Pine Bush Central School District
School Counseling Comprehensive Plan



Pine Bush Central School District

Comprehensive K-12 School Counseling Plan

Introduction

The Pine Bush Central School District Guidance Plan has been developed in compliance with the New York State Education Department Commissioner's Regulations 100.2(j) and in alignment with the Pine Bush Central School District Vision and Mission Statement. Other resources utilized to ensure our program remains current with all relevant professional standards includes: New York State Career Development and Occupational Studies (CDOS) standards, The American School Counselor Association (ASCA) National Standards for School Counseling Programs, The American School Counselor Association Ethical Standards for School Counselors, and The New York State School Counselor Association Guidance Program guidelines. Per NYS Education Department Commissioner's Regulations, this plan will be reviewed and updated annually.

A School Counselor is a certified professional educator who assists the students, teachers, parents, and administrators by counseling, consulting, and coordinating programs designed to help all students develop their educational, social, career, and personal strengths. In a comprehensive developmental program, the need for School Counselors is essential at each level. The School Counseling programs goals are designed to support the district and building level goals, as well as the needs of our students, as they transition across grade levels and participate in their academic journey.

Pine Bush Central School District

Vision & Mission Statements

Vision Statement: The Pine Bush Central School District is a community where every individual becomes a passionate, engaged learner who listens with empathy, thinks critically, works collaboratively, and takes ownership of their learning. We will lead and support others in making a positive impact in the world.

Mission Statement: The Pine Bush Central School District will:

1. Provide real-world learning experiences that inspire curiosity and commitment.
2. Create opportunities where voices are heard and valued, resulting in ownership of learning.
3. Develop and strengthen relationships that result in teamwork that affects positive changes.

School Counseling Department

Vision & Mission Statements

Vision Statement

The vision of the Pine Bush School Counseling Program is to inspire and empower all students to reach their fullest potential as lifelong learners, responsible citizens, and compassionate individuals. We envision a school community where every student is valued, supported, and equipped with the academic, social-emotional, and career skills necessary to succeed in an ever-changing world. We strive to remove barriers to success and foster a culture of resilience, inclusion, and excellence.

Mission Statement

Through advocacy, collaboration, and a commitment to equity, the Pine Bush School Counseling Program provides all students equitable access to high-quality comprehensive school counseling services in a safe and respectful environment. We aid in developing and supporting the diverse social, emotional, and academic experiences of our students to help them gain the skills, knowledge, and understanding to navigate our continuously changing society as they grow and explore their interests. This is achieved by a delivery system across three domains (**Academic, Career, and Personal/Social**) based on the New York State and National School Counseling Developmental Standards.

* The School Counseling K-12 comprehensive plan is built in alignment with the Pine Bush Central School District Board of Education Commitments

School Counseling Program Foundation

NYS Education Department School Counseling Regulations

The New York State Education Department explains the role of school counseling as:

"School counseling empowers the whole child by advancing students' academic achievement, career readiness, and social-emotional well-being. Through a comprehensive school counseling program, school counselors collaborate with students, families, educators, and community organizations to deliver impactful guidance lessons, tailored counseling services, and essential resources. They actively dismantle barriers to learning, champion equity, and cultivate an inclusive school environment, equipping students for lifelong success and holistic development."

School counseling programs in New York State are created, directed and implemented following the Guidance Pertaining to Commissioner's Regulation 100.2(j) - Guidance Programs and Comprehensive School Counseling/Guidance Programs (Effective July 1, 2019)

Professional Ethics and Standards & Competencies

A high-quality Comprehensive Developmental School Counseling/Guidance Program has a reference and endorsement of the American School Counselor Association's (ASCA) Ethical Standards for School Counselors, as well as the School Counselor Professional Standards and Competencies. The Ethical Standards are designed to ensure the well-being and protection of students, promote professional integrity, and maintain confidentiality, while the Professional Standards outline the knowledge, skills, and competencies expected of school counselors. These standards provide a framework for the practice of school counseling and guide counselors in their efforts to promote student success and well-being.

Student Standards and ASCA Model

The ASCA Student Standards: Mindsets & Behaviors for Student Success were developed to outline the knowledge, skills, and attitudes that students should acquire to thrive academically, socially, and emotionally. The ASCA Student Standards empower students to thrive across the three school counseling domains – academics, career, and social-emotional development. The framework allows school counselors and educators to support the holistic development of students and create a positive inclusive school environment. Integrating the Student Standards into the school counseling curriculum, services, and activities, as well as the school culture can help students develop the necessary mindsets and behaviors to be successful in school and beyond.

The Career Development and Occupational Studies (CDOS) NYS Learning Standards provide a framework to prepare students for career readiness and success in the workplace. The CDOS Standards focus on career development, integrated learning, universal foundation

skills, and career majors. Career exploration can begin at preschool and continue through high school graduation. School counselors are the primary professionals to support and guide students over the course of their academic tenure with career activities. Integrating the CDOS standards in the school counseling curriculum and activities will ensure students are equipped with the necessary skills, knowledge, and experiences for a successful transition to postsecondary opportunities. There are opportunities for school counselors to work across disciplines with their teacher colleagues to co-plan and co-teach the school counseling curriculum as part of the general education curriculum. Suggested opportunities for collaboration are: Elementary Social Studies, Middle School Family and Consumer Science and High School Health and Career and Technical Education.

School Counseling Program Delivery

The American School Counselor Association recommends that school counselors spend 80% or more of their time in direct and indirect services to students. This includes services to students, parents, school staff and the community in the following areas:

Direct Student Services

School Counseling Core Curriculum Instruction

- Direct instruction through classroom delivery, team teaching, co-teaching and assisting with lesson plans which promote academic, career or personal/social development.
- Group Activities - Conduct group activities which support instructional goals. Examples: community service, college/career fairs, student team building, student leadership workshops.

Individual Student Planning

- Appraisal - Work with students to analyze and evaluate their abilities, interests, skills and achievement.
- Advisement - Help students to make decisions for future plans based on academic, career and personal/social data.

Responsive Services

- Counseling - Counseling sessions in individual or small group settings to help students overcome barriers to development and achievement.
- Crisis Response - Support and assistance to students as they navigate crisis or emergency situations.

Indirect Student Services

- Referrals - Direct students and parents to school or community resources for additional assistance or information. Examples: tutoring, career support, college planning, community mental health agencies, and community counseling agencies.
- Consultation - Share strategies which support student achievement with parents, educators, and community organizations.
- Collaboration - Work with educators, parents, and community to establish programs and interventions which promote student success. Examples: advisory boards, school district partnerships, and parent workshops.

School Counseling Program Overview

The Pine Bush Central School District K-12 Counseling Program has evolved over the years in response to our students, parents and community needs, NYS and national standards for professional counselors, and to fulfill NYSED guidance program requirements. The activities of the counseling program focus on six basic areas: Academic Success, Personal and Social Growth, Intervention and Prevention, Transition and Orientation, Career Education, and Parent/Teacher Support and Consultation.

The Elementary School Counseling Comprehensive Program was established in 2023. The implementation of the Elementary School Counseling Program ensures that all students have access to a certified school counselor and was designed to support the academic, social/emotional and career development of our youngest students, primarily through Tier I student and classroom support. School counselors deliver instruction to students through Classroom Guidance (Push-in) Lessons that are aligned with the American School Counselor Association (ASCA) Student Mindset and Behavior Standards, collaborate with school staff to provide academic and behavioral support within the classroom, facilitate lunch/recess bunches and meet with students individually for scheduled or as needed check-in meetings. Additionally, school counselors facilitate school-based/short-term small group and individual counseling to provide individualized support to students. All of the components of the ESCP are implemented to aid in the development of our students and to encourage a positive school experience now and as students transition through the years.

Our Middle School Counseling Comprehensive Program is designed to support the academic, social/emotional, and career exploration of all students with five School Counselors; two housed in one Middle School building, and three in our other building. It is grounded in a proactive and developmental approach that offers a variety of services including Tier 1 Classroom Guidance Lessons, short-term individual and small group counseling, and collaboration with families and staff to address various concerns. Counselors work to create a safe, inclusive environment where students can build resilience, develop strong interpersonal skills, and navigate the challenges of adolescence. The ultimate goal is to empower students to thrive both in school and in life.

The high school counseling program consists of seven 9th to 12th grade counselors. At each grade level, the counseling department has implemented the use of Naviance, a post-secondary planning tool. This has proven to be a useful and informative tool for our entire high school community in order to complete vocational inventories, resume building, college research, and submission and organization of post high school materials. The high school counseling program is committed to assisting students and families with the transition from middle to high school, as well as from high school to postsecondary education, the workforce, or military branches. This is evident through comprehensive and informative programs such as Freshman Orientation Night, College Information Workshops, College Fair, Counseling Fair, Financial Aid presentations, and individual program planning. In addition to large group activities and information sessions, the high school counseling center provides support to students and families on an individual basis and looks to establish and create meaningful and positive relationships with the students and larger community

*Each level is overseen by a school counseling lead

School Counseling Program Staffing

School	Counselor FTE	Projected Students	Counselor : Student
Circleville Elementary	1 FTE	454	1:454
EJ Russell Elementary	1 FTE	504	1:504
Pakanasink Elementary	0.8 FTE	385	1:385
Pine Bush Elementary	1.2 FTE	621	1:517.5
Circleville Middle School	2 FTE	434	1:217
Crispell Middle School	2 FTE	584	1:292
Pine Bush High School	7 FTE	1466	1:209

School Counseling Program Beliefs

As a school counseling program, we fully commit to the following values and beliefs:

1. **Students must always come first**.
    a. We believe it is essential to place the interests of students above all others in every decision we make.
    b. We believe that students should feel a strong connection to school and have positive relationships.
    c. We believe in supporting every student to achieve at his or her highest level.

2. **High–quality teaching and learning are key to student success.**
    a. We believe that all children can learn and excel.
    b. We believe high-quality instruction is built on a rigorous and relevant curriculum that is aligned to high standards, measurable outcomes, appropriate professional development and equitable access to educational opportunities.
    c. We believe that professional growth is an ongoing responsibility for all.

3. **Positive social, emotional, and behavioral growth provides a foundation for academic and personal success**.
    a. We believe schools are the heart of our communities and are committed to providing healthy, safe and caring school environments.
    b. We believe children should possess self-awareness, emotional and self-regulation, as well as strong social skills.
    c. We believe in providing a variety of opportunities to foster positive social/emotional development and responsible decision making.

4. **The School Counseling program is guided by the needs of our students and community**
    a. We believe positive relationships and collaboration with our families and other stakeholders are key to accomplishing our goals.
    b. We believe in the collection and use of data to inform and refine our program components.
    c. We believe that routine review of the School Counseling program will help us to maintain effective and efficient systems.

School Counseling Program Goals & Objectives

The school counseling goals are specific, measurable, achievable, realistic and are timely. Goals define how a school counseling program will achieve the established foundational mission and vision as well as guide the development of curriculum, small-group and closing-the-gap action plans. (ASCA, 2005)

School Counseling Program (K-12)

- **Goal:** Implement a developmentally appropriate, data driven comprehensive school counseling program aligned to the ASCA Mindset and Behavior Standards, that supports students' academic, social/emotional and career/college development.
    - **Measurement:** Yearly school counseling program review
- **Goal:** Increase collaboration between elementary, middle and high school counseling teams to ensure K-12 alignment of the school counseling program.
    - **Measurement:** Yearly school counseling program review

Elementary School Program

Finalize School Counseling Curriculum

- **Goal:** Develop a scope and sequence of the elementary school counseling classroom guidance (push-in) curriculum that outlines learning targets,assessments and the connection to ASCA Mindset and Behavior standards.
    - **Measurement:** Completion of curriculum scope and sequence.
- **Goal:** Create lesson plans for each of the lessons included in the elementary school counseling classroom guidance (push-in) curriculum. Lessons will include language and resources to allow for counselors to deliver instruction without the use of technology if needed.
    - **Measurement:** Completion of curriculum map and lesson plan development.

Increase Data Collection to Inform Elementary School Counseling Program Effectiveness

- **Goal:** Develop a format for data collection in order to evaluate the effectiveness of the elementary school counseling classroom guidance (push-in) lessons.
    - **Measurement:** Completion of data collection formats and forms.

Increase Family Engagement By Implementing New Entrant Student and Family Outreach

- **Goal:** For new students who join the PB School Family, school counselors will facilitate an individual check-in meeting with each new student and conduct a follow up welcome call with the new student's family.
    - **Measurement:** Completion rates tracked through data collection spreadsheet.

Middle School Program

Increase Students Exposure to Future Planning

- **Goal:** 70% of 6-8th graders will be able to identify at least one career from two different career clusters.

- **Measurement:** Career knowledge/interest documentation at Individual Program Planning Meetings with counselors. Career Clusters Exploration Worksheet from FACS classes.

Students Will be Able to Identify How to Handle Unsafe Situations in Person and Online

- **Goal:** By the end of the "Not in Room 204" Erin's Law classroom push-in lessons, at least 80% of 6th grade students will be able to identify one trusted adult inside or outside of school that they can go to if they need help.
    - **Measurement:** Erin's Law Post "Not in Room 204" Lesson Assessment.
- **Goal:** By the end of the "Internet Safety" Erin's Law classroom push-in lessons, at least 80% of 6th grade students will be able to identify at least one method for one of the following: keeping personal information private online, what to do if someone asks for private information online, what to do if someone online asks to meet you in person, and how someone might use lures online.
    - **Measurement:** Erin's Law Post "Internet Safety" Lesson Assessment.

Assist Students in Setting SMART (Specific, Measurable, Achievable, Relevant, and Time-Bound) Goals for Themselves

- **Goal:** By the end of each school year, 90% of students will have created a social-emotional, academic, and/or career goal.
    - **Measurement:** Goal Setting Documentation at Individual Program Planning Meetings with counselors.

High School Program

Increase College and Career Readiness

- **Goal**: 90% of juniors will complete a college and career readiness plan (including resume, college list, and career assessment) documented in their Naviance (or equivalent) profiles.
- **Measurement**: Completion rates tracked through counseling software; comparison to baseline from the previous year.

Increase FAFSA Completion (Tied to College Access, Academic Milestone)

- **Goal**: Achieve an 80% FAFSA completion rate among graduating seniors.

- **Measurement**: Verified FAFSA completion reports through NYS Higher Education Services Corporation (HESC) or other tracking tools.

Boost Knowledge Retention from Counseling Lessons

- **Goal**: After each classroom push-in presentation, at least 80% of students will score 80% or higher on a brief exit ticket quiz assessing key concepts (e.g., graduation requirements, study skills, mental health awareness).

- **Measurement**: Exit ticket quiz scores; trends tracked presentation by presentation.

PBCSD Elementary School

School Counseling Plan

Delivery	**Foundation**		**Management**			
Program Activity or Service	**Program Objectives**	**ASCA Domain/Student Standard**	**Timeline**	**Tier/Student Focus**	**Staff & Resources**	**Accountability**
School Counseling Curriculum (Classroom Push-In Lesson) Delivery	-Engage students in knowledge attainment and skill building to aid in students' ability to participate effectively in educational programs and services -Facilitate classroom push-in lessons to teach skills in the areas of academic, social/emotional development and career/college readiness	Academic Social Emotional College & Career Readiness All Mindset and Behavior Standards addressed	September - June	Tier 1 Pre-K - 5th Grade	Elementary School Counselor/s	Curriculum map Documentation of lesson delivery Pre/Post Assessments
Student Meetings	-preventative and responsive individual student meetings -Provide the opportunity for students to identify the current status of their school experience -Address specific concerns/needs of students as identified by student, school staff or family members	Academic Social Emotional M1 M2 M3 B-SMS 1 B-SMS 6 B-SMS 7 B-SS 3 B-SS 8	September - June	Tier 1, 2, 3 Pre-K - 5th Grade	Elementary School Counselor/s	Documentation of the number of meetings / services provided
Pre-K / K Transition	-Engage with new students and families to increase educational involvement and knowledge -Provide families with education related materials through presentation and print	Academic Social Emotional M 1 M 4 B-SS 3	May - October	Tier 1 Pre-K - K Grade	Administration Teacher/s Student Support Staff Member/s	Sign-In Sheets Documentation of the number of meetings / services provided

	resources -Engage families via phone outreach and individual meetings as needed -conduct student meetings as needed				Elementary School Counelor/s Print Material/s Presentation/s	
Family Engagement Communication and Events	-Engage with our community to foster a partnership between school and families to promote overall student success -Coordination of and attendance at Family Engagement Events to connect with families and other stakeholders within the community -Development and distribution of monthly Family Connections Newsletter	Academic Social Emotional College & Career Readiness M 2 M 3 B-LS 10 B-SMS 8 B-SS 3 B-SS 6 B-SS 10	August - June	Tier 1 Pre-K - 5th Grade	Elementary School Counselor/s Administration Other school staff and stakeholders as needed	Monthly Newsletter/ Distribution Documentation of Events Sign-In Sheets
Fifth Grade Transition	-Aid in a smooth transition from 5th Grade to 6th Grade -Coordination of visitation to middle school buildings -Transition presentation facilitated to 5th grade students -Coordination of middle school staff visit to elementary schools -Coordination of evening program for families of 5th grade students to become familiar with the Middle School Program -Students and families will understand the expectations of Middle School	Academic Social Emotional College & Career Readiness M3 M6 B-SMS 7 B-SMS 10	March - June	Tier 1 5th Grade	Elementary School Counselor/s Middle School Counselor/s Teachers Other school staff and stakeholders as needed	Documentation of Events Sign-In Sheets Presentation/s Buses
Push-In Classroom/Student Support	-collaboration with teachers to identify support/intervention needs	Academic Social Emotional	September - June	Tier 2 Pre-K - 5th Grade	Elementary School Counselor/s	Documentation of the number of occurrences of

	-provide social/emotional and behavior support to one or more students within the classroom setting -provide feedback and reteaching of social/emotional and behavior skills	M2 M3 B-LS 2 B-LS 3 B-SMS 1 B-SMS 2 B-SMS 5 B-SMS 6 B-SMS 7 B-SMS 9 B-SMS 10 B-SS 3 B-SS 6 B-SS 8 B-SS 9			School Social Worker/s	classroom/ student support and/or services provided
School-Based Counseling	-Coordination and identification of students exhibiting emotional or social skill deficits -provide individualized support to students who have been identified as having additional needs to support their school experience -provide appropriate interventions and skill building to address specific concerns/areas of growth during small group sessions -provide appropriate interventions and skill building to address specific concerns/areas of growth during individual sessions	Academic Social Emotional All Mindsets and Behaviors Addressed	September - June	Tier 2, 3 Pre-K - 5th Grade	Elementary School Counselor/s School Social Worker/s	Documentation of the number of meetings, counseling goals and services provided
Parent/Guardian Communication	-Communicate with parent/guardians of students as needed via phone calls, emails, in-person meetings -Collaborate with teacher/s & administrator/s to coordinate communication and meeting needs as a follow up to teacher/s	Academic Social Emotional M3 B-LS 7 B-LS 9 B-SMS 5	July - June	Tier 2 Pre-K - 5th Grade	Elementary School Counselor/s School Social Worker/s Teachers	Documentation of parent/guardian communication Documentation of occurrences of meetings and notations made/

	outreach	B-SS 3 B-SS 5 B-SS 6			Administration	intervention plans developed
Student Check-In Meetings	-Individual student meetings to assist students who have been identified as needing additional support to address specific concerns as identified by school staff or family members	Academic Social Emotional M1 M3 B-SS 3 B-LS 7 B-LS 9 B-SM 2 B-SM 1 B-SM 7	September - June	Tier 1 Pre-K - 5th Grade	Elementary School Counselor/s	Documentation of the number of meetings, services provided for Student Check-In Meetings
Attendance	-Ensure students and families are aware of the importance of adequate attendance -Assist students and families in identifying barriers to attendance -Building-wide attendance tracking, communication and education for teachers, students and families -Attendance initiatives for grade levels and/or students who demonstrate targeted attendance rates and/or improvement in their attendance -Targeted communication and outreach to address specific attendance concerns -Individual attendance meetings with students and families based on attendance tracking -Assist students and families in creating goals to improve attendance	Academic Social Emotional M 1 M 2 M 3 M 6 B-SMS 1 B-SMS 2 B-SMS 4 B-SMS 6	September - June	Tier 1, 2, 3 Pre-K - 5th Grade	Elementary School Counselor/s Attendance Officer School Social Worker/s Administration	Attendance Meeting Notes Documentation of parent/guardian Communication Documentation of the number of & service provided during individual student meetings

Student Support Meetings	-Meet with in school stakeholders to identify students with a demonstrated need who may need to receive additional support -Identification and coordination of service for students exhibiting signs they may be at-risk -Development of action plans for intervention/s -Appropriate follow up -Attendance at 504 and IEP meetings (ONLY as needed)	Academic Social Emotional M 1 M 5 B-LS 7 B-SMS 1 B-SMS 6 B-SMS 7 B-SS 6 B-SS 8	September - June	Tier 3 Pre-K - 5th Grade	Administration Elementary School Counselor/s School Social Worker/s School Nurse/s School Psychologist/s	Meeting Agenda Meeting Notes Documentation of planned interventions
Responsive Services	-Students will receive support for concerns brought to our attention via teacher/s, administrator/s, DASA reports, etc. -Complete necessary Risk Assessments with students based on concerns / alerts / reports -Provide resources for students when appropriate -Make recommended referrals / follow ups as needed -Attend intake / transition meetings as needed	Social Emotional All Mindsets and Behaviors Addressed	September - June	Tier 3 Pre-K - 5th Grade	Elementary School Counselor/s School Social Worker/s School Psychologist/s Administration Other school staff and stakeholders as needed	Documentation of the number of and services provided for individual student family meetings
Parent Teacher Conferences	-Engage families in discussion about academic progress, social/emotional development and other relevant developmental topics -Collaboration with families to gain information to aid in supporting students during the school day -Provide parents/guardians with information about student development that can aid in the	Academic Social Emotional M1 M2 M3 B-LS 7 B-LS 9 B-SMS 6 B-SS 3	September - June	Tier 3 Pre-K - 5th Grade	Teachers Elementary School Counselor/s School Social Worker/s School Psychologist/s	Documentation of the number of meetings Meeting Notes

	home/school connection -Provide families with education and community support materials and resources as needed				Administration	

PBCSD Middle School

School Counseling Plan

Delivery	**Foundation**		**Management**			
Program Activity or Service	**Program Objectives**	**ASCA Domain/Student Standard**	**Timeline**	**Tier/Student Focus**	**Staff & Resources**	**Accountability**
Student Orientation	-Students will receive a coordinated program to help them learn about middle school -Familiarize students and families with the building, staff, and middle school expectations	Social Emotional Academic M 3 M 6 B-SMS 10	August	Tier 1 6-8th Grade All New Students	Middle School Counselor/s Administration Teacher/s Optional Copy of Schedule	Sign In Sheets
Individual Student School Counselor Introduction Meetings	-Welcome student to the school and ensure they're aware of the building expectations, their schedule, and get any questions answered -Ensure student is aware of the role of the School Counselor and how to access supports	Social Emotional Academic M 1 M 2 M 3 M 6 B-LS 7 B-SMS 1 B-SMS 6 B-SMS 7 B-SS 3 B-SS 8	September - June	Tier 1 6-8th Grade	Middle School Counselor/s	Documentation of the number of & service provided for Individual Student Meetings
Eighth Grade Transition Planning	-Coordination of evening program for families of rising 8th grade students to become familiar with the High School Program -Understand the expectations of High School	Social Emotional Academic College & Career Readiness M 3 M 6	April - June	Tier 1 Rising 8th Grade students	Middle School Counselor/s High School Counselor/s Presentation/s	Sign In Sheets

	-Students will develop an academic plan/request for 9th grade -Aid in a smooth transition from 8th Grade to 9th Grade	B-SMS 7 B-SMS 10				
Fifth Grade Transition Planning	-Coordination of evening program for families of rising 6th grade students to become familiar with the Middle School Program -Understand the expectations of the Middle School -Coordination of 5th grade visit to the Middle School -Transition Presentations -Aid in a smooth transition from 5th Grade to 6th Grade	Social Emotional Academic College & Career Readiness M 3 M 6 B-SMS 7 B-SMS 10	March - June	Tier 1 Rising 5th Grade students	Elementary School Counselor/s Middle School Counselor/s Elementary/MS Administration 5th Grade Teachers 6th Grade Peer Leaders Tour Plan Presentation/s	Sign In Sheets
Student Support Team	-Coordination and identification of students exhibiting signs they may be at-risk -Development of action plans for intervention/s -Appropriate follow up -Attendance at 504 and CSE meetings (ONLY as needed) -Meet with in school stakeholders -Students with a demonstrated need will receive support -504 Meetings -CSE Meetings -FINS -Order of Protection Plans	Social Emotional Academic M 1 M 5 B-LS 7 B-SMS 1 B-SMS 6 B-SMS 7 B-SS 6 B-SS 8	August - June	Tier 3 6th - 8th Grade	Middle School Counselor/s High School Counselor/s School Psychologist/s Administration School Social Worker/s School Nurse/s Assistant Principal/s	Meeting Notes

Student Support Team Information Meetings	- Disseminate important information to High School Support Staff about rising 9th Grade Students -Receive important information from Elementary Schools about rising 6th grade students -Ensure staff are aware of students who may need support with the transition	Academic Social Emotional All Mindsets and Behaviors Addressed	May - June	Tier 1 Rising 6th Grade Students Rising 9th Grade Students	School Counselor/s School Social Worker/s School Psychologist/s School Nurse/s Administration	
Family Engagement Events	-Engage with our community to foster a partnership between school and families to promote overall student success -Coordination of and attendance at Family Engagement Events to connect with families and other stakeholders within the community -Attend Open House and assist as needed	Social Emotional Academic College & Career Readiness M 2 M 3 B-LS 10 B-SMS 8 B-SS 3 B-SS 6 B-SS 10	August - June	Tier 1 6th-8th Grade	Middle School Counselor/s Administration Other school staff and stakeholders as needed	Sign In Sheets
Individual School Counseling Meetings	-Coordination and identification of students exhibiting specific concerns/areas of growth -Assist students in setting and reviewing goals -Provide appropriate interventions and skill building to address specific concerns/areas of growth -Address specific needs/concerns as identified by student, school staff, or family members -Failure Letters/Meetings -Recommendation Letters -Preventative and responsive individual student meetings	Social Emotional Academic College & Career Readiness M 1 M 2 M 3 B-LS 7 B-LS 9 B-SMS 1 B-SMS 2 B-SMS 6 B-SMS 7 B-SS 3 B-SS 8	September - June	Tier 2, 3 6th - 8th Grade	Middle School Counselor/s School Social Worker/s School Psychologist/s	Documentation of the number of & service provided for Individual Student Meetings

Responsive Services	-Complete necessary Risk Assessments with students based on concerns/alerts/reports -Provide resources for students when appropriate -Make recommended referrals/follow ups as needed -Attend intake/transition meetings as needed -Communicate with community resources as needed (doctors, therapists, hospitals, etc.) -Provide support for students based on needs/concerns brought to our attention via gaggle alerts, reports, teacher/s, administrator/s etc.	Social Emotional All Mindsets and Behaviors Addressed	July - June	Tier 3 6th - 8th Grade	Middle School Counselor/s School Psychologist/s School Social Worker/s Administration	Documentation of the number of & service provided for Individual Student Meetings
Guardian Communication and Collaboration	-Communicate with Guardians of our students as needed via phone calls, emails, meetings, ParentSquare, etc. -Collaborate with teacher/s & administrator/s to coordinate communication -Summer School Registration -Failure Letters/Meetings -Recommendation Letters	Social Emotional Academic College & Career Readiness M 3 B-LS 7 B-LS 9 B-SMS 5 B-SS 3 B-SS 5 B-SS 6	July - June	Tier 2 6th - 8th Grade	Middle School Counselor/s	Documentation of Guardian Communication
Scheduling	-Build, input, and run the Master Schedule -Complete Schedule Changes as necessary for individual students -Update/Change Master Schedule in School Tool as needed -Add/Remove students to/from AIS based on criteria	Academic M 2 M 5 M 6 B-LS 2 B-LS 7 B-LS 9 B-SMS 1 B-SMS 10 B-SS 6 B-SS 8	July - June	Tier 1 6th-9th Grade	Middle School Counselor/s Administration Master Scheduling Committee Student Information System	

Program Planning/Annual Review	-Meet with students individually to help plan, answer questions, etc. to help them set and work toward their future goals -Review the course offerings and recommendations to select an appropriate plan of study for their aspirations.	Academic College & Career Readiness B-LS 1 B-LS 7 B-LS 8 B-LS 9	September - June	Tier 1 6th - 8th Grade	Middle School Counselor/s Student Management System Course Offerings	Documentation of the number of & service provided for Individual Student Meetings Future Planning Documentation
Attendance	-Building-wide attendance tracking, communication and education for teachers, students and families -Attendance initiatives for grade levels and/or students who demonstrate targeted attendance rates and/or improvement in their attendance -Targeted communication and outreach to address specific attendance concerns -Individual attendance meetings with students and/or families based on attendance tracking -Assist students and/or families in creating goals to improve attendance -Ensure students and families are aware of the importance of adequate attendance -Assist students and families in identifying barriers to attendance	Academic Social Emotional M 1 M 2 M 3 M 6 B-SMS 1 B-SMS 2 B-SMS 4 B-SMS 6	September - June	Tier 1, 2, 3 6th - 8th Grade	Middle School Counselor/s Attendance Officer Attendance Team	Attendance Meeting Notes Documentation of Guardian Communication Documentation of the number of & service provided for Individual Student Meetings
Testing Coordination	-Coordination of testing rooms for NYS Tests, Regents Exams, Midterms, and Finals -Coordination of testing times for NYS Tests, Regents Exams, Midterms, and Finals -Coordination of modifications/accommodations for NYS Tests, Regents Exams,	Academic College & Career Readiness M 3 M 4 M 5 M 6 B-LS 6	September - June	Tier 1 6th - 8th Grade	Middle School Counselor/s Administration Testing Coordinator/s	

	Midterms, and Finals -Input of modifications/accommodations in the NYS Test System -Attend necessary meetings regarding testing	B-LS 7 B-SS 1				
Parent Teacher Conferences	-Collaboration with families to gain information to aid in supporting students during the school day -Provide families with information about student development that can aid in the home/school connection -Provide families with education and community support materials and resources as needed -Engage families in discussion about academic progress, social/emotional development and other relevant developmental topics.	Academic Social Emotional M 3 B-LS 7 B-LS 9 B-SMS 5 B-SS 3 B-SS 5 B-SS 6	September - June	Tier 3 6th - 8th Grade	Middle School Counselor/s School Psychologist/s School Social Worker/s Administration Teacher/s	Meeting Notes
Push-In Classroom Lessons	-Erin's Law "Not in Room 204" Lesson -Erin's Law "Internet Safety" Lesson -9th Grade Scheduling Lesson -Other Lessons as needed/scheduled to address academic, social-emotional, or college & career readiness. -Engage students in knowledge attainment and skill building to aid in students' ability to participate effectively in educational programs and services	Academic Social Emotional College & Career Readiness All Mindsets and Behaviors Addressed	September - June	Tier 1 6th - 8th Grade	Middle School Counselor/s Erin's Law Lessons & Materials Lesson Materials	Pre/Post Assessments

PBCSD High School

School Counseling Plan

Delivery	**Foundation**		**Management**			
Program Activity or Service	**Program Objectives**	**ASCA Domain/Student Standard**	**Timeline**	**Tier/Student Focus**	**Staff & Resources**	**Accountability**
Individual Senior Meetings	-Assistance in completing college applications and scholarships. -Assistance in building a resume. -Provide information on military recruitment centers	Academic, Career/College Readiness M4 M6 BLS-1 BLS-7 BLS-9	September-November	Tier I 12th grade	High School Counselors Naviance	Documentation of the number of meetings / services provided Meeting Notes
Program Planning/Annual Review	-Individual counseling to review course offerings, graduation pathways, and review course plan of study -Review of recommendations to select an appropriate plan of study for their aspirations.	Academic, Career/College Readiness M3 BLS-1 BLS-7 BLS-8 BLS-9	December-April	Tier I 9th-11th grade	High School Counselors Student Management System High School Teachers Courses offered	Documentation of the number of meetings / services provided Meeting Notes
Individual Academic Progress Meetings	-Address specific concerns/areas of growth for students -Assist students in setting goals -Assist students in reviewing and meeting academic goals	Academic Career and College Readiness Social Emotional M4 BSMS-1 BSMS-5 BLS-3	September-June	Tier II 9th-12th grade	High School Counselor/s High School Teacher/s Student Management System	Documentation of the number of meetings / interventions planned

		BLS-7				
New student transition	-Review exit transcript with student and plan a schedule for classes. -Orient student to the building -Equipping student with technology i.e, Chromebook	Academic Career and College Readiness Social Emotional M 2 BSMS-10	July-June	Tier III 9th-12th grade	High School Counselor/s	Documentation of the number of meetings / services
Responsive Services	-Complete necessary Risk Assessments with students based on concerns/alerts/reports -Provide resources for students when appropriate -Make recommended referrals/follow ups as needed -Attend intake/transition meetings as needed	Social Emotional M 1 M 2 M 4 BSMS-2 BSMS-6 BSM-7 BSMS-9 BLS-7 BSS-9	July-June	Tier III 9th-12th grade	High School Counselor/s High School Social Worker/s High School Psychologist/s Administration Outside Agencies	Documentation of the number of meetings / services
Guardian Communication and Collaboration	-Phone calls, emails, meetings of communication and collaboration with families as appropriate in advocating for student needs.	Academic Career and College Readiness Social Emotional M 3 BLS-7 BLS-9 BSS-3 BSS-5 BSS-6	July-June	Tier I 9th-12th grade	High School Counselor/s	Documentation of parent/guardian communication

504/CSE Meetings	-Attend 504 meetings as the case manager -Attend IEP meetings for further advocacy and to disseminate information -Collaboration with families, teachers, case managers, and students in planning for a students' postsecondary pursuits	Academic Career and College Readiness Social Emotional M 1 M 2 BLS-7 BLS-9 BSMS-5 BSMS-10 BSS-3	September-June	Tier I 9th-12th grade	High School Counselor/s Special Education Case Manager/s Teacher/s CSE Chairperson	Documentation of the number of meetings / services Meeting Notes
ACCES-VR Referrals	-Assist in guiding students and families through the process of applying for vocational rehabilitation services, ensuring they access the support and resources needed to achieve their career and educational goals.	Academic Career/College Readiness M6 BSMS-8 BSMS-10	September-June	Tier III 11th-12th grade	High School Counselors ACCES-VR liaison	Number of referrals provided/ complete
Family Engagement Events	-Collaborate with the community in disseminating knowledge and increasing educational involvement -Coordination of and attendance at Family Engagement Events to connect with families and other stakeholders within the community	Academic Career and College Readiness Social Emotional M 2 M 3 BLS-10 BSMS-8 BSS-3 BSS-6 BSS-10	September-June	Tier I 8th-12th grade	High School Counselor/s Outside agencies	Sign-In Sheets
Scheduling	-Assist administration in building, inputting, and running the Master Schedule -Complete schedule changes as necessary for individual students	Academic M 6 BLS-2 BLS-9	July-June	Tier I 8th-12th grade	High School Counselor/s Administration	Record on Student Management System

	-Update/Change Master Schedule in School Tool as needed					
High Stakes Testing Coordination	-Coordinating and planning high stakes testing i.e, PSAT, SAT, AP administrations	Academic College and Career Readiness M 5 M 6 BLS-8 BLS-10 BSMS-5	July-June	Tier II 10th-12th grade	High School Counselor/s Testing Coordinator	Logistic Spreadsheets Record on Student Management System

Statement on McKinney-Vento and 11th/12th Grade Planning

In accordance with the McKinney-Vento Homeless Assistance Act, we are committed to ensuring that all students experiencing homelessness have full access to educational opportunities and support, including during the critical planning stages of 11th and 12th grade. Students covered under McKinney-Vento have the right to remain in their school of origin, receive transportation, and participate fully in all school activities, including college and career readiness programs. For juniors and seniors, this includes access to academic counseling, FAFSA assistance, career planning resources, dual enrollment opportunities, and support with post-secondary transitions. Our goal is to eliminate barriers and provide equitable pathways to graduation and beyond for all students, regardless of housing status.