

# **Comprehensive Counseling Plan K-12**

Canajoharie Central School District  
Canajoharie, NY 13317

# Canajoharie Central School District Philosophy

## **Mission:**

Our mission, as the Canajoharie Central School District and the Pupil Personnel Services team, is to deliver a comprehensive school counseling program that supports the individual needs of *EVERY LEARNER. TOGETHER*, in partnership with parents, educators, administrators and community members, we will prepare our students to be *WORLD READY*. We strive to inspire personal and social growth, enhance cultural awareness and promote academic achievement and career readiness. Every student can succeed through the collaborative efforts of school, home, and community leading to responsible and productive citizenship in the 21st century.

## **Vision:**

The Canajoharie Central School District Pupil Personnel Services team will empower all students to reach their maximum potential by using a comprehensive program that addresses academic, personal, social, and career goals.

## **Goals:**

- To foster student achievement for EVERY student.
- To provide a comprehensive and collaborative partnership with all members of the school community (including families, supportive community agencies and services) to meet the various needs of our school family.
- To implement a school counseling program which is data-driven, proactive, prevention-based, developmentally appropriate and supports the district's mission and goals.

## **Philosophy continued:**

The mission of Canajoharie Central School District and the Pupil Personnel Services Team is to provide all students with a comprehensive curriculum centered around relevant activities that encourage the highest level of student achievement in academic, career, and personal/social domains. It is aligned with the American School Counselor Association's (ASCA) National Standards model for a comprehensive developmental program:

### **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.

# Activities

## Program Description: Individual Counseling

Activities	Target Group or Subgroup	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
IEP Counseling	Students with IEP	Students will experience personal/social academic growth	K-12 School Counselor, School Social Worker, School Psychologist, Crisis Counselor	Counseling materials including: books, games, puppets, art and craft materials, worksheets	A:A ,A:B, A:C, PS:A, PS:B, PS:C
Building Level	Non-IEP students with and identified areas in need of improvement	Students will experience personal/social academic growth	K-12 School Counselor Social Worker Crisis Counselor School Psychologist	Counseling materials, books, games, puppets, art and craft materials	A:A, A:B, A:C, PS:A, PS:B, PS:C

## Program Description: Small group Counseling Lessons

Activities	Target Group or Subgroup	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
Listening and attending skills	K-1	Identify the 5 parts of the whole listening body	K-12 School Counselor Crisis Counselor School Family Facilitator	Brain Boogie Boosters Brain Smart Start,	B-SS 1-9, B-LS1, B-LS8

Self-Regulation	K-8	Develop and utilize self-regulation skills	Social Worker School Psychologist Classroom teacher K-8 School Counselor Crisis Counselor School Family Facilitator Social Worker School Psychologist Classroom teacher	5 steps of regulation for Safe Space, Friends and Family boards, Wish Well, Feeling Buddies, worksheets	PS:A1.5, PS:A1.8, PS:B1.4, PS:C1.10, B-SMS 2
Conflict Resolution and Mediation	K-8	Develop and utilize problem-solving strategies and skills	K-8 School Counselor Crisis Counselor Social Worker School Family Facilitator School Psychologist	Counseling materials, time machine, commitments, books	PS:A1.7, PS:A2.2, PS:A2.6, B-SS 7, B-SS 1
Personal Safety	K-8	Identify personal safety rules	K-8 School Counselor Crisis Counselor School Family Facilitator Social Worker School Psychologist Classroom teacher School Resource Officer	Circles program, books, games, worksheets	B-SMS 9, PS:C1
Bullying Prevention	K-8	Identification and reduction of bullying	K-8 School Counselor Crisis Counselor Social Worker School Family Facilitator Classroom Teacher	Counseling materials, books, games, puppets, worksheets Counselor materials	B-LS.9, B-SS.8, B-SS.9

Crisis Counseling	K-8	To assist students in crisis by providing them a safe environment	Crisis Counselor Social Worker School Psychologist K-12 School Counselor	Counseling materials, Think Sheets	B-SMS 1-10, B-SS 2-4
Social Skills Training	K-8	To develop social and emotional skills	K-8 School Counselor Social Worker Crisis Counselor School Psychologist School Family Facilitator	Counseling materials, role play skits, social games, puppets	B-SS 1-9, M1, M5
Feeling Identification	K-8	To assist in labeling and learning personal emotions and regulation skills	K-8 School Counselor Social Worker Crisis Counselor School Psychologist School Family Facilitator Classroom Teacher	Feeling buddies, counseling materials, visual color charts, books	B-SS 1-6, B-SS 9, B-SMS 2, B SMS 7

**Program Description:** Classroom/Large Counseling Lessons

Activities	Target Group or Subgroup	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
Listening and attending skills	PreK- 5	Identify the 5 parts of the whole body listening	K-8 School Counselor School Family Facilitator, School Psychologist, Crisis Counselor, Social Worker, Classroom teacher	Brain Boogie Boosters Brain Smart Start, 5 steps of regulation for Safe Space, Friends and Family boards, Wish Well, Feeling Buddies Intentional teaching	PS:C1.1, PS:C1.2 PS:C1.3, PS:C1.4 PS:C1.5, PS:C1.6 PS:C1.7

Self -Regulation	K-8	Develop and utilize self-regulation skills	K-8 School Counselor, School Family Facilitator, Classroom teacher	Counselor materials, worksheets, conflict resolution time machine, class meetings, commitments, books	PS:A1.5, PS:A1.8, PS:B1.4, PS:C1.10, B-SMS 2
Conflict Resolution	K-8	Develop and utilize problem-solving strategies and skills	K-8 School Counselor, School Family Facilitator, Classroom teacher	Counseling materials, time machine, commitments, books	PS:A1.7, PS:A2.2, PS:A2.6, B-SS 7, B-SS 1,
Personal Safety	K-8	Identify personal safety	K-8 School Counselor, School Family Facilitator, Classroom teacher	Circles program, counseling materials, books, games, worksheets	B-SMS 9, PS:C1
Bullying Prevention	K-8	Identification and reduction of bullying	K-8 School Counselor, School Family Facilitator, Classroom teacher	Counseling materials, books, games, puppets, worksheets,	B-LS.9, B-SS.8, B-SS.9
Career Exploration/Career Development	K-8	Career Cluster Identification, Naviance, college and career readiness activities	K-8 School Counselor, Classroom teacher	Naviance	M 1,4, 6, B-LS 1-10

Sensory Space	K-8	To promote student sensory regulation and provide opportunity for de-escalation	PPS Team Member, Designated School Staff	Sensory equipment, counseling materials	B-SMS 1-10, B-SMS 9, M 1
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**Program Description:** Responsive services - Indirect

Activities	Target Group or Subgroup	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
Threat Assessment Team	PreK-12	School Family Support Team K-5 Intentional teaching sheets	School Psychologist, School Counselors, School Social Worker, Crisis Counselor Administrators		A:A A:B A:C PS:A PS:B PS:C
PPS Team Meetings	PreK-12	Identify and address ACE's	School Social Worker, School Counselors, Crisis Counselor, School Psychologist, Administrator		B-PF6, , B-SS4, B-SS5, B-SS6, , B-PA2, B-PA3, B-PA4, B-PA5, A:A1.2, AA2.2, A:B1.6  B-PF6, , B-SS4, B-SS5, B-SS6, ,



CSE/504 Meetings	K-12	Review special education eligibility, review programs, classroom modifications and testing accommodations FBA/BIP	Committee members, School Psychologist, Special Education Teacher	Testing materials and assessments, initial and program review meetings	B-PA2, B-PA3, B-PA4, B-PA5, A:A1.2, AA2.2, A:B1.6  B-PF6, B-SS5, B-SS6, B-PA2, B-PA4, A:A1.2, AA2.2, A:B1.6
CSE Initial and Re-evaluation Testing	K-12	To determine CSE eligibility and promote academic achievement and social emotional success	School Psychologist, Committee on Special Education	CSE meetings, SFST meetings, Professional Collaboration, Parent meetings	B-SS6, B-PA2, B-PA4, B-SS5, B-SS4, B-PF-1, A:A1.2, AA2.2, A:B1.6
SFST Meetings (School Family Support Team)	K-8	To support the individual academic and social-emotional needs of students	SFST team members, SFST co-chairpersons, building administrator	SFST referral, SFST data collection sheets, classroom management plans	B-PF6, B-SS4, B-SS5, B-SS6, PS:C1.7, PS:C1.11
Provide consultation to faculty and staff	PreK-12	To support the individual academic and social-emotional needs of students	K-12 School Counselors, Social Worker, School Psychologist, Crisis Counselor, School Family Facilitator	Student data collected by teacher (behaviors, frequency, etc.), plan developed by team.	B-SS5, B-SS6, A:A1.2, A:A1.5, A:B1.1, A:B1.2,

Coordination with community agencies	K-12	To support student and family needs that coordinate with academic and social/emotional success	Social Worker, K-12 Counselor, School Psychologist, Crisis Counselor	Lists of community agencies and resources, professional connections within the community	A.11.b A.11.c A.11.d A.11.e
Grade level Team Meetings	PreK-8	To support student safety and achievement	Classroom teachers, School Official, Administrator, School Counselor, Social worker, Crisis Counselor, School Psychologist	Class notes and designated forms	B-PF6, BSS4, B-SS5, B-SS6, B-PA4, B-PA2, B-PA3, B-PA4
Child Protective Services	PreK- 12	To ensure children's safety at home and in the community.	School social worker, School Counselors, Nurse, school staff.	2221A Mandated reporter form, hotline phone number, correspondence with DSS.	A.10.b A.10.d
CPSE	Pre-K (3-5)	To address individual academic and behavioral concerns and to determine CPSE eligibility and	CPSE Chairperson/School Psychologist, Director of Special Education	Montgomery County Public Health, Individual and agency providers	

Home Visits	PreK-12	<p>discuss programming and needs for our preschool students</p> <p>To establish professional working relationships with families, provide in-home education, follow up on attendance/safety concerns</p>	School Social worker, School Counselors, Nurse, Administrators.	School van, necessary documentation.	
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**Program Description:** Responsive Services- Direct (student contact)

Activities	Target Group or Subgroup	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
<p>Conflict Resolution/ Mediation</p> <p>Crisis Counseling</p>	<p>K-8</p> <p>K-8</p>	<p>Develop and utilize problem-solving strategies and skills</p>	<p>K-8 School Counselor</p> <p>Crisis Counselor</p> <p>Social Worker</p> <p>School Family Facilitator</p> <p>School Psychologist</p>		

Sensory Integration Space	K-8				
Peer Mentoring	K-8				

**Program Description:** Systems Supports- Coordination

Activities	Target Group or Subgroup	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
Community Resource Referrals	PreK-12	Holiday donations, Backpack program, Snack bag program, Home Run program, Lions Club Referrals, Mental Health Referrals, etc.	School Social Worker, School Counselor, School Psychologist	Referral forms, student data that shows eligibility for services/referrals.	<u>????</u>

**Program Description:** Systems Supports- Program evaluation/maintenance

Activities	Target Group or Subgroup	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
Monthly services delivered data	K-8				<u>Student Standards</u>
Survey of Counseling	K-8				<u>Counselor Standards</u>

**Program Description:** 8th Grade Visitation

Activities	Target Group or Subgroup	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
<p><b>Objective:</b> To help 8th grade students with transitioning to 9th grade.</p> <p><b>Activity:</b>-8th graders will visit the high school. They will be presented with information on graduation requirements, behavior expectations, athletics, and tips</p>	8th graders	To allow 8th grade students the chance to become more comfortable in the high school environment before the first day of school their freshman year.	<p>School counselor, social worker, administration, faculty, selected high school students.</p> <p><b>Time:</b> May</p>	Orientation Powerpoint	<p>A:B1.4</p> <p>B.c.a</p> <p>B.2.b</p> <p>B.2.c</p> <p>B.2.d</p>

for success. They will receive a building tour and have the opportunity to view selected elective courses.					
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**Program Description:** Freshman Parent/Student Orientation Night

<b>Activities</b>	<b>Target Group or Subgroup</b>	<b>Outcome and Evaluation</b>	<b>Staff</b>	<b>Resources</b>	<b>ASCA Standards Met</b>
<p>Objective: To provide parents and students with an overview of the high school, including graduation requirements, academic and social expectations and career pathways.</p> <p>Activity: The parent orientation is publicized on the school website,</p>	8th grade students and their parents/guardians	Parents will acquire initial understanding of the high school. They will become familiar with school procedures and policies. Parental involvement and support will be fostered, resulting in increased student academic, social and career/college success.	<p>Guidance counselors, administrators, staff</p> <p>Time: May and August</p>	Preparation-Reminder letters sent home to parents/guardians	<p>A:A3.5-Share knowledge</p> <p>A:B1.5-Organize and apply academic information from a variety of sources</p>

school calendar, and special letter mailed to parents/guardians. Parents/guardians are introduced to the counseling staff and administrators.					
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**Program Description:** Annual Student Review Meetings

<b>Activities</b>	<b>Target Group or Subgroup</b>	<b>Staff Assigned and Time</b>	<b>Other Resources Assigned</b>	<b>Outcome and Evaluation</b>	<b>ASCA Standards Met</b>
<p>Counselor will meet with all students annually. Counselors will go over graduation requirements and post-graduate plans</p> <p><b>Objective:</b> To ensure that each student is progressing towards graduation.</p> <p><b>Activity:</b> Students</p>	Grades 9-11	School Counselors <b>Time-</b> 20 minutes per student	<p>Guidance Office, annual review sheets, printed report cards, four year planning sheets.</p> <p>Preparation-</p> <ul style="list-style-type: none"> <li>● Print report cards for grades 9-11</li> <li>● Write passes for students</li> </ul>	<p>Students will have a better understanding of graduation requirements. They will also be aware of courses they are in danger of failing. Students will also have gained knowledge in selecting courses for desired post-secondary options.</p>	<p>A: B2.3-Develop and implement annual plan of study to maximize academic ability and achievement.</p> <p>A: B2.7- Identify post-secondary options consistent with interests, achievement, aptitude and abilities.</p>

will select courses for the following year and review post-graduation options. Juniors will go over the college application process.					
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**Program Description:** Parent/Teacher/Counselor Conferences

<b>Activities</b>	<b>Target Group or Subgroup</b>	<b>Outcome and Evaluation</b>	<b>Staff</b>	<b>Resources</b>	<b>ASCA Standards Met</b>
<p><b>Objective-</b>To provide parents, teachers and counselors the opportunity to discuss the level of student achievement in the classroom.</p> <p><b>Activity-</b>Conferences are conducted at the request of parents/guardians, teachers,</p>	Students in grades 9-12	Communication between parents and school faculty is enhanced to help assure student success	Canajoharie High School teachers, counselors and administrators.	Student grades, standards, standardized test scores, progress reports, report cards, discipline records, attendance records	<p>A:B1.4- Seek information and support from faculty, staff, family and peers</p> <p>A:B2.6 Understand the relationship between classroom performance and success in school</p>



counselors, or administrators.					
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**Program Description:** Senior Meeting

<b>Activities</b>	<b>Target Group or Subgroup</b>	<b>Outcome and Evaluation</b>	<b>Staff</b>	<b>Resources</b>	<b>ASCA Standards Met</b>
<p>Counselor will meet with all seniors to review their current credits and diploma type.</p> <p><b>Objective:</b> Students will know exactly how many credits and courses they need for graduation</p> <p><b>Activity:</b> Seniors</p>	Grade 12	<p>The students will know exactly how many credits are required for graduation. Students will also be made aware of important dates for Instant Admission Days and SAT registrations</p>	Counselor Time- 20 minutes per student	<p>Guidance Staff, printed diploma name request, cap and gown measurements, printed college application information.</p>	<p>A:B1.4 Seek information and support from faculty, staff, family, and peers</p> <p>C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals</p>

will update their activity resume, counselor will go over their credits and diploma type and students will receive SAT and college application materials. Seniors will also fill out their diploma name request form.					
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**Program Description:** Financial Aid Night

<b>Activities</b>	<b>Target Group or Subgroup</b>	<b>Outcome and Evaluation</b>	<b>Staff</b>	<b>Resources</b>	<b>ASCA Standards Met</b>
Parents and students need information regarding financial planning for college and how to complete financial aid forms Objective: To provide financial planning information and support for parents	Grades 11-12	Parents and students will better understand the process for acquiring financial aid for college	Counselors, financial “expert” speakers from FMCC  Time-Evening meeting in October	Library, post date on school website, letter to parents, daily announcements week before and week of meeting	A:A1.2-Display a positive interest in learning A:B2.7-Identify post-secondary options consistent with interests, achievement, aptitude and abilities C:B1.3 Demonstrate knowledge of the

and students for complex process of applying for financial aid. Activity-Parents and students will be invited to attend the financial aid evening programs.					career-planning process
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**Program Description:** College Application Process

Activities	Target Group or Subgroup	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
<p>College applications need to be compiled and mailed.</p> <p><b>Objective-</b> To provide students with year long guidance and supervision during the application process.</p> <p><b>Activity-</b> Counselor will meet with their students on a</p>	Grade 12	Students will learn how to become responsible for submitting applications and meeting deadlines.	Counselors, teachers, guidance secretary Time→ Year Round	College applications, supplemental application transcripts, school profile, SAT scores, letters of recommendation, Resumes, envelopes, postage and computers	C:A1.7 Understanding the importance of planning

<p>consistent basis to meet application materials. Letters of recommendation need to be written and collected.</p> <p>Supplemental applications need to be completed by counselors.</p> <p>Counselors need to mail mid-year reports and final grades.</p>					
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**Program Description:** Course Selection

Activities	Target Group or Subgroup	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
<p>To assist students in selecting appropriate courses for post-secondary options.</p> <p><b>Objective-</b> Each counselor will meet with students individually to go over teacher recommendations</p>	Grades 9-12	Students will have a schedule that supports their vocational or educational interests.	Counselor <b>Time-</b> February-September	Course selection sheets, CTE course guide, CHS course guide. Meetings with department chairs to discuss course offerings. Put out teacher recommendation sheets. Meet with administration to discuss course	<p>A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement</p> <p>A: B2.5 Use problem-solving and decision-making skills to assess progress</p>

<p>for the following school year. Students will also discuss CTE placement if interested</p> <p><b>Activity-</b></p> <ol style="list-style-type: none"> <li>1. Counselor will discuss placement and select courses.</li> <li>2. Student requests will be entered into the computer</li> <li>3. Counselors will follow up with scheduling problems over the summer with students</li> <li>4. Failures will be rescheduled after summer school completion for the following year.</li> </ol>				<p>offerings and staffing. Update course selection sheet and CHS course guide.</p>	<p>toward educational goals.</p> <p>C:B2.4 Select course work that is related to career interests.</p>
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**Program Description:** Schedule Adjustment

Activities	Target Group or Subgroup	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
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<p>Schedules constantly need to be updated to accommodate state and local expectations.</p> <p><b>Objective-</b> Review all requests and assess how to change schedule appropriately.</p> <p><b>Activity-</b></p> <ol style="list-style-type: none"> <li>1. Students need to discuss changes with the counselor. Counselor will contact the teacher to see if change is appropriate.</li> <li>2. Once change is deemed appropriate, the student will receive a form from their counselor to obtain parent and teacher signatures.</li> <li>3. If changed is approved, the schedule will change in the computer system. A new schedule is printed for student and school counseling secretary.</li> <li>4. For teacher/counselor changes (ex. Level changes, failures, credit checks, AIS additions)- Counselor will notify student and receive a</li> </ol>	<p>Grades 9-12</p>	<p>Teacher/Student Counselor/Parent requests will be accommodated to meet appropriate needs/requirements. Changes in schedules will enhance student productivity and the quality of education received.</p>	<p>Counselor, teachers, &amp; administrators <b>Time-</b> Year round</p>	<p>Withdraw forms, computer, school counseling secretary, up-to-date master schedules.</p>	<p>A: B1.4 Seek information and support from faculty, staff, family and peers.</p> <p>A: B2.6 Understand the relationship between classroom performance and success in school.</p>
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<p>new schedule as soon as possible. All necessary teachers will be notified via email.</p>					
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**Program Description:** Guidance Website

Activities	Target Group or Subgroup	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
<p><b>Objective:</b> To provide parents/guardians and students with information regarding upcoming events, services provided, important dates, and available resources to help students and their parents.</p> <p><b>Activity:</b> Counselors provide IT department with information to be uploaded to web page.</p>	<p>Grades 9-12, parents/guardians, Community</p>	<p>Parents and students will access web page and become more aware of various functions of the school counseling department and the resources available</p>	<p>Counselors, clerk, IT department</p>	<p>Access to download links, handouts, informative website links, career information, college information, scholarship information, important dates, testing information</p>	<p>A:B1.5-Organize and apply academic information from a variety of sources</p> <p>A:B2.3-Develop and implement the annual plan of study to maximize academic ability and achievement.</p>

**Program Description:** Maintain Cumulative Records

Activities	Target Group or Subgroup	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
<p>The guidance office is required to keep records of each student's academic progress, diploma type, and testing information.</p> <p><b>Objective-</b> To inaccurately maintain all records pertaining to confidential student information</p> <p><b>Activity-</b> Counselor keep scheduling information, diploma type, standardized testing, student course drops, SBIT information, suspensions, and notes on parent-teacher</p>	<p>Grades 9-12</p>	<p>An accurate confidential student file will be maintained for each student at CHS.</p>	<p>Counselor, counseling secretary, teachers. <b>Time-</b> Year round</p>	<p>Permanent records file for each student in filing cabinet. File folders in counseling office for other information.</p>	<p>N/A</p>



conferences.					
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**Program Description:** Assess Rank/Diploma Type

Activities	Target Group or Subgroup	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
<p>Counselor will accurately assess rank and diploma type.</p> <p><b>Objective-</b> To determine Valedictorian and Salutatorian and 90 or above average for 4 years.</p> <p><b>Activity-</b> Counselor will review each senior's transcript. They will add/delete information as necessary. Counselors will then run rank in the computer system and determine 90 or above average</p>	<p>Grade 12</p>	<p>Students will know their rank and status before graduation. Students will be honored at senior awards ceremony for their achievement.</p>	<p>Counselor, Principal, Counseling Secretary</p>	<p>Computer, Cumulative record folders</p>	<p>N/A</p>

candidates. The report will be delivered to the principal for announcement of Val/Sal					
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**Program Description:** Program Coordination

<b>Activities</b>	<b>Target Group or Subgroup</b>	<b>Outcome and Evaluation</b>	<b>Staff</b>	<b>Resources</b>	<b>ASCA Standards Met</b>
<b>Objective:</b> To offer courses to students that will expand their coursework and provide a variety of academic experiences at the college level and potentially earn college credit.	Grades 10-12	Continue to expand Advanced Placement and USH course offerings at CHS. Provide coursework that challenges and prepares students for college.	Counselors, AP Coordinator, AP Teachers, Principal	Master Schedule. Preparation-Teachers must have approved syllabus and textbooks.	A:B2.2-Develop and implement annual plan of study to maximize academic ability and achievement  A:B2.6-Understand that relationship between classroom

<p><b>Activity-</b>Designated counselor will service as Advanced Placement (AP) coordinator and University in the High School (UHS) coordinator.</p>					<p>performance and success in school</p>
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**Program Description:** College Fair/College Representative Visits

<b>Activities</b>	<b>Target Group or Subgroup</b>	<b>Outcome and Evaluation</b>	<b>Staff</b>	<b>Resources</b>	<b>ASCA Standards Met</b>
<p>Students will receive the opportunity to find post-secondary options within their school and community.</p>	<p>Grade 12</p>	<p>Students will have a better understanding of the college application process. Parents will understand how to assist their child in selecting higher education</p>	<p>Counselor, Admissions representatives, Counseling Secretary. <b>Time-</b> September, October, November</p>	<p>FMCC Campus, Guidance Website</p>	<p>C: A1.1 Develop Skills to locate, evaluate, and interpret career information. C: C1.1 Understand the relationship between educational achievement and career success</p>

**Program Description:** High School Academic Awards Ceremony

Activities	Target Group or Subgroup	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
<p>Objective: To involve students, parents and community in recognizing students for their academic, athletic, and community accomplishments. Activity-Scholarships are placed in guidance office throughout the year. Students are encouraged to check repeatedly for new scholarships offered. Teachers and administrators or consulted regarding nominating students for various awards.</p>	<p>Grades 9-12</p>	<p>The school and community will recognize students who have earned academic, social and athletic awards</p>	<p>School counselors, administrators, guidance secretary, high school faculty.  Time-June</p>	<p>High school auditorium, programs made for audience</p>	<p>A:A2.2- Demonstrate how effort and persistence positively affect learning  A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities.</p>

**Program Description:** Military Advisement

Activities	Target Group or Subgroup	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
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<p>Students who are interested in the military need to gain access to enrollment information.</p> <p><b>Objective-</b> To provide up-to-date recruitment information to students.</p> <p><b>Activity-</b> Military recruiters will visit the high school regularly to keep interested students on track and support interested students. Recruiters are available during lunch time to discuss post-secondary options with students.</p>	<p>Grades 9-12</p>	<p>Students will receive information on opportunities that the military has to offer.</p>	<p>Counselor, military personnel, and counseling secretary. <b>Time-</b> year round</p>	<p>Table set up with information sessions with recruiters. Recruiters will call the counseling office to set up appointments to be in school.</p>	<p>C: C1.6 understand the importance of equity and access in career choice.</p>
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**Program Description:**Summer School Registration

Activities	Target Group or Subgroup	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
<p><b>Objective-</b>To register students for classes they failed during the</p>	<p>Grades 9-12</p>	<p>Parents will receive information on students' academic</p>	<p>School Counselors, Secretaries,</p>	<p>Course failure lists, state exam failure lists, summer</p>	<p>A:B1.3-Apply the study skills necessary for</p>

<p>school year in order to keep them on track for graduating on time.  <b>Activity-</b>Counselors attempts to gather information from teachers regarding students who have failed courses and/or state exams. Counselors fill out appropriate course/state exam, failure and summer school eligibility forms. Counselors assist in registering students for summer classes.</p>		<p>standing, summer school eligibility and registration</p>	<p>Time-June</p>	<p>school forms</p>	<p>academic success at each level   A:B2.6  Understand the relationship between classroom performance and success in school</p>
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**Program Description: PSAT Administration**

Activities	Target Group or Subgroup	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
<p>Administration of the PSAT allows students to gain the knowledge of how college admission testing work.  <b>Objective-</b> Provide</p>	<p>Grades 10-11</p>	<p>Students will be familiar with college entrance examinations. Students will also gain knowledge</p>	<p>Counselor, counseling secretary, attendance.</p>	<p>Testing location, testing materials, registration forms. Preparation- Order PSAT. Hold information session for</p>	<p>A: B2.6 Understand the relationship between classroom performance and success in school.</p>

<p>students with the opportunity to practice taking a college entrance exam.</p> <p><b>Activity-</b> The PSAT is offered in October of the junior year. The junior class will listen to brief presentation from counselors before signing up for the PSAT. Exams are announced on the counseling website, and during announcements. Students need to enroll in the counseling office.</p>		<p>of expectations for SAT exams.</p>		<p> juniors. Get parent permission form signed, collect fees, and compile a head count for testing location. Notify attendance of who will miss the first half of the morning.</p>	
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**Program Description:** Scholarships

Activities	Target Group or Subgroup	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
<p><b>Objective-</b>To help students obtain money for college.</p> <p><b>Activity-</b>Scholarship opportunities are placed in the school counseling office throughout the</p>	<p>Graduating Students</p>	<p>Students and their parents will be aware and apply for various scholarships and recognitions</p>	<p>School counselors, clerks,</p> <p>Time-Year round</p>	<p>Websites, community resources</p>	<p>A:B2.7-Identify post-secondary options consistent with interests, achievements, aptitude and abilities</p> <p>C:A1.1-Develop skills to locate, evaluate, and</p>

school year.					interpret career information
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**Program Description:** Standardized Test Interpretation (PSAT)

Activities	Target Group or Subgroup	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
<p>Students, parents and administrators need testing results.</p> <p><b>Objective-</b> To explain and provide students with appropriate information on their testing results.</p> <p><b>Activity-</b> Counselors will call down each student who took the PSAT to deliver their testing results. Testing booklets are returned to each student and interpreted by percentile ranks and grade equivalents.</p>	Grades 10-11	Students will understand their results and know what to study for the SAT administration.	<p>Counselor, counseling secretary, attendance.</p> <p><b>Time-</b> December-January</p>	Testing results from the college board.	A: B2.2 Use assessment results in educational planning.

**Program Description:** Special Needs Standardized Test Registration

Activities	Target Group or Subgroup	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
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<p>Students who possess individualized education plans or 504 plans have the right to obtain accommodations on standardized testing.</p> <p><b>Objective-</b> To obtain and possess accommodations for students</p>	Grades 10-12	Identified students will have the opportunity to participate in standardized testing and will have accommodations for the rest of their high school career.	Counselor, School Psychologist, Special Education Teachers, CSE Chairperson. Time-Year Round	Special Testing Rooms, Test administrator, registration materials, parent waiver form, recent psychological evaluation, and IEP.	<u>N/A</u>
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**Program Description:**Crisis Intervention

<b>Activities</b>	<b>Target Group or Subgroup</b>	<b>Outcome and Evaluation</b>	<b>Staff</b>	<b>Resources</b>	<b>ASCA Standards Met</b>
<p>Students demonstrating extreme emotional distress within the school environment require immediate intervention.</p> <p><b>Objective-</b>To diffuse dangerous</p>	Grades 9-12	<p>Crisis situation will be diffused. STudent will be able to return to the classroom. Appropriate referral to outside agencies for follow up as necessary.</p>	<p>School counselor, school psychologist, school social worker,</p> <p>Time-Year round</p>	Office Space	<p>PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help.</p>

<p>or hazardous situations in order to stabilize the student in an effort to integrate them into their normal classroom routine.</p> <p><b>Activity-</b>Provide Assessment for students who are expressing suicidal or self-injurious thoughts. Provide appropriate interventions including notification to students' parents.</p>					
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**Program Description:**Attendance Issues

<b>Activities</b>	<b>Target Group or Subgroup</b>	<b>Outcome and Evaluation</b>	<b>Staff</b>	<b>Resources</b>	<b>ASCA Standards Met</b>
<p>Parents/guardians need information on their student's attendance in school</p> <p><b>Objective-</b>Students so needing will</p>	Grades 9-12	Students will improve attendance	School social worker, School counselor	Attendance report, student grades	<p>A:C1.6</p> <p>Understand how school success and academic achievement enhance future</p>

increase their attendance, absences and tardiness, to school <b>Activity</b> -Counselor meets with students to discuss attendance. Parents of these students are contacted by phone or home visit. Referrals made to CPS or DSS for any student who is at-risk due to attendance					career and vocational opportunities.
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**Program Description:**Referrals to Community Resources

<b>Activities</b>	<b>Target Group or Subgroup</b>	<b>Outcome and Evaluation</b>	<b>Staff</b>	<b>Resources</b>	<b>ASCA Standards Met</b>
Some students will require services that are beyond the scope of school services and resources.	Grades 9-12	Students will be connected with the appropriate community service to obtain the services they need	School counselor, School social worker, school psychologist  Time-Year-round	Outside agency pamphlets and materials, Fulton County Service Directory.	PS:C1.6 Identify resource people in the school and community, and know how to seek their help

<p><b>Objective-</b>To provide appropriate and timely referral sources/agencies for students and families based upon their individual needs.</p> <p><b>Activity-</b>Counselor will complete referral or provide the student/family with any necessary information.</p>		to be successful			
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**Program Description:** Annual Update of Guidance Plan

Activities	Target Group or Subgroup	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
To clarify the role and responsibilities of the school counselors. To educate the community regarding	Grades 9-12	A document that describes guidance responsibilities as comprehensively as possible.	Counselors, administration. Time-Annually	Updates and any other requirements that may need explaining/discussing.	N/A

<p>counselor roles, responsibilities and time spent on activities.</p> <p><b>Objective</b>-Counselors develop timeline of updating the plan and any additional responsibilities.</p> <p><b>Activity</b>-Counselors review current plan and note any changes to be made, as well as write up needed information on activities to be added. Changes are made to presentations, activities and timelines.</p>					
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**Program Description:** ACCESS-VR Referrals

Activities	Target Group or Subgroup	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
Some students will benefit from vocational and educational services	Grades 11-12	Students will succeed after high school with ACCESS-VR	Counselors, Teachers, ACCESS-VR Counselor.	ACCESS-VR Application	C:C2.4 Apply academic and employment readiness skills in

<p>during and after high school.</p> <p><b>Objective-</b>To provide appropriate and timely applications/referrals based on student need and VESID requirements.</p> <p><b>Activity-</b>Counselors will provide teacher/students VESID applications, assist student/family in the application process.</p>		services	Time-Annually		work-based learning situations such as internships, shadowing and/or mentoring experiences.
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**Program Description:** Special Needs Standardized Test Registration

Activities	Target Group or Subgroup	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
Students who possess individualized education plans or	Grades 10-12	Identified students will have the opportunity to participate in	Counselor, school psychologist, special education teachers, CSE	Special testing rooms, Test administrator, registration	N/A

<p>504 plans have the right to obtain accommodations on standardized testing.</p> <p><b>Objective-</b> To obtain and possess accommodations for students through parent approval. (SAT, PSAT, ACT).</p> <p><b>Activity-</b> At each annual meeting, counselors will ask parents to sign a waiver to release records for testing accommodations. Counselors will register students through SSD online registration.</p>		<p>standardized testing and will have accommodations for the rest of their high school career.</p>	<p>Chairperson. <b>Time-</b> Year round</p>	<p>materials, parent waiver form, recent psychological evaluation, and IEP.</p>	
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**Program Description:** College Tour Field Trips

<b>Activities</b>	<b>Target Group or Subgroup</b>	<b>Outcome and Evaluation</b>	<b>Staff</b>	<b>Resources</b>	<b>ASCA Standards Met</b>
<p><b>Objective-</b>Campus tours provide a way</p>	<p>Grades 11 and 12</p>	<p>Students will have a successful</p>	<p>School Counselors and teacher</p>	<p>College Campus and Busing</p>	<p>C:B2 Demonstrate</p>

for students to learn about college acceptance process and college life. <b>Activity-</b> Counselors will schedule and coordinate college campus tours for students twice per year to increase student awareness and interest in college		transition from high school	Time-Twice per year		awareness of the education and training needed to achieve career goals.
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**Program Description:** Recommendation Writing

<b>Activities</b>	<b>Target Group or Subgroup</b>	<b>Outcome and Evaluation</b>	<b>Staff</b>	<b>Resources</b>	<b>ASCA Standards Met</b>
Students require counselors to write	Grade 11-12	Each application will be completed	School Counselor, guidance secretary	Student Resume sheets, google docs,	N/A



<p>letters of recommendation for various reasons (Colleges, employers, military, and scholarship committees).  <b>Objective-</b> To provide a detailed and objective letter of recommendation for each student request.  <b>Activity-</b> Counselors will provide letters of recommendation and supplemental application materials to each college scholarship, or employer that it is requested for. All academic information will be compiled and distributed as needed.</p>		<p>by an overall picture of the student's academic performance, athletic ability and personality. A recommendation can persuade a committee to consider the applicant.</p>	<p>and social worker.</p>	<p>transcripts, letters of recommendation request form.</p>	
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**Program Description:** CTE Counselor Meeting/Visitation

Activities	Target Group or Subgroup	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
In order to inform	Grades 11-12	Counselor will	School counselor,	CTE program	N/A

<p>students of new and up and coming CTE programs, counselors need training and preparation information from the CTE center.</p> <p><b>Objective-</b> To meet with CTE staff and other local professionals to discuss pertinent information regarding technical education.</p> <p><b>Activity-</b> Counselors meet semi-annually to discuss changes in CTE programs. Counselors will set visitation date at fall meeting. Guest speakers will enhance counselor's knowledge of post-secondary options for students attending CTE programs.</p>		<p>gather information to relay back to students. Students will be able to gain a better understanding of how CTE programs can benefit them.</p>	<p>career and technical counselors, career and technical administrators, FMSS admission representatives.  <b>Time-</b> November and May</p>	<p>guides</p>	
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**Program Description:** CTE Presentation/Visitation

Activities	Target Group or Subgroup	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
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<p>The CTE center will provide an onsite presentation to all sophomore students.</p> <p><b>Objective-</b> Students will be able to understand what the CTE center has to offer and how it can help the, in their post-secondary career.</p> <p><b>ACTIVITY?</b></p>	Grade 10	Students will gather information about programs. Students will be able to see programs in action and make a decision about whether or not they would like to attend for the following school year.	Counselors, CTE Counselors, Students, CTE Administrator <b>Time-</b> November and December		<p>C: B2.1 Demonstrate awareness of the education and training needed to achieve career goals.</p> <p>C: B2.4 Select course work that is related to career interests.</p> <p>C: B1.8 Understand how changing economic and societal needs influence employment trends and future training.</p>
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**Program Description:** Individual Counseling

Activities	Target Group or Subgroup	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
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<p>Students who have mandated IEP counseling or students who are referred by teachers or self.</p> <p><b>Objective-</b> To provide counseling based on issues that are impeding their academic success.</p> <p><b>Activity-</b> Counselor and social worker will provide counseling services to all students who have IEP counseling, are a teacher, parent or self-referred. Most counseling services are provided to students who are experiencing anxiety, depression, academic concerns, or bullying. Situations that are more serious are referred to outside agencies.</p>	<p>Grades 9-12</p>	<p>Student and counselor/social worker will develop strategies to help the student become more successful in school. Counselor/social worker will determine whether therapy that is more intensive is needed and the counselor make a referral to an outside agency if necessary.</p>	<p>School counselor, or school social worker  <b>Time-</b> 1 or 2 times per week for 30 minutes.  Counselor/Social worker has 15-20 students on mandated IEP caseload.</p>	<p>IEP Counseling Goals</p>	<p><u>Student Standards</u></p> <p><u>Counselor Standards</u></p>
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**Program description:** Group Counseling

Activities	Target Group or Subgroup	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
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<p>Group Counseling for IEP mandated students or small group counseling on an as needed basis for students who are self-referred.</p> <p><b>Objective-</b> To work on social skills and building/sustaining relationships.</p> <p><b>Activity-</b> School Counselor and School Social Worker will work together to assist students in social difficulties and maintaining friendships.</p>	<p>Grades 9-12</p>	<p>Students will develop strategies to assist and prepare them for appropriate social interaction with peers/teachers. Students will achieve goals and maintain success in the academic setting.</p>	<p>Counselor, School Social Worker  <b>Time-</b> Year round   1x weekly for 30 minutes (social skills group)</p>	<p>Classroom/Office</p>	<p>PS: C1.10 Learn techniques for managing stress and conflict</p> <p>PS: C1.11 Learning coping skills for managing life events</p> <p>PS: B1.5 Demonstrate when where and how to seek help for solving problems and making decisions.</p>
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**Program Description-** New Student Registration

Activities	Target Group or Subgroup	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
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<p>To obtain documentation regarding residency as well as health and academic information.</p> <p><b>Objective-</b> To assure that new students do reside within the school district. To accurately place students in classes that correspond to previous academic placements. To make students and parents aware of current programs.</p> <p><b>Activity-</b> Meet with student and parent/guardian to discuss career goals, courses offered and school procedures, proof of residency are reviewed and copied for the student's file.</p>	<p>Grades 9-12</p>	<p>Students will be scheduled for courses that will allow them to pursue career goals as well as meet graduation requirements.</p>	<p><b>Staff-</b> Counselor, counseling secretary <b>Time-</b> Year round</p>	<p>File folder, registration sheet, immunization sheet, bell schedule, district addresses and phone numbers, residency information sheet, list of clubs and activities, bus schedule, school calendar, code of conduct.</p>	<p>A:A3.4- Demonstrate dependability, productivity and initiative.</p> <p>A: B1.1- Demonstrate the motivation to achieve individual potential.</p>
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**Program Description: Parent/Counselor Conferences**

Activities	Target Group or Subgroup	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
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<p>Parents/guardians and counselors need to work collaboratively to enhance student performance.</p> <p><b>Objective-</b> To provide Canajoharie parents/guardians with ongoing academic and social consultation regarding their child.</p> <p><b>Activity-</b> Counselor will meet with parents as needed to discuss student progress or parental concerns regarding academic and social development. Counselors may use the phone or personally communicate information to parents. If teachers cannot be present, counselor will communicate outcomes with students' teachers.</p>	9-12	Parent Communication will be enhanced to assure student success.	School Counselors, school social worker and teachers	Student grades, student standardized test scores, student progress information	<p>A:A1.2 Display a positive interest in learning</p> <p>A:A1.5 Identify attitudes and behaviors that lead to successful learning</p> <p>A:A3.1 Take responsibility for their actions</p>
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**Program Description:** Open House

Activities	Target Group or Subgroup	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
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<p><b>Objective-</b> To provide parents/guardians with information regarding current academic programming, thus enhancing communication and promoting support for students; academic success.</p> <p><b>Activity-</b> Parents mingle with teachers and staff and gather information regarding expectations for each course. Parents are also invited to meet with other personnel. Parents are given the opportunity to schedule times to meet with parents at another date.</p>	9-12	Communication between school and home is enhanced, promoting academic success for students.	<p>Canajoharie CSD administrators, teachers, counselor, social worker.</p> <p><b>Time-</b> October</p>	<p>High school classrooms, handouts, student progress report cards.</p> <p><b>Preparation-</b> Provide student schedules/progress reports.</p>	<p>A: A1.3- Take pride in work and achievement</p> <p>A: A2.3- Use Communication skills to know when and how to ask for help when needed.</p>
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Activities	Objective	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
					<u>Student Standards</u>



					<u>Counselor Standards</u>
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