroes	October 2021	300	Student Activity
PK-5	Becoming a Superhero	PS:A1.1, A1.6, A2.3,A2.1, A2.8	Monthly Character trait activities, assemblies, guest speakers	September-June	340	Student Behavior Reports
K-2	Meet Your Counselor	PS: C1.5, C1.6	Story Book, Discussion, Student Activity	September 2021	165	Student Activity
4-5	Peer Relationships	PS:A2.3, A2.8, A2.6	Variety of Resources	November 2021	100	Student/ Teacher reports
5	Conflict Resolution	PS:A1.5, A2.6, A2.7, B1.3, B1.6		February 2022	47	Student/ Teacher Reports

K-5	Career Lessons	C:A1.2, A1.3, A1.6, B1.2, C1.1, C1.3	Career Cruising	May 2022	306	Student Activity
3-5	Test Prep	A:A1.5, A2.1, A2.2, B1.3	Variety of Resources, Jim Basketball Jones	March 2022	151	State Test scores
5	Middle School Transition	A: C1.5 PS: A1.4	Handouts, Classroom discussions, move-up day	June 2022	47	Student Activity

### Middle School

Grade	Lesson	ASCA Domain Standards	Curriculum	Start and End Date	Number of Students	Evaluation/Assessment
6	School Subjects at Work	C:A1.1	Xello	January 2022	42	
7	Learning Styles	C:A1.2	Xello	February 2022	52	
8	Explore Career Matches	C:A1.3	Xello/ NYSED Guidelines with Jeopardy	March 2022	50	
9	Study Skill and Habits	C:A1.3, C:A1.8, C:B:1.2	Xello	December 2021	58	
6-9	PowerSchool Portal Access	A:B1.1	PowerSchool	September-October 2021	202	
6-9	Course Selection Scheduling	C:B2.2, C:A1.2, C:B2.2, C:C.1,C:B2.4	Guidance-created documents	May 2022	202	

### High School

Grade	Lesson	ASCA Domain Standards	Curriculum	Start and End Date	Number of Students	Evaluation/ Assessment
10	Resume writing	A:A1.3, A:B2.1A:C1.2, C:A1.3,C:A2.6, C:B1.2	Xello, self-created PowerPoint	12/21-1/22	55	
10	Career Exploration-assessment	C:B1.2, C:B1.4, C:B1.5, C:B1.6, C:C1.3, A:B2.2	Xello, OOH, NY Career Zone	12/21-1/22	55	
10	Soft skills	C:A2.8, PS:A2.6,PSA2.7	Self-created PPT	12/21-1/22	55	
11	ASVAB career exploration	C:B1.2, C:B1.4, C:B1.5, C:B1.6, C:C1.3, A:B2.2	ASVAB/FYI career assessment & web resources	12/21-1/22	52	
11	College & career planning	C:A1.7, C:B1.1, C:B1.6, C:B1.8, C:B2.1	Misc. websites, Xello, self-created handouts	10-21	52	
11	Resume writing	A:A1.3, A:B2.1A:C1.2, C:A1.3,C:A2.6, C:B1.2	Xello, self-created PPT and video lesson	3/22-4/22	52	
10	Interviewing skills	PSA1.1C:A2.2, PSA1.5, PSA1.10	JCC guest speaker	1/22	52	
10-12	Course selection scheduling	C:B2.2, C:A1.2, C:B2.2, C:C.1,C:B2.4	Self-created handouts	3/22	154	
12	Fall Senior To Do List	AA2.1, A:A2.3, A:B1.4A:B1.7, AA:C1.6	Self-created handouts	10/21	46	

12	Financial Aid Overview	A:C1.6, C:A1.7	Self-created video/PPT, FinAid.gov, HESC	10/21	46	
12	Scholarship Searches	C:C2.1	Self-created video/PPT lesson, Guidance website, Xello, misc. scholarship search websites	11/21	46	
12	Resume writing	A:A1.3, A:B2.1A:C1.2, C:A1.3,C:A2.6, C:B1.2	Xello, self - created handout	11/21	46	
12	Spring To-Do List	AA2.1, A:A2.3, A:B1.4A:B1.7, AA:C1.6	Self-created handouts	4/22	46	



## Closing the Gap Action Plans

### Elementary School

School Counselor Project: Start/end date	Intended Impact on Academics, Behaviors or Attendance	ASCA Domain, ASCA Student Competency	Projected Number of Students Affected (Process Data)	Evaluation Method- How will You Measure Results? (Perception and results data)
Classroom Hero Behavior Plan  September 2021- June 2022	To improve classroom behavior and decrease the # of behavior reports	PS: B1.2, B1.3, C1.3, C1.7	K-2  Approximately 150	Tally the number of behavior reports following implementation of plan
Attendance Incentive Plan  November 2021- June 2022	To improve student attendance	A:C1.4	10-15 Students	Review Attendance records


### Middle School

School Counselor Project: Start/end date	Intended Impact on Academics, Behaviors or Attendance	ASCA Domain, ASCA Student Competency	Projected Number of Students Affected (Process Data)	Evaluation Method- How will You Measure Results? (Perception and results data)
G.I.R.L.S. Group  October 2021- May 2022 and continuing the following year	Improve interpersonal interactions between female students.	PS:A1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9; PS:A2.6, 2.7, 2.8; PS:B1.1, 1.2, 1.3, 1.4, 1.6, 1.8, 1.9, 1.12; PS:C1.3, 1.4, 1.9	20	Pre and Post survey from the G.I.R.L.S. curriculum

WHY TRY?	Improve student's motivation and success.	A:A1.1, 1.3, 1.5, A:A2.2; A:B1.1, 1.7, A:B2.6, 2.7; A:C1.4, 1.6; PS:A1.1, 1.2, 1.10, 1.12; PS:A2.1, 2.6; PS:B1.1, 1.2, 1.3, 1.4, 1.9, 1.10, 1.11, 1.12	150	Grades and attendance
Attendance Incentive Plan  November 2021- June 2022	To improve student attendance	A:C1.4	150	Review Attendance records, intervene with families, incentives

### High School

School Counselor Project: Start/end date	Intended Impact on Academics, Behaviors or Attendance	ASCA Domain, ASCA Student Competency	Projected Number of Students Affected (Process Data)	Evaluation Method- How will You Measure Results? (Perception and results data)
GSA- Gender Sexuality Alliance Group September 2021- ongoing	Improve school climate, reduce absenteeism, increase inclusivity, create safe supportive space	PSA1.1, PS:A1.5, PSA2.6, PS:A2.7	150	Student pre and post surveys, review of DASA referrals concerning LGBTQ issues
Ron James community presentation, break out group sessions dates TBD due to COVID large group restrictions	Reduce, student and family drug abuse, promote community agency linkage, reduce absenteeism, increase academic engagement and success	PS:A1, PS:A2	150	Pre and post surveys and student and community member interviews, ACASA Risk Survey results
Attendance Incentive Plan  November 2021- June 2022	To improve student attendance	A:C1.4	150	Review Attendance records, intervene with families, incentives



# **COMPREHENSIVE K-12 SCHOOL COUNSELING PROGRAMS THE ACCOUNTABILITY SYSTEM**

DATA Result Reports  
Counselor Performance Standards  
Program Review



## School Counseling Department Accountability System

School Counselors are increasingly challenged to demonstrate the effectiveness of the School Counseling Program in measurable terms. To evaluate the program and to hold it accountable, school counselors must collect and use information and data that links the program to student achievement in the three domains and school improvement.

### School Counselor Accountability Components

Individual School Counselor evaluations will be aligned with the district approved APPR process. Observations by building principals who work extremely closely with the counseling staff as well as self-evaluation tools will be utilized.

## DATA Result Reports

The result reports organize school counseling curriculum to demonstrate the relationship between the school counseling program to the instructional program. School Counselors use reflective skills, collaboration and teaming, and data analysis to become action researchers and show how the school counseling program impacts school improvement. These reports include the process, perception and results data to ensure school counseling programs are carried out, analyzed for effectiveness and modified as needed. Sharing these reports with stakeholders serves to advocate for the students and program. Results are collected and analyzed by individual counselors and the department for the program improvement.

## Program Review

The Bolivar-Richburg Central School Counseling Department will self-audit their program annually as a guide to evaluate the comprehensive programming. Subsequently, a report will be submitted to the Superintendent of Schools for dissemination to the Board of Education and district/building level administrators. Additionally, the district's School Counseling Comprehensive Program Plan will be reviewed bi-annually and necessary revisions made. This information will also be provided to the Advisory Board.

## APPENDIX

**Guidance Programs and Comprehensive Developmental School Counseling/Guidance Programs  
Commissioner's Regulation §100.2(j) web link:**

<http://nyssca.org/wp-content/uploads/2018/06/Guidance-document-100.2j-6-15-18.pdf>

**ASCA Ethical Standards web link:**

<https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>