

Malone Central School District K-12 Comprehensive Guidance Plan



2019-2020

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Malone Central School District K-12 School Counseling Team

The Malone Central School District's School Counseling Department is pleased to offer the final version of the Malone Central School District's K-12 Comprehensive School Counseling Plan. This comprehensive model is the centerpiece of Malone Central School District's effort to transform their professional school counseling department. This complete comprehensive model acts as a manual for counselors and administrators in clarifying the role of a school counselor and the tasks they will complete for the upcoming school year.

School Counselors

Dustin Stover- FA
Rosalyn Poirier-FA (Dept. Coordinator)
Lisette Maguire-FA
Kendra Leonidas- FA
Amy Hayes-MMS
Tim McCarthy-MMS
Bryan Rapholtz-MMS
Morgan McGibbon-St. Joe's
Sue Henning-Flanders
Rachel Chapman- Davis

School Psychologists

Kaye Santamoor-FA
Chris VanHouten-Elementary
Katelyn Fairchild-MMS
Aileen Noble-Davis

North Star Behavioral Health Student Assistance Counselors

Tracy Gravel- FA
Lisa Boyer- MMS
Terri Marlowe-Elementary

Advisory Council

The MCSD School Counselors and School Psychologists will review the district guidance plan annually with the other members of the advisory council which will consist of parents, teachers, outside agency representatives (North Star Behavioral Health Services), and administration. Revisions will be made to the guidance plan as needed.

Advisory Council members include:

MCSD Counselors

MCSD School Psychologists

Student Assistance Counselors NSBH

- Tracy Gravel
- Lisa Boyer
- Terri Marlowe

Administration

- Lisa Dupree (parent)
- Michelle Bailey
- Joe Coakley
- Dustin Relation
- Brandon Pelkey (parent)
- Jerry Griffin (parent)

Teachers

- Tara West (parent)
- Amanda Gadway
- Sue Ann Tatro
- Kathy LaBare

Board of Education Members

- Wayne Rogers
- Wayne Walbridge

Foundation

The Vision Statements of the Malone Central School District as outlined in the 2018-2019 District Improvement Plan are as follows:

Engaging Classrooms -Safe Environments -Informed Decisions VISION

1. Malone CSD will implement methods and strategies used to encourage student engagement in the classroom by creating learning environments that are active, collaborative, rigorous and foster learning relationships.
2. Malone CSD will put systems in place to promote a socially and emotionally safe learning environment for all students helping them develop a sense of self-worth and feel effective as they deal with daily responsibilities and challenges.
3. Malone CSD will develop measurable goals that ensure a rigorous curriculum for students in each grade level and department using student performance data to drive instruction and decisions.

The Counseling Department including the School Counselors/School Psychologists are committed to helping the district achieve its overarching vision. The Counseling Department works to meet vision statements by:

1. Working on a partnership with teachers to provide whatever supports they need to promote engaging classrooms through push in services on academic, career, and social/emotional topics.
2. The second vision statement is a huge part of our positions. We work to achieve vision statement 2 by creating welcoming counseling offices as a safe zone for students to refer themselves or make referrals for a friend. We develop programs K-12 to promote social/emotional health.
3. Gathering academic, demographic, and student lead data as to how we can best meet the needs of our student body.

Foundation

The Malone CSD Counseling Department K-12 Comprehensive Plan reflects the standards and goals of the American School Counselor Association and New York State School Counselor Association. The main components of the School Counselor's role and our program promotes the development of students in the following areas:

- **Academic**
- **Career**
- **Social/emotional**

Effective school counseling programs are a collaborative effort between the school counselor, parents and other educators to create an environment that promotes student achievement. Staff and school counselors value and respond to the diversity and individual differences in our societies and communities. Comprehensive school counseling programs ensure equitable access to opportunities and rigorous curriculum for all students to participate fully in the educational process. School counselors focus their skills, time and energy on direct and indirect services to students.

To achieve maximum program effectiveness, the **American School Counselor Association recommends a school counselor to student ratio of no more than 1:250 and that school counselors spend 80 percent or more of their time in direct and indirect services to students.**

School counselors participate as members of the educational team and use the skills of leadership, advocacy and collaboration to promote systemic change as appropriate. The framework of a comprehensive school counseling program consists of four components: foundation, management, delivery and accountability (American School Counselor Association)

New York State School Counseling Regulations

New York State Commissioner of Education approved the following regulations to counseling programs in public schools to be implemented July 1, 2019

(The link can be found [here](#) on page 26)

<http://www.regents.nysed.gov/common/regents/files/517brca14.pdf>

(j) Guidance programs and comprehensive developmental school counseling/guidance programs.

(1) Guidance programs for public schools for school years prior to the 2019-2020 school year and for non-public schools.

(i) **Public Schools.** Each school district shall have a guidance program for all students.

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

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

[(a)](1) an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;

[(b)](2) instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;

[(c)](3) other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or

counselors, or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and

[(d)](4) the services of personnel certified or licensed as school counselors. [(iii)](c) Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary

Appropriate/Inappropriate Activities of a School Counselor (ASCA Model)

APPROPRIATE ACTIVITIES FOR SCHOOL COUNSELORS

- individual student academic program planning
- interpreting cognitive, aptitude and achievement tests
 - providing counseling to students who are tardy or absent
 - providing counseling to students who have disciplinary problems
 - providing counseling to students as to appropriate school dress
- collaborating with teachers to present school counseling core curriculum lessons
 - analyzing grade-point averages in relationship to achievement
 - interpreting student records
- providing teachers with suggestions for effective classroom management
- ensuring student records are maintained as per state and federal regulations
 - helping the school principal identify and resolve student issues, needs and problems
 - providing individual and small-group counseling services to students
- advocating for students at individual education plan meetings, student study teams and school attendance review boards
- analyzing disaggregated data
 - Annual and weekly calendars to keep students, parents, teachers and administrators informed and to encourage active participation in the school counseling program

INAPPROPRIATE ACTIVITIES FOR SCHOOL COUNSELORS

- coordinating paperwork and data entry of all new students
- coordinating cognitive, aptitude and achievement testing programs
- signing excuses for students who are tardy or absent
- performing disciplinary actions or assigning discipline consequences
- sending students home who are not appropriately dressed
 - teaching classes when teachers are absent
- computing grade-point averages
- maintaining student records
- supervising classrooms or common areas
- keeping clerical records
 - assisting with duties in the principal's office
- providing therapy or long-term counseling in schools to address psychological disorders
- coordinating school wide individual education plans, student study teams and school attendance review boards
 - serving as a data entry clerk

The Malone CSD Counseling action plans will adhere to the following ASCA Mindsets and Behaviors. Each activity K-12 will follow the mindsets and behaviors list below.

Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 2. Self-confidence in ability to succeed
- M 3. Sense of belonging in the school environment
- M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
- M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6. Positive attitude toward work and learning

Category 2: Behavior Standards

Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

Learning Strategies	Self- Management Skills	Social Skills
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with other students
B-LS 3. Use time-management, organizational and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4. Apply self-motivation and self direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long term rewards	B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	B-SS 5. Demonstrate ethical decision making and social responsibility
B-LS 6. Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long- and short-term academic, career and social/emotional goals	B-SMS 7. Demonstrate effective coping skills when faced with a problem	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8. Actively engage in challenging coursework	B-SMS 8. Demonstrate the ability to balance school, home and community activities	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

Malone Central School District School Counseling Action Plan

Elementary Plan

Activities	Domain/Objective	Target Group	Staff Assigned	Dates	Other Resources	Evaluation
Lunch Bunch	Social-Emotional, Academic	K-5th Grade	DA, FL, SJ Counselors	Sept-June	Bibliotherapy, Art Therapy, Videos, Workbooks, Board Games,	Pre/Post Survey-(SJ), Consent Forms, Reflection
Group (IEP/504/None) Counseling	Social-Emotional,, Academic	K-5th Grade	DA, FL, SJ Counselors	Sept-June	Bibliotherapy, Art Therapy, Videos, Workbooks, Board Games, Play Therapy, CBT	Goal tracking (IEP Direct)
Individual (IEP/504/None)	Social-Emotional, Academic	K-5th Grade	DA, FL, SJ Counselors	Sept-June	Bibliotherapy, Art Therapy, Videos, Workbooks, Board Games, Play Therapy, CBT	Goal tracking (IEP Direct)
Crisis Counseling	Social-Emotional, , Academic	K-5th Grade	DA, FL, SJ, Counselors	Sept-June (As Needed)	Bibliotherapy, Art Therapy, Videos, Workbooks, Board Games	Self-referral form (DA, SJ)
Classroom Guidance Lessons	Social-Emotional	K-5th Grade	DA, FL, SJ Counselors	Sept-June	Second-Step (DA), Bibliotherapy, Art Therapy, Videos, Workbooks, Student Feedback, Journaling	Reflection, group discussion
Outside Agency Meetings/Consulting , Referrals	Social-Emotional, , Academic	K-5th Grade	DA, FL, SJ Counselors	School year, Summer		Weekly meetings, Agency has goal tracking for student, Referrals
Parent/Teacher Conferences	Social-Emotional, Academic	K-5th Grade	DA, FL, SJ Counselors	Sept-June		Report card

Meetings with Parent, Teacher, Counselor, & Child	Social-Emotional, Academic	K-5th Grade	DA, FL, SJ Counselors	Sept-June	Behavior Plan Review, Teacher Feedback, Parent Feedback, Discipline Reports, Attendance, IEP/504 (if applicable)	Parent/Teacher feedback
Developing /Implementing Behavior Plans (BIPs)/Charts	Social-Emotional, Academic	K-5th Grade	DA, FL, SJ Counselors	Sept-June	Manipulatives, Charts, Stickers, Stamps, Paper, Rewards	Teacher feedback, Frequent reassessment of behavior plan, Parent meetings
FBA's	Observation(s) of Social-Emotional, Academic	K-5th Grade	DA, FL, SJ Counselors Psychologists	Sept-June	Observations, data tracking method	Teacher, Parent, Administrative meetings, daily data collection
Check-in/Check-out	Social-Emotional, , Academic	K-5th Grade	DA, FL, SJ Counselors	Sept-June	Check-in/out form	Student/Teacher feedback, Observation of behavior
Assemblies	Social-Emotional	Prek-5th Grade	DA, FL, SJ Counselors	Monthly	PBIS, Character Traits, Books, Videos, Songs	Meeting with "Spirit Committee" (DA), Meeting with "STAR Committee" (SJ), Meeting with "PBIS Committee" (FL)
Bucket Filling	Social-Emotional	Prek-5th Grade	DA, SJ Counselors	Sept-June	Folders, Bucket Filling Slips, Announcements, Weekly Bucket Filler (SJ), Prizes (SJ)	Data collection on bucket filling (DA), Redemption of slips for prizes (SJ)
PBIS	Social-Emotional	Prek-5th Grade	FL	Sept-June	Wheel, Tickets (FL), Prizes	Redemption of tickets for prizes (FL), Reteaching during assemblies/fun day
Poverty Initiative	Social-Emotional, Academic,	Prek-5th Grade	DA, SJ, FL Counselors	Sept-June	Mindfulness Mornings (SJ), Four at the Door, Poverty Initiative Book study (FL), Poverty Initiative Committee (SJ, DA), Mentoring (SJ)	Frequent meetings with Poverty Initiative Team, Conferences, 3rd grade survey
DASA Coordinator	Social-Emotional, Academic	Prek-5th Grade	SJ, FL Counselors	Sept-June	Training	DASA Reports

CSE Meetings	Social-Emotional,, Academic	K-5th Grade	DA, SJ, FL Counselors	Sept-June	IEP/504 Documents	Initial meetings, Annual meetings, Review of goals
IST Meetings	Social-Emotional, Academic	K-5th Grade	DA, SJ, FL Counselors	Sept-June	Teacher feedback, Counselor feedback	Additional interventions added, Follow-up meetings
Homerun	Social-Emotional, Academic	K-5th Grade	DA Counselors	School Year, Summer	Referrals, Teacher feedback, Counselor feedback, Parent feedback	Frequent Homerun meetings to review student progress and goals
Therapeutic Crisis Intervention (TCI) Trained	Social-Emotional	Prek-5th Grade	DA, SJ, FL Counselors	Sept-June	Training	De-escalation
Newsletter	Social-Emotional, Academic, I	Prek-5th Grade	SJ Counselors	Sept-June	Newsletter	Parent feedback
Enrichment Committee (STEM)	Academic	K-5th Grade	FL, SJ Counselors	Sept-June	STEM materials	Student/parent feedback, Quantity of participants
Yearbook Chair	Social-Emotional	5th Grade	DA Counselor	Sept-June	Software, Computers	Student participation, Amount of yearbooks sold
Girls RUN the World	Social-Emotional	5th Grade	SJ Counselor	March-June	Self-esteem lessons	Student participation
Prevention Education	Social-Emotional	K-5	NSBH Prevention Educator	Sept-June	SEL curriculum	

Middle School Plan

Activities	Domain/Objective	Target Group	Staff Assigned	Dates	Other Resources	Evaluation
IEP Counseling	Social-Emotional , Academic	6th-8th Grade	MS Counselors	Sept-June		Goal tracking (IEP Direct)
Check-in/ Check- out	Social-Emotional , Academic	6th-8th Grade	MS Counselors	Sept-June		Computer tracking
LGBTQ++ Surveys	Social-Emotional , Academic	Malone Staff	Crisis Counselor	Sept-June		Computer Tracking and Pre-test/ Post-test
Crisis Counseling	Social-Emotional , Academic	6th-8th Grade	MS Counselors	Sept-June (as needed)		
Classroom Guidance Lessons	Social-Emotional	6th-8th Grade	MS Counselors	Sept-June		Group discussion
College Visits	Academic	8th Grade	Transition Counselor	Twice a year		# of participants
Parent/Teacher Conferences	Social-Emotional , Academic	6th-8th Grade	MS Counselors	Sept-June (as needed)		Teacher or Parent Recommendation
Naviance Training	Social-Emotional , Academic	6th-8th Grade	MS Counselors	Quarterly	Assessments, Career Zone, Career Roadtrip.	Student participation.
RTI/IST	Social-Emotional , Academic	6th-8th Grade	MS Counselors	Sept-June		Teacher feedback, students overall achievement.
Individual Counseling	Social-Emotional , Academic	6th-8th Grade	MS Counselors	Sept-June	Conflict resolution and Problem solving.	
Second Step-SAC	Social-Emotional , Academic	6th-5th Grade	Student assistant	Sept-June		

			counselor.			
SOS Program	Social-Emotional	6th-8th Grade	MS Counselors and Student assistant counselor.	March	NSBH Center	Data collection, student cards, follow-up.
At- Risk Meetings	Social-Emotional , Academic	6th-8th Grade	Transition Counselor	Once per quarter		Data collection online
IEP/ 504 Meetings	Social-Emotional . Academic	6th-8th Grade	MS Counselors	Sept-June	IEP/504 Documents	Review of goals
FOCUS Meeting	Social-Emotional , Academic	6th-8th Grade	MS Counselors	Sept-June		Frequent meetings
Probation Meetings	Social-Emotional , Academic	6th-8th Grade	MS Counselors	Sept-June		
Child Study	Social-Emotional ,, Academic	6th-8th Grade	MS Counselors	Sept-June		Staff awareness code list.
Team Meetings	Social-Emotional , Academic	6th-8th Grade	MS Counselors	Sept-June		
Attendance Meetings	Social-Emotional , Academic	6th-8th Grade	MS Counselors	Sept-June		Letters sent to parents at different levels
Therapeutic Crisis Intervention (TCI) Trained	Social-Emotional	6th-8th Grade	MS Counselors	Sept-June	Training	De-escalation
Wrap Around Meetings	Social-Emotional , Academic	6th-8th Grade	MS Counselors	Sept-June		
DASA Coordinator Meetings	Social-Emotional	6th-8th Grade	MS Counselors	Sept-June		
Bullying/Harasment Forms	Social-Emotional	6th-8th Grade	MS Counselors	Sept-June		Data collected based off of forms
JR SADD/ Student Council	Social-Emotional , Academic	6th-8th Grade	Student Assistant Counselor	Sept-June		Student participation
Prevention Education	Social-Emotional	6th-8th Grade	NSBH Prevention Educator	Sept-June	SEL curriculum	

5th Grade Orientation	Social-Emotional , Academic	6th-8th Grade	MS Counselors	March		
8th Grade IPR meetings	Social-Emotional, Academic	6th-8th Grade	MS Counselors	March-June	PTECH and NFES	Students Program placement.
Gear-up Grant	Academic	7th-8th Grade	Transition Counselor	Sept-June		
"Wonder" Discussion	Social-Emotional	7th Grade	MS Counselors	Once a year		

High School Plan

Activities	Domain	Target Group	Staff Assigned	Dates	Other Resources	Evaluation
Opening Day Meeting	Academic/ Career	11th and 12th grade	FA Counselors	September	Presentation developed & available online	Pre/post survey
College Night	Academic/ Career	12th graders and families	FA Counselors	September	Powerpoint and handouts produced & available online	Parent pre/post survey
SUNY Roadshow	Career	11th grade	FA Counselors	September	Materials shared by SUNY admissions counselors	
Email Newsletters	Academic, Career, Social/.Emotional	Families	FA Counselors	Sept.-June Once a month	Smore.com	Data checking of how many parents read newsletter
Senior Individual Progress Review (IPR) Meetings	Academic, Career, Social/Emotional	12th graders and their families	FA Counselors	Sept-Oct.	Update individual academic plan/grad requirements	Individual academic review plan mailed home to families
Intake CSE/504 meetings	Academic	9-12	Counselors School Psych Home School Coordinator	Sept-June		
Prevention Education	Social Emotional	9th	NSBH Prevention Educator	Sept-June	SEL curriculum	
College Cafe	Career	12 graders	FA	Sept-Oct.	FAFSA,	% of attendees

			Counselors		scholarship, college application resources	
PSAT	Academic/ Career	11th grade	FA Counselors	October		% of juniors who took the test & results
College Fair	Academic/ Career	9-12th grade	FA Counselor	October		# of participants
ACT/SAT	Academic/ Career	12th grade	FA Counselors	Oct.-Nov.		% of seniors who took test
Awareness Committee Meetings	Social Emotional	9-12 grades	Counselors School Psychs. Student Assistance Counselor Home School Coordinator	Oct-June Bi-Weekly	Community/a gency collaboration (North Star, Sexual Assault Services,)	
ASVAB	Career	11th/12th grade	ASVAB team with help from counselors	Nov.		% of students who took the test & results
Junior IPR Meetings	Academic, Career, Social Emotional	11th grade	FA Counselors	Nov.-Jan	Update individual academic plan/grad requirements	
CTE field trips	Career, Academic	10th grade	FA Counselors	December	BOCES sharable CTE information	% of students who sign up for trip
Scholarships	Career, Academic	11th and 12th grade	FA Counselors	Througheu t school year	Community organization s, colleges. Information shared in person and	# of completed applications

					online	
Naviance Strength Explorers Assessment	Career, Academic	10th/11th grade	FA Counselors	December	Classroom presentation and follow up of assessment	
January Regents week prep	Academic	10th-12th grade	FA Counselors			
Signs of Suicide Prevention (SOS)	Social/Emotional	9th-12th grade	FA Counselors, School Psych, Mrs. Gravel	March	NSBH center	Student response card data and follow-up
Pre ACT exam	Academic	10th grade	FA Counselors	March		% of participants
Sophomore IPR meetings	Career, Academic	10th grade	FA Counselors	March	Individual academic plan/grad requirements	
Freshman IPR Meetings	Career, Academic	9th grade	FA Counselors	April	Individual academic plan/grad requirements	
Decision Day	Career/Academic	12th grade	FA Counselors	April	Gifts/food & drink, poster created- all for senior decision celebration	
Assist with school year master schedule	Academic	9th-12th	FA Counselors, Admin, School registrar	April-June		
SAT	Academic	11th grade	FA Counselors	May & June		% of test takers

Senior Exit Survey	Academic/ Career	12th grade	FA Counselors	May		Data collection of final decision and areas to improve counseling services
Career Day	Career	9-12th grades	Career Day team	May		# of presenters and students that participate.
ACT	Academic	11th grade	FA Counselors	June		% of test takers
Academic Awards Night	Academic	9th-12th	FA Counselors/ Admin	June		
Regents Week Prep	Academic	9th-12th	FA Counselors/ Admin	June		
College Caravan	Academic/ Career	9th-12th	FA Counselors	June		# of student attendees
Summer School Prep	Academic	9th-12th	FA Counselors	June		
Load leveling/scheduling/conflicts	Academic	9th-12th	FA Counselors	July/August		
Freshman orientation	Academic	9th	FA Counselors/ Admin	August		% of student/parent attendees