

HANNIBAL CENTRAL SCHOOL DISTRICT COMPREHENSIVE SCHOOL COUNSELING PLAN



Submitted: 2/28/16

BOE approved:

Foreword

Members of the Hannibal Central School District School Counseling Plan Committee wish to thank the administration and the Board of Education for allowing the time and resources to develop this comprehensive plan that we are confident will help the continued success of our students.

To develop this plan we examined our current counseling practices and services and consulted the American Counseling Association National Model and the New York State Model for Comprehensive K-12 School Counseling Programs. In addition, we consulted the New York State Education Department's regulations and benchmarked our program with other NYS school counseling programs.

Committee Members

Lauren Costello, 9-12 School Counselor

Stephen Dunn, High School Principal

Brooke Fingland, 9-12 School Counselor

Dee Froio, Middle School Principal

Emily Glasser, Middle School FACS Teacher

James Graham, High School Special Education Teacher

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Hannibal Central School District Comprehensive School Counseling Plan

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INTRODUCTION

Hannibal Central School District Information

Hannibal Central School District is located at 928 Cayuga Street Hannibal, NY and it serves grades K-12 in Oswego County. The Town of Hannibal contains a village also called Hannibal. The town is on the west border of the county. The Hannibal Central School District meets the needs of the local community for education. The Board of Education is the official policy-making body of the school district and it is made up of citizens elected to serve unsalaried.

The Hannibal Central School District is committed to the success of each child in a safe, supportive, and stimulating learning environment. We believe that all students develop intellectually, emotionally, physically, and socially at different paces. Our school district will inspire high student achievement, demonstrate commitment to diversity, and continue to develop a strategic plan for future programs and facilities.

Parents with children attending in the Hannibal Central School District enjoy the fact the district have small classrooms, caring, dedicated teachers, and the desire of the school for parent involvement. Parents are welcome to visit anytime and even enjoy eating lunch with their child or help in the classroom. The staff and teachers adhere to a quality education and do not allow others to interfere in the educational process such as disruptions (Hannibal CSD website, 2016)

Hannibal CSD Mission:

Our students come first! We are dedicated to maximizing the potential of each individual student. Our educational programs and experiences are purposefully designed to position our students for success. With the support of parents, faculty, staff, administration, community members and the Board of Education, each student will become a confident, responsible and proud graduate of The Hannibal Central School District (Hannibal CSD website, 2016).

Hannibal Central School District Staff

The following staff members provide leadership and support for the implementation of the School Counseling Plan:

Superintendent of Schools- Christopher Staats

Executive Director of Business Administration- Nancy Dingman

Director of Pupil Personnel Services- Stacy Longyear

HS Building Principal- Steve Dunn

HS Asst. Principal/Athletic Director- Patrick Keefe

HS School Counselors- Brooke Fingland, Lauren Costello

HS School Psychologist- Zachary Farden

DMK Building Principal- Dee Froio

DMK Asst. Principal- Christopher Tynan

DMK School Counselor- Megan Jaworski

DMK School Psychologists- Meredith Furlong, Brittany Riesbeck

Fairley Principal- Joseph Musa

Fairley School Psychologists- Geri Seward, Brittany Riesbeck

Fairley Social Worker- Maggie Olon

Comprehensive School Counseling Program Overview

“How are students different as a result of the counseling program?”

As New York State has increased the expectations in school improvement, Hannibal CSD school counselors apply their professional knowledge and skills to best serve every student so that all will achieve success in their academic achievement, personal-social and career planning pursuits. In partnership with school district leaders, teachers, support personnel and families, school counselors work in collaboration to promote the academic missions of their schools as well as the goals of the New York State Department of Education. School counselors use their leadership, advocacy, teaming and collaboration, and data driven decision-making skills to ensure that every student has access to a quality education (NYSSCA, 2005).

The American School Counselor Association (ASCA) and the New York State Model for Comprehensive School Counseling’s research outlines four interrelated components to a school counseling program: the foundation, the delivery system, the management system and accountability.

Foundation

The foundation includes the mission, vision and goals of the program and the three student standards of academic development, career development and personal/social development.

Delivery System & Management System

The delivery system addresses *how* the program will be implemented. The program in Hannibal CSD is delivered through a) a variety of experiences for students to learn the standards; b). individual student planning; c). responsive services; and d). system support.

The management system addresses the when (calendars, actions) and how (use of data), and who will implement the program.

Accountability

Accountability measures the school counseling program’s progress toward goals and impact on student’s academic achievement, social emotional development, and career skills.

FOUNDATION

New York State Education Department Part 100 of the Commissioner's Regulations- School Counseling Programs

NYS EDUCATION DEPARTMENT COMMISSIONER'S REGULATIONS

PART 100.2 (j) Guidance programs

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

(i) 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) In grades 7-12, the guidance program shall include the following activities or services:

(a) 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) 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) 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 schools social workers in cooperation with school counselors; and

(d) the services of personnel certified or licensed as school counselors.

(iii) 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.

(2) Nonpublic schools. Each nonpublic secondary school shall provide a guidance and counseling program for students in grades 7-12.

<http://www.p12.nysed.gov/part100/pages/1002.html#j>

HANNIBAL CENTRAL SCHOOL DISTRICT SCHOOL COUNSELING PROGRAM VISION, MISSION AND GOALS

VISION

In partnership with the Hannibal Central School District counseling program, all students will develop their unique abilities by experiencing an individual approach to their educational and career aspirations. All students will achieve at high levels and advocate to fulfill their goals. The program will cultivate a respect for diversity and the development of healthy relationships. As a result of our counseling program, each student will demonstrate confidence, character, resiliency and leadership.

MISSION

We, the Hannibal Central School District counseling department, in partnership with the wider school community, will advocate and ensure a healthy learning environment where all students have access to the counseling program. Using data, we will provide innovative programming that supports each learner in reaching personal goals.

PROGRAM GOALS

Personal/Social Program Goal

To increase the social-emotional well-being of students and their connection to school, monitoring systems will be collaboratively designed and implemented through behavioral, attendance and qualitative data to inform programs designed to support the personal and social goals of individual students.

College and Career Program Goal

To increase students' achievement of their college and career goals, the percent of graduating seniors who apply to a 2-year or 4-year college will increase by 5%.

Academic Program Goals

To increase the number of juniors taking the PSAT by 20%.

To increase the number of students taking the ACT/SAT exams by 10%.

To increase the students' use of the information database (SchoolTool) by 9th through 12th grade students by 10% from a baseline of 52% .

To increase the percent of freshmen, sophomores, juniors and seniors staying on track with their graduation 4 year Cohort by 10 %.

ASCA NATIONAL STANDARDS FOR SCHOOL COUNSELING PROGRAM COMPETENCIES AND THE STUDENT ASCA MINDSETS & BEHAVIORS FOR SCHOOL SUCCESS

School counselors in Hannibal Central School District design and implement learning experiences and programs to enable students to achieve the ASCA National Standards and the Student Mindsets/Behaviors. The standards describe what students should know and be able to do. The school counseling program facilitates student development in three broad domains: academic development, career development and personal/social development. Students in Hannibal CSD demonstrate the standards through lessons, activities (school wide and small group) and/or individual/small-group counseling settings.

ASCA National Standards

Academic Development Domain

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

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

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

Career Development Domain

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

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

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

Personal/Social Development Domain

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

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

Standard C: Students will understand safety and survival skills.

ASCA Mindsets & Behaviors For Student Success Standards

Mindset Standards

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

Behavior Standards

Learning Strategies: Processes and tactics employed to aid in the cognitive work of thinking, remembering or learning.

Self-Management Skills: Continued focus on a goal despite obstacles and avoidance of distractions or temptations to prioritize pursuits.

Social Skills Acceptable behaviors that improve social interactions, such as those between peers or between students and adults.

Adapted from the American School Counseling Association Standards (2005) and the ASCA Mindsets and Behaviors for Student Success, 2014.

HANNIBAL CENTRAL SCHOOL DISTRICT COMPREHENSIVE SCHOOL COUNSELING PLAN STANDARDS CROSSWALK

The crosswalk represents the alignment between the ASCA National Standards and indicators, ASCA Mindset/Behavior Standards, and implementation of the curriculum K-12. The matrix lists the standards and indicators and shows specifically where each competency is taught by grade level. School counseling learning activities are designed around these standards to ensure that students achieve desired competencies. The ASCA Mindset/Behavior standards are identified in the crosswalk document as M for Mindset, LS for Learning Strategies, SMS for Self-Management Skills and SS for Social Skills. All K-12 ASCA national standards and ASCA Mindset/Behavior Standards are taught and learned at the appropriate grade level.

Hannibal School Counseling Program Crosswalk

ACADEMIC DEVELOPMENT DOMAIN	K-4	5-8	9-12
Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the lifespan.			
A1 Improve Academic Self Concept			
A:A1.1 Students articulate feelings of competence and confidence as learners. (4LS)(2M)		X	X
A:A1.2 Display a positive interest in learning (6M)	X	X	X
A:A1.3 Take pride in work and achievement (6LS)	X	X	X
A:A1.4 Accept mistakes as essential to the learning process			X
A:A1.5 Identify attitudes which lead to successful learning (3M)	X	X	X
A2 Acquire Skills for Improving Learning			
A:A2.1 Apply time management and task management skills (3LS)	X	X	X
A:A2.2 Demonstrate how effort and persistence positively affect learning (8LS)	X	X	X
A:A2.3 Use communication skills to know when and how to ask for help when needed. (6SMS)		X	X
A:A2.4 Apply knowledge and learning styles to positively influence school performance			
A3 Achieve School Success			
A:A3.1 Take responsibility for their actions (1SMS)	X	X	X
A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students (3SMS)	X	X	X
A:A3.3 Develop a broad range of interests and abilities			X
A:A3.4 Demonstrate dependability, productivity and initiative	X	X	X
A:A3.5 Share knowledge	X	X	X
Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including rigor.	K-4	5-8	9-12
B1 Improve Learning			
A:B1.1 Students demonstrate the motivation to achieve individual potential. (4LS)	X	X	X
A:B1.2 Learn and apply critical thinking skills to make informed decisions (1LS)	X		X
A:B1.3 Apply the study skills necessary for academic success at each level (3LS)		X	X
A:B1.4 Seek information and support from faculty, staff, family (9LS)	X	X	X
A:B1.5 Organize and apply academic information from a variety of sources (9LS)			X
A:B1.6 Use knowledge of learning styles to positively influence school performance			X
A:B1.7 Become a self-directed and independent learner (4LS)(4SMS)			X

B2 Plan to Achieve Goals			
A:B2.1 Students establish challenging academic goals in middle and high school (7LS)		X	X
A:B2.2 Develop an initial four-year plan		X	
A:B2.3 Update and monitor the four-year plan			X
A:B2.4 Use assessment results in educational planning		X	X
A:B2.5 Develop and implement annual plan of study to maximize academic ability and achievement (5SMS)			X
A:B2.6 Apply knowledge of aptitudes and interests to goal setting	X	X	X
A:B2.7 Use problem solving and decision-making skills to assess progress toward educational goals (9LS)		X	X
A:B2.8 Understand the relationship between classroom performance and success in school	X	X	X
A:B2.8 Identify post-secondary options consistent with interests, achievement, aptitude and abilities (4SMS)			X

Standard C: Students will understand the relationship of academics to the world of work, at to life at home and in the community.	K-4	5-8	9-12
C1 Relate School to Life Experience			
A:C1.1 Students demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life. (8SMS)	X	X	X
A:C1.2 Seek co-curricular and community experiences to enhance the school experience (10LS)			X
A:C1.3 Understand the relationship between learning and work			X
A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals			X
A:C1.5 Understand that school success is the preparation to make the transition from student to community member (10SMS)			X
A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities (2LS)	X	X	X

CAREER DEVELOPMENT DOMAIN	K-4	5-8	9-12
Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed decisions.			
A1 Develop Career Awareness			
C:A1.1 Students develop skills to locate, evaluate, and interpret career information.		X	X
C:A1.2 Learn about the variety of traditional and non-traditional occupations	X	X	X

C:A1.3 Develop an awareness of personal abilities, skills, interests, and motivations (4M) (5M)		X	X
C:A1.4 Learn how to interact and work cooperatively in teams (6SS)		X	X
C:A1.5 Learn to make decisions		X	X
C:A1.6 Learn how to set goals		X	X
C:A1.7 Understand the importance of planning		X	X
C:A1.8 Pursue and develop competency in areas of interest			X
C:A1.9 Develop hobbies and vocational interests			X
C:A1.10 Balance between work and leisure time		X	X
A2 Develop Employment Readiness			
C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills		X	X
C:A2.2 Apply job-readiness skills to seek employment opportunities			X
C:A2.3 Demonstrate knowledge of the changing workplace			X
C:A2.4 Learn about the rights and responsibilities of employers and employees		X	X
C:A2.5 Learn to respect individual uniqueness in the workplace			X
C:A2.6 Learn how to write a resume		X	X
C:A2.7 Develop a positive attitude toward work and learning		X	X
C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace		X	X
C:A2.9 Use time management and task management skills		X	X

CAREER DEVELOPMENT DOMAIN	K-4	5-8	9-12
Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.			
B1 Acquire Career Information			
C:B1.1 Students apply decision making skills to career planning, course selection and career transition. (4M)		X	X
C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice (4M)		X	X
C:B1.3 Demonstrate knowledge of the career planning process		X	X
C:B1.4 Know the various ways in which occupations can be classified		X	X
C:B1.5 Use research and information resources to obtain career information		X	X
C:B1.6 Learn to use the internet to access career planning information		X	X
B2 Identify Career Goals			
C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals		X	X
C:B2.2 Assess and modify their educational plan to support career			X
C:B2.3 Select course work that is related to career interests			X

C:B2.4 Maintain a career planning portfolio (4M)			X
Standard C: Students will understand the relationship between personal qualities, education, training and the world of work.	K-4	5-8	9-12
C:C1.1 Acquire knowledge to achieve career goals		X	X
C:C1.2 Understand the relationship between educational achievement and career success		X	X
C:C1.3 Identify personal preferences and interests which influence career choice and success		X	X
C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills			X
C:C1.5 Describe the effect of work on lifestyle		X	X
C:C1.6 Understand the importance of equity and access in career choice.			X
C:C1.7 Understand that work is an important and satisfying means of personal expression			X
C2 Apply Skills to Achieve Career Goals			
C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals			X
C:C2.2 Learn to use conflict management skills with peers and adults		X	X
C:C2.3 Learn to work cooperatively with others as a team member (3SS)		X	X
C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences.			X

PERSONAL/SOCIAL DOMAIN	K-4	5-8	9-12
Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.			
A1 Acquire Self-Knowledge			
PS:A1.1 Develop positive attitudes toward self as a unique and worthy person.	X	X	X
PS:A1.2 Identify values, attitudes and beliefs			X
PS:A1.3 Learn the goal setting process		X	X
PS:A1.4 Understand change is a part of growth (10SMS)		X	X
PS:A1.5 Identify and express feelings	X	X	X
PS:A1.6 Distinguish between appropriate and inappropriate behavior (9SS)	X	X	X
PS:A1.7 Recognize personal boundaries, rights and privacy needs	X	X	X
PS:A1.8 Understand the need for self-control and how to practice it (2SMS)	X	X	X
PS:A1.9 Demonstrate cooperative behavior in groups	X	X	X
PS:A1.10 Identify personal strengths and assets	X	X	X

PS:A1.11 Identify and discuss changing personal and social roles			X
PS:A1.12 Identify and recognize changing family roles	X	X	X
A2 Acquire Interpersonal Skills			
PS:A2.1 Recognize that everyone has rights and responsibilities	X	X	X
PS:A2.2 Respect alternative points of view (9LS)	X	X	X
PS:A2.3 Recognize, accept, respect, and appreciate individual differences (7SS)	X	X	X
PS:A2.4 Recognize, accept, respect, and appreciate ethnic and cultural diversity (7SS)	X	X	X
PS:A2.5 Recognize and respect differences in various family configurations	X	X	X
PS:A2.6 Use effective communication and collaboration skills (1SS) (6SS)	X	X	X
PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior	X	X	X
PS:A2.8 Learn how to make and keep friends (2SS)	X	X	X
Standard B: Students will make decisions, set goals, and take necessary action to achieve goals.			
PS:B1.1 Self-Knowledge Application	X	X	X
PS:B1.2 Use a decision-making and problem-solving model	X	X	X
PS:B1.3 Identify alternative solutions to problems	X	X	X
PS:B1.4 Develop effective coping skills for dealing with problems	X	X	X
PS:B1.5 Demonstrate where, when, and how to seek help for solving problems (3SS) (8SS)	X	X	X
PS:B1.6 Know how to apply conflict resolution skills	X	X	X
PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences	X	X	X
PS:B1.8 Know when peer pressure is influencing a decision	X	X	X
PS:B1.9 Identify long-term and short-term goals (7LS)	X	X	X
PS:B1.10 Identify alternative ways of achieving goals	X	X	X
PS:B1.11 Use persistence and perseverance in acquiring skills and knowledge (5SMS)		X	X
PS:B1.12 Develop an action plan to set and achieve realistic goals			X
Standard C: Students will understand safety and survival skills (9SMS)			
PS:C1.1 Acquire Personal Safety Skills	X	X	X
PS:C1.2 Demonstrate knowledge of personal information (ie., telephone #, home address, emergency contact)	X	X	X
PS:C1.3 Learn about the relationship between rules, laws, safety and the protection of rights of the individual	X	X	X
PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy	X	X	X
PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult help.	X	X	X
PS:C1.6 Identify resource people in the school and community	X	X	X

and know how to seek their help.			
PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices. (5SS)	X	X	X
PS:C1.8 Learn how to cope with peer pressure (7SMS)		X	X
PS:C1.9 Learn techniques for managing stress and conflict (7SMS)	X	X	X
PS:C1.10 Learn coping skills for managing life events (10SMS)	X	X	X

In addition to the above crosswalk standards, Hannibal Central School District students meet the *NYSED Career Development & Occupational Studies (CDOS) Student Standards* through the Family & Consumer Science classes at the middle level, and through counseling program activities at the high school level. These standards include:

STANDARD 1: Career Development - Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

STANDARD 2: Integrated Learning - Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

STANDARD 3a: Universal Foundation Skills - Student will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

STANDARD 3b: Career Majors - Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

DELIVERY AND MANAGEMENT SYSTEM

The Delivery System addresses *how* the program will be implemented and outlines the areas and forums in which school counselors deliver the program. The Management System addresses the when (calendars, actions) and how (use of data tools) and who will implement the program. The program in Hannibal CSD is delivered through a) a variety of experiences/activities for students to learn the standards; b) individual student planning; c) responsive services; and d) system support.

The **school counseling curriculum standards** are aligned with the ASCA National Standards, the ASCA Mindset/Behaviors for Success standards and the district’s goals. The standards are delivered through a variety of classroom and school wide activities.

Individual student planning involves school counselors “coordinating ongoing systemic activities designed to help individual students establish personal goals and develop future goals.” (NYS Model). Activities may include helping students plan, monitor and manage their own learning as well as meeting the competencies embedded in the standards.

Responsive Services consist of “activities to meet students’ immediate needs and concerns. These needs may require counseling, consultation, referral, peer facilitation or information.” (NYS Model). A range of services is available from early intervention to crisis response.

System Support consists of activities that establish, maintain and enhance the school counseling program. School counselors, through their leadership and advocacy skills “promote systemic change by contributing to a variety of supports including professional development, consultation, program management and public relations.”

The use of data in a comprehensive school counseling system is integral to ensuring that students are benefitting from the program. Data helps to monitor student progress and to provide a guide on where to focus interventions and strategies to meet student needs. School counselors and administrators monitor three types of data: student achievement data, achievement-related data that is correlated with academic achievement, and standards and competency data that relates to student mastery of competencies delineated in the standards.-

Student Achievement Data	Achievement-related Data correlated with academic achievement	Standards/Competency-related data measuring student mastery of standards
-standardized testing data -grade point averages -course passing/mastery rates -SAT and SAT scores -graduation rates -promotion and retention rates -drop out rates -specific academic program data (honors, etc)	-course enrollment patterns -discipline referrals -suspension rates -attendance rates -participation in extracurricular activities	-percentages of students with four year plans -percentages of students participating in career related programs -percentages of students in academic supports

-disaggregated data by subgroups -vocational data		
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Adapted from the NYS Model for Comprehensive K-12 School Counseling Programs, 2005.

The following charts on pages 20-27 include a *Curriculum Map, K-8 and 9-12*, to outline the variety of activities that support the delivery of the school counseling curriculum standards to students in Hannibal Central School District. The charts provide information describing the curriculum standards domain, assessment tool, grade level, timeline and who is involved in providing the learning experience.

Additional counselor activities, K-8 and 9-12, are outlined in chart form on pages 28-30. These services include *individual student planning, responsive services and system support*. The chart includes the service/activity, type of service, grade level, timeline and staff involved.

Hannibal School District
Comprehensive k-12 School Counseling Plan
Curriculum Map k-8
A-Academic; C-Career; P-Personal Social

Service/Activity	Assessment tools	Domain	Grade Level	Timeline	Staff Involved
Career Café	Survey	C	5-6	Ongoing, All Year	School Counselor Teachers
Student Trait of the Month	Survey	A,P	5-8	Ongoing, All Year	School Counselor School Psychologists Teachers Building Principal
Character Education	Survey	A, P	5-8	All Year/Monthly	School Counselor School Psychologist Teachers
Recognition Celebrations	Report Card Data	A, C, P	5-8	Quarterly	School Counselor
End-of-Year Award Ceremony	Data	A, P	5-8	June	School Counselor School Psychologists Teachers Administrators
Kenney Leadership Team: *7th grade presentations *Summer workshop *5th grade orientation *Mentoring *Student ambassadors	Survey	A, P	5 & 8	Ongoing, All Year	School Counselor

Family and Consumer Science Course	Quizzes/Tests Performance Extended Response Conferencing Check for understanding	A, C, P	7-8	Quarterly/Semester	Teacher
Career Exploration Course	Quizzes/Tests Performance Extended Response Conferencing Check for understanding	A, C, P	7	Quarterly	Teacher
Crisis Counseling/Intervention	Conferencing Reflection	P	K-8	Ongoing, All Year	School Counselor School Psychologists School Social Worker
Conflict Resolution/Mediation	Conferencing # of returns	P	K-8	Ongoing, All Year	School Counselor School Psychologist School Social Worker
Individual/Group Counseling	Conferencing Reflection	A, C, P	K-8	Ongoing, All Year	School Counselor School Social Worker School Psychologists
Attendance Review *Attendance meetings with students regarding % of attendance *Attendance action plans	Data	A, P	K-8	Weekly	School Counselor School Psychologists Teachers Administrators School Social Worker
AIS Scheduling/Grouping *Meeting with students regarding their placement	Data	A	5-8	All Year	School Counselor School Psychologists Teachers (Interventionists) Administrators
5th Transitioning: *4th Grade Teacher Meeting/Scheduling	Data Surveys	A, P	4, 5 & 8	April-August All Year (Mentoring)	School Counselor School Psychologists Teachers

<ul style="list-style-type: none"> *4th Grade Visit and Tour *4th Grade Special Ed. Meet and Greet *5th Grade Orientation *KLT Mentoring Program 					Administrators
<ul style="list-style-type: none"> 8th Grade Transitioning: *Parent information night *High School course requests *8th Grade visit to high school *Summer Institute 	Data	A, C, P	8	February-June	School Counselor School Psychologists Teachers Administrators
Expectations Road Show	Discipline/Academic Data	A, C,P	5-8	September	School Counselor School Psychologists SRO Administrators
504 Plan Processing	Data	A	K-8	Ongoing, All Year	School Psychologists Teachers
<ul style="list-style-type: none"> Student Meetings: *Course selection *Attendance concerns *Behavior concerns *Re-entry *New students 	Data	A,C,P	K-8	Ongoing, All Year	School Counselor School Social Worker School Psychologist Teachers Administrators
<ul style="list-style-type: none"> Classroom Presentations: *KLT opportunity *Elective offerings *High School diploma/graduation 	Sign ups	A,C, P	5-8	Ongoing, All Year	School Counselor

Hannibal School District
Comprehensive k-12 School Counseling Plan
Curriculum Map 9-12
A-Academic; C-Career; P-Personal Social

Service/Activity	Assessment tools	Domain (A,B,C)	Grade Level	Timeline	Staff Involved
Freshmen/New Student Orientation Night *Foreign Exchange Students	# attending – sign in sheet	A,C,P/S	9-12	August/September	Counselors, administrators
Open House	# attending – tickets for BBQ	A,P/S	9-12	September/October	Counselors, administrators, teachers, teaching assistants
College Parent Info Night Presentation	# attending – sign in sheet	A,C	12	October	Counselors
Senior ELA Presentations *Senior year timeline *College application process * Financial Aid * Scholarships * Vocational /Military	% of 2/4 year college applications Follow up meeting data/log	A,C	12	October	Counselors
College Day field trip to CCC	# attending – attendance roster	A,C	11/12	October	Counselors
Senior Meetings *Graduation checklist *Post-secondary planning *Courses in jeopardy	% of college, vocational and military Follow up meetings	A,C	12	October/November (All year as needed)	Counselors Administrators

(meetings with parents)	data log				
CiTi (BOCES) *presentations to all ELA 10 classes (requirements) * CTE Presentation by CiTi counselors *10 th Grade Orientation Field Trip *Individual CTE visits *New Vision informational meeting *CTE interest survey *Career Expo *Transcript meetings with interested students *Online registration/academic requests	# Technical Endorsements CTE data base Comparative regional #'s	A,C A,C,P/S A,C,P/S A,C,P/S A,C,P/S A,C A,C, P/S A,C A,C	10 10 10 10 10 10 11/12 10/11 11/12	October November December January – March February February March February/March April	Counselors
AIS *Determine student needs and interventions *Assign staff and students per master schedule *Meet with students needing to take Jan/June regents exams and review interventions	Regents exam data Course grades	A,C	9-12	October/February	Counselors, teachers, administrators
Financial Aid Night	# attending – sign in sheet	C	11/12	December/May	Counselors

Scheduling *Transcript review *Course requests *Post-secondary planning *Changes *School Tool entry	Career Plans Course request sheets	A,C	9-12	January-March	Counselors
8th grade transition night presentation	# attending – sign in sheet	A,C	8	February	Counselors, administrators
Junior Parent Info Night	# attending – sign in sheet	A,C	11	March	Counselors
Scholarships *Application review *Letters of recommendation *Dollars for Scholars presentation *Awards Ceremony	# of students receiving Amount of money awarded	A	11/12	March - May	Counselors
College Night at SUNY Oswego	# attending	A,C	11	April	Counselors
“Bridge” meeting with potential students and their parents	# of students who enroll in Bridge	A,P/S	9	May	Counselors, teachers, administrators
8th grade moving up day	Surveys	A,C,P/S	8	June	Counselors, teachers, teaching assistants, administrators
Summer School Advisement	Final grades and Regents exam results	A	9 - 12	June	Counselors

Summer School Registration	% passing rate # enrollment	A	7-12	June/July	Counselors
Counseling *Personal/Individual *Group *Peer mediation *Conflict resolution *College *Career	# of appointments/referrals	A,C,P/S	9-12	Ongoing, All Year	Counselors
New Student Transition Meetings	Transcripts Grades Referrals Attendance	A,C,P/S	9-12	Ongoing, All Year	Counselors
Re-entry Meetings	Transcripts Grades Referrals Attendance	A,P/S	9-12	Ongoing, All Year	Counselors, administrators
Individual student sessions with college and military personnel	Attendance – sign in sheet # who enlist	A,C	9-12	Ongoing, All Year	Counselors
CSE/504 referrals and meetings	Agendas, minutes, IEP, Transcript Review	A,C, P/S	9 -12	Ongoing, All Year	Counselors, school psych, teachers, administration
Parent/Teacher Conferences	Grades, referrals, attendance	A, P/S	9-12	Ongoing, All Year	Counselors, teachers, administration

GradPoint recovery course coordination	Grades, attendance	A	9-12	Ongoing, All Year	Counselors, administrators
Independent study requests	Grades	A	9-12	Ongoing, All Year	Counselors, teachers, administration

The following charts outline the additional counselor services, K-8 and 9-12. These services include *individual student planning, responsive services and system support*.

**Hannibal Central School District
Comprehensive School Counseling Plan
Additional Counselor Services K-8**

I-Individual Student Planning; R-Responsive Services; SS System Support

Service/Activity	Type of Service	Grade Level	Timeline	Staff Involved
Coordinating and processing of all New York State Testing	System Support	5-8	March-June	School Counselor Administrators Teachers School Psychologists
Proctoring (State & Local Exams)	System Support	5-8	All Year	School Counselor Teachers School Psychologists
Attendance: *Review need for attendance letters	Responsive Services	K-8	Daily- Fairley Weekly- DMK	School Social Worker School Counselor Administrators Teachers School Psychologists Attendance Secretary
Discipline *Review and analyze monthly discipline data	Responsive Services	5-8	Ongoing, All Year	School Counselor School Psychologists School Social Worker Administrators
Healthy Family Night	System Support	K-4	March	School Social Worker School Psychologists

SUNY Oswego College Mentors	Responsive Service System Support	K-8	Ongoing, All Year	School Counselor School Psychologists School Social Worker Teachers
Master Schedule: *Creation/maintenance of the entire schedule as well as individual student schedules *Data driven scheduling	Individual Planning	K-8	December-August	Administrators and School Counselor
Referrals: *School-based Clinic *Preventive Services *PINS	Responsive Services	K-8	Ongoing, All Year	School Social Worker School Psychologists School Counselor Administrators Nurse
Committees: DMK *Building Leadership Team Character *Education Committee *Building/District RTI Committee *Pupil Support Team *Code of Conduct Committee *SCEP Writing Committee *DASA Committee	System Support	5-8	Ongoing, All Year	School Counselor
Committees: Fairley *PBIS Committee *FST Committee *EPIC Committee	System Support	K-4	Ongoing, All Year	School Social Worker School Psychologists Administrators Teachers
DMK DASA Coordinator	System Support	5-8	Ongoing, All Year	School Counselor
Data Informed Scheduling	Responsive Services System Support	5-8	As Needed	School Counselor
Cruzin' Kenney/Open House	System Support	K-8	September/June	School Counselor School Psychologist School Social Worker Administrators Teachers

TAA Teacher Roster Verification	System Support	5-8	October-May	School Counselor
CSE Meetings	System Support	K-8	Ongoing, All Year	School Counselor School Psychologist Teachers Administrators School Social Worker
Summer School/Summer Institute *Coordination/student qualification	Responsive Services	5-8	June	School Counselor Teachers
Mark Reporting Responsibilities: *Grade accuracy *Passing rate *Printing/disseminating report cards	System Support Responsive Services	5-8	Quarterly	School Counselor Administrators
Meetings: *Parent/Teacher meetings *Grade Level/PLC meetings *Outside service meetings *Data Meetings	Responsive Services	5-8	As Needed	School Counselor School Psychologist Teachers Administrators
RTI	Responsive Service System Support	K-8	Quarterly	School Counselor School Psychologist Teachers Administrators
Alternative Education Visit/Placement	Responsive Service System Support	5-8	As Needed	School Counselor School Psychologist Administrators
Coordination of off-site events: *Field trips *Leadership seminar *Camps	Responsive Service System Support	5-8	Ongoing, All Year	School Counselor Teachers Administrators
Staff Professional Development *Classroom management strategies *DASA Training	System Support	K-12	Ongoing, All Year	School Counselor School Psychologist School Social Worker

Hannibal Central School District
Comprehensive School Counseling Plan
Additional Counselor Services 9-12

I-Individual Student Planning; R-Responsive Services; SS-System Support

Service/Activity	Type of Service	Grade Level	Timeline	Staff Involved
College applications Letters of recommendation	Individual Planning	12	Fall/as needed	Counselors, teachers
Master Schedule	Individual Planning, System Support	9-12	Spring	Counselors, administrators
Diploma confirmation for graduation	Individual Planning	12	June	Counselors
PST Meetings	System Support, Individual Planning	9-12	Weekly	Counselors, administration, school psych, school nurse
Progress and report card review	Responsive Systems, Individual Planning	9-12	Every 5 weeks	Counselors
Cohort Tracking	Responsive Services, Individual Planning	9-12	Ongoing, All Year	Counselors, administration, teaching assistants
Attendance/discipline monitoring	Responsive Services, Individual Planning	9-12	Ongoing, All Year	Counselors, administration
Counseling webpage maintenance	System Support	9-12	Ongoing, All Year	Counselors
Seniors in jeopardy monitoring	Responsive Systems, Individual Planning	12	Ongoing, All Year	Counselors, administrators
CiTi CTE drops/adds (data base)	Individual Planning	11/12	Ongoing, All Year	Counselors
Confirm all academic requests				
Transcript *Review	Individual Planning	9-12	Ongoing, All Year	Counselors

* Translations *Requests/processing				
Professional Development *SUNY OpInform *Financial Aid *School Tool *Counselor Symposium *OSCCA Trainings	System Support	9-12	Ongoing, All Year	Counselors
Agency referrals *Mental Health *Preventive *SAFE *RHY *CPS *Farnham *Options	Responsive Services, System Support	9-12	Ongoing, All Year	Counselors, school psych, administrators, agency workers
Committees *EPIC *QIP *DASA *Scholarship *LOCY *HOBY *OSCCA *Distance Learning *NCAA Clearinghouse	System Support	9-12	Ongoing, All Year	Counselors, teachers, administrators

ACCOUNTABILITY

Advisory Council

The NYS Model for Comprehensive School Counseling requires review of the plan by an Advisory Council annually. The role of the Advisory Council is to provide input and feedback to the school counseling program. The Advisory Council reviews program goals and results and makes recommendations for improvement. Members selected share an interest and enthusiasm for the school counseling program. The Advisory Council also acts as a resource and support for the school counseling program. The advisory committee should meet at least once a year. (NYSSCA, 2015)

Membership may include (but not be limited to):

Teacher

Parent

School Counselors

School Social Worker

School Psychologist

Administrator

Community member

Student

Mental Health Professional

Advisory council members will be solicited annually through a variety of district communication vehicles.

The advisory council will convene in the fall of each year to review the plan and make recommendations for revision.

Reporting Results of Program Goals

In addition to determine how well students have met the standards and achieve the intended outcomes, the Hannibal School Counseling Program will report annually on achievement toward Program Goals.

Program Goal	Program Objective	Timeline	Staff	Assessment
To increase students' achievement of their college and career goals, the percent of graduating seniors who apply to a 2-year or 4-year college will increase by 5%.	Students will apply to two or four year colleges.	Graduation checklist meetings October. Evening parent presentations for seniors in October. Evening parent presentation for juniors in March.	School counselors	Two and Four Year College HCSD annual database
To increase the number of juniors taking the PSAT by 20%.	Students will register to take PSAT.	ELA 11 class presentations in September. PSAT exam in October.	School counselors	Number of students who challenge the PSAT as reported by College Board.
To increase the number of students taking the ACT/SAT exams by 10%.	Students will register to take one or both examinations.	ELA 11 class presentations in February. Parent evening presentation in March. ELA 12 class presentations in October. ACT exam every other month through school year.	School counselors	Number of students who challenge ACT and SAT as reported by ACT and College Board.

		SAT exam in June.		
To increase the students' use of the information database (SchoolTool) by 9 th through 12 th grade students by 10% from a baseline of 52%.	Students will access school tool to monitor academic progress.	<p>Quarterly communication at grade level student meetings.</p> <p>Communication with parents at Open House and Orientations.</p> <p>Quarterly newsletter communication with families.</p> <p>Freshmen small group counselor meetings.</p> <p>Student announcement reminders.</p>	School leadership, counselors, teachers, staff.	Student account usage report.
To increase the percent of freshmen, sophomores, juniors and seniors staying on track with their graduation 4 year Cohort by 10 %.	Students will take advantage of opportunities to earn or recover credits to stay on pace with cohort group.	Quarterly review at cohort tracking meetings.	School counselors, school psychologist, drop out counselor, interventionists, building leaders and teachers.	Student action plans will indicate student progress. Freshman will earn at least 5.5 credits; Sophomores will earn 11 credits; Juniors will earn 16.5 credits and seniors will earn 22 credits, according to the cohort tracking database.
To increase the social-emotional well-being of	A monitoring system will be developed in all	By September, 2016	School leaders, school counselors, school	Quarterly reports that include attendance,

<p>students and their connection to school, monitoring systems will be collaboratively designed and implemented through behavioral, attendance and qualitative data to inform programs designed to support the personal and social goals of individual students.</p>	<p>three school buildings.</p>		<p>psychologists, nurse, SRO and social worker</p>	<p>behavior, and academic data.</p>
<p>To explore a college and career readiness platform.</p>	<p>Students, counselors, parents and guardians from middle school/high school have ready access to academic achievement and career readiness software to engage in goal setting and planning.</p>	<p>Ongoing</p>	<p>Students, Parents/Guardians, Counselors, Leadership Staff</p>	<p>Career Planning and Portfolio</p>

