

Cuba-Rushford Central School



Comprehensive K-12 School Counseling Program

2024-2025

**5476 Route 305
Cuba, New York 14727**

Foreword

The Cuba-Rushford Central School District's Comprehensive School Counseling Department is pleased to offer the ***Cuba-Rushford Central School District Comprehensive School Counseling Programs***. This program guide is the result of a review by each counselor currently employed as a school counselor in the Cuba-Rushford Central School District. These professionals guided the development of this document and we thank them for their input. Additionally, this guide will be reviewed on an annual basis by the district's school counselors. This comprehensive model is the centerpiece of the Cuba-Rushford Central School District's transformed school counseling practices, and represents the department's continued and ongoing dedication to comprehensive programming and services aligned with the ASCA and NYSSCA models. This complete comprehensive model acts as a manual for counselors and administrators in clarifying the role of a school counselor.

Cuba-Rushford Central School Counseling Department

- Susan Giardini - Elementary School Counselor
- Kelly Volz - Middle School Counselor
- Charanna Swartwout - High School Counselor
- Kassie Krzos – Middle High School Counselor Secretary

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The Comprehensive Model

The comprehensive school counseling program is a framework for the systemic development, implementation, and evaluation of school counseling programs. The process for delivery of the National Standards linked to the New York State Learning Standards is accomplished by utilizing each of the four components of the comprehensive model: school counseling curriculum, individual student planning, responsive services, and system support. The comprehensive model identifies the competencies for students and uses varying strategies to deliver the content of the program to every student. Most importantly, the comprehensive program links school counseling to the total educational process.

Developmental School Counseling

Recognizing that all children do not develop in a linear fashion according to a certain timetable and understanding the developmental progression of a student's growth throughout the K-12th grade experience is essential. Developmental school counseling: “...*is for all students, has an organized and planned curriculum, is sequential and flexible, is an integrated part of the total educational process, involves all school personnel, helps students learn more efficiently and effectively, and includes counselors who provide specialized counseling services and interventions*” (Myrick, 1997)

Myrick's developmental approach emphasizes: programs for all students; the importance of using an integrated approach involving all school personnel in the delivery of “guidance activities”; and a school counseling curriculum that is sequential, age appropriate, planned and organized. Thus, the school counseling program must include age appropriate and sequential learning experiences to deliver the standards and competencies to every student.

Result-Based Accountability

“Result-based” counseling is also a competency-based approach. An emphasis is placed on a total pupil service approach. This approach emphasizes the importance of students acquiring competencies to become successful in school and in the transition to postsecondary education and/or employment. At the heart of “result-based” school counseling is accountability to the students and to the building administrator.

The competencies delivered emphasize early intervention, prevention, and response services. The standards and the competencies guide the development of the program content for student growth and achievement in the academic, career, and personal/social domains are an integral part of the individual planning, school counseling curriculum, responsive services, and system support.

School counseling programs are now organized as an integral and essential part of the broader school mission. The evolution of the comprehensive and developmental school and guidance clearly supports the imminent need for school counseling programs to be aligned with and tied to the mission of schools. School counseling programs promote educational excellence through individual excellence, provide preventative programs and experiences, create a collaborative model that integrates the expertise of school counselors, other pupil service personnel, and business and community leaders into the total program. Additionally, it is current with the needs and expectations of education agenda and societal issues. ***Random acts of guidance are no longer acceptable in 21st century schools.***

The ASCA National Model for School Counseling Programs incorporates the national standards, the comprehensive process and results-based accountability, while considering the developmental needs of every student. The four main components of the model are:

1. **Define** - the belief and mission that every student will benefit from the school counseling program.
2. **Deliver** - the implementation process and the components of the comprehensive model (counseling curriculum, individual planning with students, responsive services and system support).
3. **Manage** - the organizational process and tools needed to deliver a comprehensive school counseling program. These processes and tools include: use of data, action plans, and time and task analysis; and monthly calendars
4. **Assess** - the effectiveness of their work in measurable terms such as impacts over time, performance evaluation, and a program review.

Both the National Model for School Counseling Programs and Cuba-Rushford's Comprehensive School Counseling Programs speak to the importance of accountability and having an organizational framework that documents and demonstrates **“how students are different as a result of the school counseling programs.”**

DEFINE

District Mission Statement

District Goals

CR Counseling Department Mission & Vision Statements

ASCA Mindsets & Behaviors for Student Success

Cuba-Rushford District Mission Statement:

To prepare students to be life-long learners who are independent, involved, and conscientious citizens in a global community.

2019-2024 Cuba-Rushford District Goals:

Goal #1: Academic Excellence

Goal #2: Developmental Responsiveness: Social Emotional

Goal #3: Developmental Responsiveness: Academic

Goal #4: Social Equity: Diversity

Goal #5: Social Equity: Restorative Justice

CUBA-RUSHFORD CENTRAL SCHOOL COUNSELING DEPARTMENT

Mission: *Cuba-Rushford Central School counselors will equip all students with the healthy social & emotional skills necessary to be independent and conscientious learners.*

Vision: *Prepare students to achieve academic and future success in a global and collaborative community.*

ASCA Student Standards: Mindsets & Behaviors for Student Success K-12 College-, Career- and Life-Readiness Standards for Every Student

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

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. Sense of acceptance, respect, support and inclusion for self and others in the school environment M 3. Positive attitude toward work and learning M 4. Self-confidence in ability to succeed M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success		
Category 2: Behavior Standards School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:		
Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Critical thinking skills to make informed decisions	B-SMS 1. Responsibility for self and actions	B-SS 1. Effective oral and written communication skills and listening skills
B-LS 2. Creative approach to learning, tasks and problem solving	B-SMS 2. Self-discipline and self-control	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3. Time-management, organizational and study skills	B-SMS 3. Independent work	B-SS 3. Positive relationships with adults to support success
B-LS 4. Self-motivation and self-direction for learning	B-SMS 4. Delayed gratification for long-term rewards	B-SS 4. Empathy
B-LS 5. Media and technology skills to enhance learning	B-SMS 5. Perseverance to achieve long- and short-term goals	B-SS 5. Ethical decision-making and social responsibility
B-LS 6. High-quality standards for tasks and activities	B-SMS 6. Ability to identify and overcome barriers	B-SS 6. Effective collaboration and cooperation skills
B-LS 7. Long- and short-term academic, career and social/emotional goals	B-SMS 7. Effective coping skills	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups
B-LS 8. Engagement in challenging coursework	B-SMS 8. Balance of school, home and community activities	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	B-SMS 9. Personal safety skills	B-SS 9. Social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participation in enrichment and extracurricular activities	B-SMS 10. Ability to manage transitions and adapt to change	B-SS 10. Cultural awareness, sensitivity and responsiveness

American School Counselor Association (2021).
ASCA Student Standards; Mindsets and Behaviors for Student Success.
 Alexandria, VA: Author.

DELIVER

*Recommended Time Distribution Chart
Delivery System Chart
Elementary School Counseling
Middle School Counseling
High School Counseling*

CUBA-RUSHFORD CENTRAL SCHOOL COUNSELING DEPARTMENT DELIVERY SYSTEM

The Cuba-Rushford Central School District's Comprehensive School Counseling Program is based on the core beliefs, philosophies and missions identified in the foundation. The delivery system describes the activities, interactions and methods necessary to deliver the programs to the school community. Cuba-Rushford's Comprehensive School Counseling Programs integrate academic, career and personal/social development. The components of a comprehensive school counseling program include the school counseling curriculum, individual planning, responsive services, and systems support.

School Counseling Core Curriculum: The counseling curriculum consists of structured developmental lessons to assist students in achieving the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The counseling curriculum is infused throughout the school's overall curriculum and is presented systematically through K-12 classroom instruction and group activities.

- **Classroom activities:** School Counselors present lessons in the classroom setting.
- **Group activities:** School Counselors may also conduct large group activities to address students' particular needs.
- **Career and College Awareness activities:** School Counselors facilitate the engagement of students in self-awareness & career exploration activities throughout the district.
- **Digital Literacy:** School Counselors facilitate the use of technology-based Career and College Awareness Programs.

Individual Student Planning: School Counselors coordinate ongoing systematic activities designed to assist students individually in establishing personal goals and developing future plans.

- **Case Management:** School Counselors monitor individual student progress.
- **Individual Appraisal:** School Counselors use a variety of data to assist students in analyzing and evaluating their interests, skills, and abilities.
- **Individual Advisement:** School Counselors work directly with students on developing an appropriate educational plan.

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

- **Student Advocate:** School Counselors will participate in RtI, 504, CSE, CPS and attendance meetings.
- **Consultation and Collaboration:** School Counselors work with parents, teachers, students and other involved parties to develop strategies to assist students.
- **Personal Counseling:** School Counselors provide a student maximum privacy in which to identify barriers that are impeding their ability to be successful in the school community. Personal school counseling is “goal-focused” & short term in nature.
- **Crisis Counseling:** School Counselors provide prevention and interventions. Such counseling is short term in nature addressing a particular student's concern(s).
- **Referral:** School Counselors refer students and their families to appropriate school or community agencies when needed.

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

- **Professional Development:** School counselors update knowledge and skills by participating in training, professional meetings, and conferences.
- **Program Promotion:** School counselors provide orientation and information regarding the programs to the greater community via school websites and counseling brochures.
- **Consultation with teachers and staff:** School counselors work with teachers and other staff members to provide information regarding the needs of a student. School counselors participate in district committees and in-service programs.
- **Program Evaluation:** School counselors collect and analyze data to evaluate the program and continue updating program activities.

School Counselor Ratios: To carry out a comprehensive K-12 School Counseling plan, *the Cuba-Rushford Central School District must support the allocated time distribution for each component based on American School Counselor Association guidelines.*

Recommended Time Distribution Chart:

Component	Elementary	Middle School	High School
Counseling Curriculum	35%-45%	25%-35%	15%-25%
Individual Planning	5%-25%	15%-25%	25%-35%
Responsive Services	30%-40%	30%-40%	25%-35%
System Support	10%-15%	10%-15%	15%-20%
Total	100%	100%	100%

DELIVERY SYSTEM CHART

<u>Counseling Curriculum</u>	<u>Responsive Services</u>	<u>Individual Student Planning</u>	<u>System Support</u>
Provides developmental, comprehensive counseling program content in a systematic way to all Cuba-Rushford students K - 12 th grade	Addresses students' immediate concerns.	Engage students and their parents/guardians in development of academic and career plans.	Includes program, staff and school support activities and services.
<u>Purpose:</u> * Student awareness, skills development and application of skills needed in everyday life.	<u>Purpose:</u> * Prevention and intervention.	<u>Purpose:</u> * Individual student academic and occupational planning, decision making, goal setting and preparing for academic transition.	<u>Purpose:</u> * Program delivery and support.
<u>Academic Domain:</u> * Effective learning in school and across the life span. * Academic preparation for post-secondary options. * Relationship of academics, work, family and community.	<u>Academic Domain:</u> * Any immediate academic concerns. * School-related concerns including tardiness, absences and truancy, misbehavior, school avoidance, dropout, suspensions. * CPS. * 504 & CSE * RTI. * Attendance.	<u>Academic Domain:</u> * Facilitation and/or interpretation of criterion and norm-referenced tests. * Academic preparation essential for postsecondary options. * Appropriate course selection. * Development of K-12 Academic and career plan/portfolio. * Development of post-secondary educational plan.	<u>Total Support:</u> * School counselor professional development. * Advocacy and public relations for comprehensive school counseling programs. * Advisory Board. * Program planning and development. * Evaluation and assessment of comprehensive school counseling programs, and student results. * School improvement planning. * Consultation/involvement with staff, parents and community resources.

<p><u>Career Domain:</u></p> <ul style="list-style-type: none"> * Investigate the world of work to make informed decisions. *Strategies to achieve future career goals. * Relationship of personal qualities, education, training and work. 	<p><u>Career Domain:</u></p> <ul style="list-style-type: none"> * individual discussions on how current behavior can impact future career goals. 	<p><u>Career Domain:</u></p> <ul style="list-style-type: none"> * Utilize career information resources in school and community. * Explore career clusters. * Interest/skill inventories * Self-knowledge relating to career choices. * Appropriate course selections, tech prep, work-based learning including job shadowing and internships. 	<p><u>Career Domain:</u></p> <ul style="list-style-type: none"> *Use of websites and technology applications.
<p><u>Personal/Social Domain:</u></p> <ul style="list-style-type: none"> * Interpersonal skills to respect self and others. * Decision-making, setting goals and taking action to achieve goals. * Understanding everyday safety and survival skills. 	<p><u>Personal/Social Domain:</u></p> <ul style="list-style-type: none"> * Crises(i.e physical, sexual or emotional abuse; grief, loss and death; substance abuse, family issues; relationship concerns; divorce; legal issues). * Referral Plans. *Coping Skills * Contact and maintain relationships with mental health resources in your area. 	<p><u>Personal/Social Domain:</u></p> <ul style="list-style-type: none"> * Skills and competencies related to student and employee success. 	<p><u>Personal/Social Domain:</u></p> <ul style="list-style-type: none"> *Use of technology. *Use of community/agency services and resources
<p><u>Counselor Role:</u></p> <ul style="list-style-type: none"> * Counseling curriculum implementation (small and large groups settings). * Consultation with administration, faculty and other school counselors. 	<p><u>Counselor Role:</u></p> <ul style="list-style-type: none"> * Individual counseling. * Small-group counseling. * Referral process. * Consultation and collaboration with administration, students, staff, parents, and community agencies. 	<p><u>Counselor Role:</u></p> <ul style="list-style-type: none"> * Assessment * Planning * Placement *Consultation/ Collaboration 	<p><u>Counselor Role:</u></p> <ul style="list-style-type: none"> * Development and management program. * Coordination. * Develop relationships and partnerships. * Consultation.

ELEMENTARY SCHOOL COUNSELING CURRICULUM

Elementary Curriculum: Second Step Social-Emotional Learning Curriculum and Second Step Child Protection Unit Curriculum.

Responsive Services:

- Available to all students presenting with a crisis.
- Available to students requesting individual support &/or to mediate situations among a group of students.
- Responsible for referring students & their families to appropriate school/community agencies when needed.
- Participate in parent/teacher conferences as needed.
- Available as needed to help new students transition into school.

Individual Student Planning:

- Collaborates with classroom teachers to address the academic, social & emotional needs of students.
- Collaborates & consults with building administrators to provide academic, social & emotional intervention as needed.
- Facilitate the transition to middle school. This includes communicating and collaborating with Elementary and Middle School teachers and counselors.
- Attends Committee on Special Education & 504 meetings for their individual students.
- The school counselor provides mandated counseling to assigned students as indicated by a student's Individualized Education Plan or 504 Plan. The school counselor recommends initiation, continuation or termination of counseling services based on goals set and determined met.

System Support:

- Utilize newsletters and electronic communications to inform the whole school community of the school counseling program.
- Update knowledge and skills by participating in training, professional meetings and conferences.
- May join the American School Counselor Association and the NYS School Counselor Association.

MIDDLE SCHOOL COUNSELING CURRICULUM

Middle School Curriculum: All students will use *Xello* to build self-awareness, explore career options & educational pathways, and create a plan that outlines the steps needed to achieve career, school and life goals. All middle school students will develop social/emotional skills using *WhyTry* curriculum

Responsive Services:

- The School Counselors must be available to meet the needs of students and the school community during a time of crisis. The School Counselors must make themselves available to all students presenting with a crisis. This responsibility takes priority over any other counseling responsibility.
- The school counselor is responsible for co-facilitating the middle school attendance plan.
- The school counselor is a core member of the RtI team and is responsible for assisting team members in establishing goals and strategies.
- The school counselor will be available to students requesting individual support &/or mediating situations among a group of students.
- The school counselor is responsible for referring students & their families to appropriate school/community agencies when needed.

Individual Student Planning:

- The school counselor will hold no less than two individual meetings per year with students in danger of failing two or more academic subjects.
- The school counselor will implement at least one large group counseling program per year.
- The school counselor will assist with the transition of students described as "new entrants."
- The school counselor supports and collaborates with classroom teachers to meet the academic, social & emotional needs of the students. The school counselor will attend team meetings with teachers no less than twice per week.
- The school counselor is to collaborate and consult with building administrators to provide academic, social & emotional interventions as needed.
- The school counselor is responsible for individual academic course selection process and maintains the scheduling process throughout the school year.
- The school counselor is responsible for attending CSE & 504 meetings for their individual students and reflecting their individual academic goals and programming in the student's daily schedule.
- The school counselor is required to provide mandated counseling to assigned students as indicated by a student's Individualized Education/504 plan. The school counselor recommends initiation, continuation or termination of counseling services based on goals set and determined met.
- The school counselor is involved in the scheduling and implementing of transition programs from 5th grade to 6th grade and from 8th grade to 9th grade. This includes communicating and collaborating with Elementary and High School teachers and counselors.

System Support:

- The school counselor is responsible for implementing a strong communication program at the MS level.
- The school counselor will utilize written & electronic communications to inform the whole school community of the school counseling program.
- The school counselor must update knowledge and skills by participating in training, professional meetings and conferences.
- The school counselor may join the American School Counselor Association and the NYS School Counselor Association.

HIGH SCHOOL COUNSELING CURRICULUM

High School Curriculum: Xello will continue to be used to explore career options, educational pathways, self-awareness to learning styles and personality traits.

Responsive Services:

- The school counselor will work with the School Administration and be available to meet the students' and school community's needs during a crisis. The school counselor must make themselves available to all students in crisis. This takes priority over any other school counseling responsibility.
- The school counselor is responsible for keeping accurate and updated NYS Credit and Testing verification and is also responsible for updating students and families on requirements to be met for graduation.
- The school counselor is available to students and faculty when students are in need or requesting individual support and/or mediating situations among a group of students. Also, the school counselor will monitor and assist in academic services, in the form of AIS placement, for students who need additional support.
- The school counselor is responsible for referring students and their families to appropriate school/community agencies when needed.

Individual Student Planning:

- The school counselor will hold at least two individual meetings per year with each student grade 9 through 12. The meetings with grades 9 through 11 students will entail career/college planning and individual scheduling of classes to help meet goals. 12th grade meetings will cover future plans as well as checking graduation requirements and progress in meeting these goals.
- The school counselor will implement a group counseling program at each grade level as follows:
 - 9th grade - Career exploration in the realm of lessons in on Personality Styles, Exploring Career Factors, Getting Experience, and Study Skills and Habits
 - 10th grade - CTE Center Tour, as well as classrooms lessons surrounding Work Values, Career and Lifestyle Costs, Workplace Skills, and Attitudes, as well as Program Perspectives
 - 11th grade - PSAT and ASVAB testing offered to all students. Spring college fair material presented as well as college admission timeline and information. Career Exploration will dive into Choosing a College, Career Demand, Entrepreneurial Skills, and Work/ Life Balance
 - 12th grade - Students will be offered the chance to attend a college fair in the fall, be offered at least two college visits, and monthly class meetings with calendars and important school related dates and timelines. Career lessons will include Career Back up Plans, Job interviews, Defining Success, and Career Path Choices

- The school counselor will be available in the scheduling and transition process for all new students entering the district grades 9 through 12.
- The school counselor is to support and collaborate with high school teachers to meet the academic, social, and emotional needs of the students.
- The school counselor is to collaborate and consult with the School Administration to provide academic, social, and emotional interventions as needed.
- The school counselor is responsible for attending Committee on Special Education and 504 meetings for individual students and provide academic and scheduling information as requested.
- The school counselor must provide mandated counseling to assigned students as indicated by a student's IEP/504 Plan.
- The school counselor is responsible for the individual course selection process of each high school student and works with the Special Education Department on the scheduling needs of identified students. The school counselor is responsible for creating and implementing the schedule throughout the school year.
- The school counselor is responsible for assisting the School Administration in implementing of transition programs for ninth graders and graduating seniors.

System Support:

- The school counselor is responsible for implementing an effective communication program at the high school level.
- The school counselor should utilize electronic communications and mailings to inform the whole school community of the school counseling program.
- The school counselor must update knowledge and skills by participating in training opportunities, professional meetings, and conferences. One part of this is being a part of the Allegany County Counselor Association.
- The school counselor may join in the American School Counselor Association and the NYS School Counselor Association.
- The school counselor will be an active participant in Grade Level team meetings

MANAGE

Calendars
Curriculum Action Plans
Closing the Gap Action Plans

MANAGEMENT SYSTEM

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

Using Data in School Counseling Programs

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

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

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

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

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

2024-2025 Elementary Counseling Curriculum Implementation Calendar

Counselor: Susan Giardini

Grades: Pre-K -5th

SEPTEMBER 2024	OCTOBER 2024	NOVEMBER 2024
<ul style="list-style-type: none"> • HERO program intro & wristbands • Healthy Move of the Month • Pre-K Feelings/Social Thinking • K-5 begin Second Step SEL Unit 1 	<ul style="list-style-type: none"> • Healthy Move of the Month • Pre-K Feelings/Social Thinking • Gr. 2 – Safety/Abuse Prevention • Gr. 4 & 5 - Hygiene 	<ul style="list-style-type: none"> • Healthy Move of the Month • Pre-K Feelings/Social Thinking • Gr. 1 – Safety/Abuse Prevention • Run quarterly attendance report-identify students for CTG interventions
DECEMBER 2024	JANUARY 2025	FEBRUARY 2025
<ul style="list-style-type: none"> • Healthy Move of the Month • Pre-K Feelings/Social Thinking • Gr. 5 – Rebel Helper recruitment • Implement CTG interventions for identified students 	<ul style="list-style-type: none"> • Healthy Move of the Month • Pre-K Feelings/Social Thinking • Gr. 3 – Safety/Abuse Prevention • Career Awareness Bulletin Board 	<ul style="list-style-type: none"> • Healthy Move of the Month • Pre-K Feelings/Social Thinking • Gr. 4 – Safety/Abuse Prevention • Run quarterly attendance report-identify students for CTG & begin interventions
MARCH 2025	APRIL 2025	MAY/JUNE 2025
<ul style="list-style-type: none"> • Healthy Move of the Month • Pre-K Feelings/Social Thinking • K – Safety/Abuse Prevention • Gr. 4 – Safety/Abuse Prevention 	<ul style="list-style-type: none"> • Healthy Move of the Month • Pre-K Feelings/Social Thinking • Run quarterly attendance report-identify students for CTG & begin interventions 	<ul style="list-style-type: none"> • Healthy Move of the Month • Pre-K Feelings/Social Thinking • Reschedule/make up any missed lessons • Year-end meetings

*Target months to address identified lessons

*SEL=Social Emotional Learning, CTG=Closing the Gap

2024-2025 MS Counseling Curriculum Implementation Calendar

Counselor: Mrs. Kelly Volz

Grades: 6th - 8th

SEPTEMBER 2024	OCTOBER 2024	NOVEMBER 2024
<p><u>Academic</u></p> <ul style="list-style-type: none"> PowerSchool Access (6-8) <p><u>Personal/Social</u></p> <ul style="list-style-type: none"> ALICE Training (6-8) 	<p><u>Academic & Career (6th)</u></p> <ul style="list-style-type: none"> Xello - Learning Styles Matchmaker I Annual Individual Progress Reviews <p><u>Personal/Social</u></p> <ul style="list-style-type: none"> WhyTry (6th-8th) 	<p><u>Academic & Career (6th)</u></p> <ul style="list-style-type: none"> Annual Individual Progress Reviews <p><u>Personal/Social</u></p> <ul style="list-style-type: none"> WhyTry (6th-8th)
DECEMBER 2024	JANUARY 2025	FEBRUARY 2025
<p><u>Academic & Career (7th)</u></p> <ul style="list-style-type: none"> Xello - Learning/ Personality Styles & Matchmaker I & II Annual Individual Progress Reviews 	<p><u>Academic & Career (7th)</u></p> <ul style="list-style-type: none"> Annual Individual Progress Reviews <p><u>Personal/Social</u></p> <ul style="list-style-type: none"> WhyTry (6th-8th) 	<p><u>Career (8th)</u></p> <ul style="list-style-type: none"> Xello - Matchmaker III & create/update Goals & Plans CTE visit prep
MARCH 2025	APRIL 2025	MAY/JUNE 2025
<p><u>Academic & Career (8th)</u></p> <ul style="list-style-type: none"> CTE visit Grad Requirements Annual Individual Progress Reviews 9th Grade Course Requests <p><u>Personal/Social</u></p> <ul style="list-style-type: none"> WhyTry (6th-8th) 	<p><u>Academic & Career (8th)</u></p> <ul style="list-style-type: none"> Annual Individual Progress Reviews 9th Grade Course Requests 	<p><u>Academic</u></p> <ul style="list-style-type: none"> Course requests (5th-7th) <p><u>Academic/Personal/Social (5th)</u></p> <ul style="list-style-type: none"> Transition to MS

**Target months to address these topics*

2024-2025 HS Counseling Curriculum Implementation Calendar

Counselor: Mrs. Charanna Swartwout

Grades: 9th-12th

September 2024	October 2024	November 2024
<p><u>Academic/Career (11th -12th):</u></p> <ul style="list-style-type: none"> • Individual Progress Reviews • 12th grade Students & Parents – College Admissions Refresher & Financial Aid Night • Houghton University College Fair • Houghton University Visit 	<p><u>Academic/Career (9th – 10th):</u></p> <ul style="list-style-type: none"> • Individual Progress Reviews • 10th grade BOCES Survey and Trip <p><u>Academic & College:</u></p> <ul style="list-style-type: none"> • 10th & 11th Grade PSAT <p><u>Academic & Career:</u></p> <ul style="list-style-type: none"> • 12th grade College Applications and Financial Aid 	<p><u>Academic (9th -12th):</u></p> <ul style="list-style-type: none"> • 11th grade – SAT/ACT information (calendars and registration information) • Alfred State Field Trip (offered to all 11th and 12th grade students)
December 2024	January 2025	February 2025
<p><u>Academic/College:</u></p> <ul style="list-style-type: none"> • 12th grade Scholarship Booklet presentation & Dollars for Scholars presentation • Bonas Bootcamp 	<p><u>Academic:</u></p> <ul style="list-style-type: none"> • 10th – 12th grade Regents Exams • Elective Day <p><u>Career:</u></p> <ul style="list-style-type: none"> • 11th grade ASVAB Exam 	<p><u>Academic/College/Career:</u></p> <ul style="list-style-type: none"> • 12th grade – calculation of Val/Sal after seven semesters • 11th grade ASVAB interpretation • 12th grade scholarship applications
March 2025	April 2025	May/June 2025
<p><u>Academic/Career:</u></p> <ul style="list-style-type: none"> • 12th grade graduation intentions • 11th grade – Penn York College Fair • 10th grade – BOCES Applications • 9th grade – Career Information and academic needs for careers • SAT School Day 	<p><u>Academic/College:</u></p> <ul style="list-style-type: none"> • 12th grade – Common Application Scholarships (due May 1) • Plan college visitations • 10th & 11th grades – schedule for the 2024-2025 school year (PowerScheduler) • ACCA Scholarship Meeting 	<p><u>Academic/College/Career:</u></p> <ul style="list-style-type: none"> • 12th grade – graduation checklist • 11th grade – calendars and “Summer to-do List” • 8th and 9th grades – schedules for the 2024-25 school year (PowerScheduler) • 9th – 12th grades – Regents Exams • Summer School Registration

Ongoing- AIS Placement; SAT/ ACT Registrations; Schedule Adjustments; Newsletter information; Field Trip opportunities; college application assistance; letters of recommendation; Team Meeting; College Representative Visits; Military Branch Visits; Monthly ACCA Meetings

Cuba-Rushford Closing the Gap Action Plans

Closing the gap activities that address academic or behavioral discrepancies/gaps that are identified through the review of disaggregated data.

Elementary School

School Counselor Project: Start/end date	Intended Impact on Academics, Behaviors or Attendance	ASCA Domain, ASCA Student Competency	Projected Number of Students Affected (Process Data)	Evaluation Method- How will You Measure Results? (Perception and results data)
Attendance Improvement Plan October 2024- June 2025	Attendance	Academic Domain	10-15 students	Attendance Reports

Middle School

School Counselor Project: Start/end date	Intended Impact on Academics, Behaviors or Attendance	ASCA Domain, ASCA Student Competency	Projected Number of Students Affected (Process Data)	Evaluation Method- How will You Measure Results? (Perception and results data)
Academic Improvement Plans October 2024- June 2025	Academic	Academic Domain	15% of the student body (~20 students)	Report cards, Progress Reports & Teacher reports

High School

School Counselor Project: Start/end date	Intended Impact on Academics, Behaviors or Attendance	ASCA Domain, ASCA Student Competency	Projected Number of Students Affected (Process Data)	Evaluation Method- How will You Measure Results? (Perception and results data)
Attendance Individual Meetings November 2024- June 2025	Attendance	Academic Domain	10% of the student body: 20-25 students	Attendance records, grades, parent contact

ASSESS

SCHOOL COUNSELING DEPARTMENT ACCOUNTABILITY SYSTEM

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

School Counselor Accountability Components

Individual School Counselor evaluations will be aligned with the district approved APPR process.

DATA Result Reports

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

Program Review

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

Appendix

<http://www.counsel.nysed.gov/rules/indices-fulltext/2017/032>