



SOUTH ORANGETOWN CENTRAL SCHOOL DISTRICT

8230R

K-12 Comprehensive School Counseling Plan 2021-2022

TABLE OF CONTENTS

- I. New York State Part 100 Regulations - School Counseling Programs Requirement**

- II. South Orangetown's 21st Century School Counseling Plan**
 - A. Comprehensive Model**
 - B. Counseling Department Foundation**
 - 1. Mission, Vision, Values and Beliefs**
 - 2. Goals and Competences**

- III. Counseling Department Management System**
 - A. Program Implementation**
 - B. Use of Time and Data**
 - C. South Orangetown Guidance Advisory Committee (SOGAC)**

- IV. Counseling Department Delivery System**
 - A. Direct Student Services**
 - B. Indirect Services**
 - C. System Support**

- V. Scope and Sequence by Program Levels (Revised 2020) Counseling Department Accountability System**

New York State Part 100 Regulations - School Counseling Programs

As per the New York State Education Department, listed in Part 100 of the Commissioner's Regulations, School Counseling/Guidance Programs are defined as follows:

- I. Public Schools: Each school district shall have a guidance program for all students.
- II. In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to effectively participate in their current and future educational programs; to help students who exhibit any attendance, academic, behavioral or adjustment problems; to educate students concerning personal safety and to encourage parental involvement.
- III. In grades 7-12, the School Counseling Program shall include the following activities and services:
 - A. An annual review of each student's educational progress and career plans, with such reviews 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 the school counselor.
 - C. Other advisory and individual or group counseling assistance to enable students to benefit from the curriculum to help students develop and implement postsecondary educational and career plans; to help students who exhibit any attendance, academic, behavioral or adjustment problems; 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; such individual or group counseling shall be provided by certified or licensed school psychologists or certified

licensed school social workers in cooperation with certified and licensed school counselors.

- IV. 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. Such plan should 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; specifications of the staff members and other resources assigned to accomplish the objectives; provisions for the annual assessment of the program results.

Note: The State Education Department of New York has released proposed changes for the regulations to be more in line with the ASCA National Model. As a district, we understand that this document is fluid as changes are released from the State.

South Orangetown's 21st Century School Counseling Plan

A 21st century counseling program is one that is results-based, comprehensive, developmentally appropriate, proactive in nature, and designed to reach every student. In order to provide a data informed program that aims to improve student achievement, school counselors must demonstrate the skills of leadership, advocacy, collaboration, and data analysis in addition to essential counseling skills. With this in mind, the South Orangetown school counselors have and will continue to utilize a variety of professional development opportunities to further develop their skills. By focusing on these areas, they are also capable of carrying out the needs of a 21st Century school counseling plan.

The South Orangetown school counselors are divided among four buildings, ranging from elementary school to high school. Our counselors are seen as leaders, advocates, and vital educators in not only their assigned building, but within the entire South Orangetown school community as

well. This is because the counselors are held to high standards of collaboration when it comes to the planning and implementation of our comprehensive school counseling program. This collaboration is guided by the belief that students should always be put first; a belief that has been woven into every aspect of the school counseling plan. In order to promote student success and close existing achievement gaps, the comprehensive plan incorporates a variety of direct and indirect support services.

Our comprehensive school counseling model values content, process, and accountability. School counselors are integral participants in collaborative programs that guide student achievement. Collaborating with teachers, administrators, community members, and families provides school counselors with information that can direct their programs. New York State school counselors with the support of superintendents, principals, and local boards of education, can analyze and assess school counseling programs, implement programs through a variety of delivery systems, and maintain an accountability system that demonstrates effectiveness.

The National Standards for School Counseling Programs (1997) and the *National Model for School Counseling Programs*, both developed by the American School Counseling Association (ASCA), have shifted the focus of school counseling from a student-by-student system to a comprehensive and developmental program that focuses on academic, career, and personal/social development for every K – 12 student. We followed the recommendation to add specialized school counselors (Prevention Counselors) to support our most at-risk students.

The transformations that continue to occur in our comprehensive school counseling program will help meet the demands of the 21st Century educational system and will increase the continuity of services that we provide to our students in all buildings. The services provided by our school counselors play significant roles in the closing of a variety of gaps and are a benefit to student learning. We believe our program, which will continue to adapt with educational changes and data results, can and will profoundly contribute to helping South Orangetown maintain its position as one of the finest educational systems in our state.

The Comprehensive Model

The comprehensive school counseling program is a framework for the systematic development, implementation, and evaluation of school counseling programs. The comprehensive school counseling plan was designed in a way that:

- Acknowledges the work of school counselors as advocates for students.
- Creates data informed counseling programs that support diverse student populations.
- Helps to close learning gaps.
- Aims to reach all students through the use of exemplary strategies that assess academic, career, and social/emotional progress.
- Is guided by developmentally appropriate and goal-oriented student competencies.

The process for delivery of the National Standards linked to the state standards is accomplished by utilizing each of the four components of the comprehensive model. The four main components of the model are:

- **The foundation** of the program, which addresses the belief and mission that every student will benefit from the school counseling program.
- **The management system** that presents the organizational process and tools needed to deliver a comprehensive school counseling program. These processes and tools include: agreements or responsibilities, use of data, action plans, time and task analysis, and monthly calendars.
- **The delivery system, which** defines the implementation process and the components of the comprehensive model (guidance curriculum, individual planning with students, responsive services, and system support).

- **The accountability system, which helps school counselors demonstrate the effectiveness of their work in measurable terms such as,** impacts over time, performance evaluation, and a program audit.

The National Model for School Counseling Programs speaks 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.”** A commitment to accountability shifts public perception from questions such as “what do school counselors really do?” to showing how school counselors are key players in the academic success for all students. While we will use the model as a guide, we will be progressive in our thinking, always evaluate, and update what we are doing based on what is in the best interest of the students.

South Orangetown Central School Counseling Department Foundation

School District Vision Statement

The South Orangetown School District’s vision is to ELEVATE, ENGAGE and INSPIRE our students by building a culture of:

- High expectations where students will possess the knowledge and skills that will prepare them for a variety of post-graduation options (ELEVATE)
- Healthy, productive, and supportive relationships between students, staff, families, and the community (ENGAGE)
- Equitable access to opportunities in order for students and staff to pursue their full potential as responsible citizens and lifelong learners (INSPIRE)

Counseling Mission Statement

The mission of the South Orangetown School Counseling Department is to meet the individual needs of all students by providing them with support, information, resources, and guidance through a comprehensive developmental school counseling program. The services provided

by the South Orangetown school counselors empower students to develop the knowledge, skills, abilities, and character needed to pursue their individual goals and become contributing members of our society. Our counselors view their role as an integral part of elevating, engaging and inspiring our students.

Counseling Vision Statement

It is the vision that students graduating from South Orangetown Central School District will be college and career ready and will have the skills needed to maximize their academic success and social/emotional development. The comprehensive school counseling program supports students through a rigorous curriculum while providing a variety of opportunities for self-directed growth to become contributing and healthy members of a competitive global society.

South Orangetown School Counselor Belief Statements

Counselors at South Orangetown believe that students learn best when:

- Counselors serve as active, positive role models following ethical standards.
- Counselors advocate for all students and develop strong collaborative relationships with their students and families.
- They are challenged and actively involved through methods of instruction.
- Counselors are responsive to their developmental needs.
- Personal responsibility for learning is cultivated and developed.
- The subject matter is relevant and taught by motivated and well-prepared staff.
- Clear academic and behavioral expectations are communicated and understood.
- Their individual strengths and efforts are encouraged and recognized, and specific and timely feedback on their performance is provided.
- A school community where all model respect, acceptance for differences, and civility.

- Their families are encouraged to take an active, supportive role in their education and basic human needs (shelter, nutrition) are met.
- Valid data is used to inform decisions.

Annual Goals

Program goals are developed annually in alignment with the vision, mission and the goals of the district, school and department. The goals will serve to guide the curriculum and corresponding action plans. Yearly goals are developed at the beginning of the school year in collaboration with the district administration and shared with the Board of Education. The goals set forth for the 2021-2021 school year are:

- To reduce chronic absenteeism across the district and within the specific subgroups as identified in our annual ESSA report.
- To increase supports and opportunities for all students to promote equity in programs preparing them to be college and career ready based on the strengths of each individual student.
- To provide insight, guidance and have ongoing dialogs with families and students to support them in graduating on time.
- To develop strong partnership within our community and our larger world to enhance student opportunities for exploring careers and colleges.
- To continually review our social-emotional learning, mental health and guidance curriculums to ensure we are following best practices and meeting the state standards.

Student Competencies

As a result of a comprehensive counseling program, students should demonstrate the following mindsets and behaviors:

- **Academic Development** – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student’s ability to learn.
- **Career Development** – Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the lifespan.
- **Social/Emotional Development** – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills. Including the fostering of a growth mindset.
- **Mental Health** – Standards guiding school counseling programs to implement lessons and activities focused on supporting a greater understanding of mental health, destigmatizing mental illness and a focus on the prevention of substance use.

School counselors use these standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential. To operationalize the standards, school counselors select competencies that align with the specific standards and become the foundation for classroom lessons, small groups and activities addressing student developmental needs. The competencies directly reflect the vision, mission and goals of the comprehensive school counseling program and align with the district’s mission.

Professional Competencies

Counselor Competencies and Ethics

The South Orangetown school counselor will reference the ASCA School Counselor

Competencies (2010) as an outline of the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate their comprehensive, developmental, results-based school counseling programs.

The South Orangetown school counselor will reference BOE Policy 6110 Code of Ethics for BOE, Profile of a South Orangetown Employee and District Personnel and the ASCA Ethical Standards for School Counselors (2010) for specific ethical behaviors necessary to maintain, the highest standard of integrity, leadership and professionalism.

South Orangetown Central School Counseling Department Management System

The management system incorporates organizational processes and tools to ensure that the South Orangetown school counseling program is organized, concrete, clearly delineated, and reflective of the school's needs.

Program implementation - Each counseling department level in collaboration with the administrative team will decide how students will be assigned to counselors to ensure that each student has access to the counseling program. In addition, counselors will allocate time to:

- deliver lessons,
- provide individual student planning,
- provide responsive services,
- managing system support.

During the school year, counselors should monitor their time and determine the percentage of time spent in each component of the school counseling program as means to improve and assure that all program components are being addressed.

Use of Calendars: Monthly calendars are used by counselors to guide program delivery. The South Orangetown School Counseling Department has developed monthly calendars that reflect the school's mission and the vision of having a comprehensive school counseling curriculum. The 2019-2020 annual calendar provided a baseline for the school counseling program moving forward and will help guide the creation of annual calendars. These calendars will be shared out with the community beginning in 2020-2021 school year.

Use of Data - A comprehensive school counseling program is data informed. School counselors must show that each activity implemented is part of the program, and was developed from analysis of the students' needs, achievements, and/or related data. To do this, school counselors need to evaluate process, perception, and results data.

At each level (Elementary, Middle, and High School), School counselors will review and discuss needs for the student population. This may include review of graduation rates, attendance, and achievement data. For every desired competency and result there must be a plan how the desired competency will be achieved. Each action plan should include: competencies addressed, description of activity, timeline in which the activity will be completed, who is responsible for delivery, means of evaluating student success, expected results.

Each counseling department will decide on a plan of action to meet student need. Counselors and the school district leadership team will agree on how services will be assigned to specific counselors.

College & Career FEC Partnership - The SOCSO Family Engagement Center will continue to support the development of Community Partnerships. The goal of this partnership is to support and enhance the use of community partnership in developing college and career readiness skills, being a resource for families in need of additional resources and parent trainings.

South Orangetown Counseling, College and Career Advisory Council (SOC³AC).

Leadership from **SOC³AC** shall present at a designated Board of Education meeting at least twice (2) per year, providing an overview of progress and plans for continued work of the **SOC³AC**. **These presentations may be embedded in the plans shared out by the building level administrators and the annual District Data presentation.**

Acknowledging that the **SOC³AC** is advisory in nature and is not intended to subvert or supersede the responsibilities or authority of administrative staff, the **SOC³AC** shall provide on-going advisement on the following areas:

- Communicating student, parent/guardian and community perspectives to the counselors and the applicable administrator
- Communicating accurate and timely information to the school community
- Securing information for parents and community members who don't know where to turn for help.
- Supporting guidance programs and services designed to enhance the educational experience for students and parents/guardians.

Assessing student services and, when necessary, acting as an advocacy group to enhance and improve counseling services to students.

- Supporting organizational functions linked to the Counseling, College and Career Center
- Participating in various sub-committees on topics that support the counseling goals and objectives and services to benefit the students.

Advisory council membership is reflective of the South Orangetown community.

South Orangetown Central School Counseling Department Delivery System

Direct Student Services

The counseling curriculum provides developmental activities that address academic, career and personal/social needs of students K-12. This is accomplished through:

- **Classroom Activities:** school counselors present lessons in the classroom.
- **Group Activities:** school counselors conduct group activities outside of the classroom to address student's particular needs.
- **Curriculum Maps:** the South Orangetown Counseling Department is currently revamping their curriculum maps. Each program level identifies desired results, assessment evidence, and a learning plan. The curriculum maps will be fluid documents shared out in the 2020-2021 school year.

Individual Student Planning

Counselors monitor students' progress so they may achieve success in academic, personal/social, and career areas. This may be accomplished through:

- **Individual or Small Group Appraisal:** Work with students in analyzing and evaluating abilities, interests, skills, and achievement.
Individual or Small Group Advisement: Work directly with students on achieving success in personal/social, academic, and career areas.
- **Case Management:** Monitor individual students' progress.
- **Placement:** Collaborate with school staff in determining the best educational setting for students as they meet their academic and social goals.

Responsive Services

School counselors provide support and interventions to meet the needs of students. This is accomplished through:

- Individual and Small Group Counseling: Counseling is provided for students experiencing social, emotional, personal, or academic difficulties.
- Crisis Counseling: Short term counseling that is provided to students, families or staff as an immediate intervention to a crisis.

Indirect Student Services

- Referrals: School counselors provide families with a variety of resources, both inside and outside of school, to better serve our students.
- Consultation: School counselors collaborate with families, school staff and community agencies to develop interventions for students.
- Interdisciplinary Activities: School counselors collaborate with school staff to implement curriculum across content areas.
- Recommendations: Counselors are often called upon to write letters of recommendation to assist students/parents in achieving their personal goals or to gain admittance to certain programs.

System Support

School counselors assess the effectiveness of the counseling program. This is accomplished through:

- Teaming: School counselors participate in district wide and building committees.
Professional Development: School counselors regularly participate in training, conferences, and meetings to update knowledge and skills.
- Program Promotion: School Counselors provide orientation and information regarding the programs to the greater community via websites, counseling newsletters and presentations.

- Program Management and Evaluation: School counselors regularly collect and analyze data to evaluate the program and continue updating program activities.

Scope of Guidance Curriculum by Program Levels

Regulation	Related Information	Implementation K-5	Implementation 6-8	Implementation 9 -12
100.2(j)(2)(i)(c) School counseling/ guidance core curriculum instruction shall be for the purpose of addressing student competencies related to career/college readiness, academic skills and social/emotional development by a certified school counselor(s).	The program must include lessons provided in classes and/or small groups addressing specific and relevant student competencies in career/college readiness, academic skills and social/emotional development. These lessons must be provided by a school counselor.	Consultations with teachers; Individual, small group, and classroom social emotional learning lessons	Individual and group counseling. Classroom lessons on character traits, social skills, and academic success skills. Grade level groups to address expectations and skills needed to be successful at each grade level. Transition activities 5/6 and 8/9.	Grade 9-12- Individual meetings with students addressing academic, career, and social goals. Grade 9- Small group meetings to monitor and expound aforementioned goals. Grade 10- Small group meetings to introduce and register students to Naviance at which time career and personality interest inventories will be completed and discussed. Grade 11-meetings with individual students and families to discuss postgraduate planning including career and educational planning. Grade 12- assist seniors in individual meetings with college applications, career goals, post graduate planning as well as monitoring on going social emotional needs.
100.2(j)(2)(l)(d) Other direct student services which may include, but need not be limited to, responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement, for the purpose of enabling students to benefit	The comprehensive developmental school counseling/guidance program includes both broad and targeted services for students. Direct services are in person interactions with students, individually or in groups. The purpose of these services is to help students access their education by removing barriers to learning. It	Individual, small group, and classroom social emotional lessons which aim to develop social/emotional skills such as increasing student's awareness of social and environmental cues, developing and maintaining friendships, increasing emotional vocabulary, recognizing when our	Crisis intervention, individual and group counseling. Risk assessment for suicidal ideation. Referrals to outside resources, assistance with arranging outside resources (BHRT, IDT, counseling, tutoring) Attend workshops regarding resources available. Collaboration and communication with outside support services	Individual crisis counseling and small group crisis counseling based on parent, teacher, and self-referrals; programming, which includes group counseling; building level individual counseling based on self-referral, parent referral, or teacher referral; Test Anxiety workshop offered; Mindfulness workshop offered. School Counselors- Individual counseling as needed to implement academic interventions and supports. Family/teacher/administrative contact as needed. Develop strategy between student, parent and school defining responsibilities of each

<p>from the curriculum, assisting students to Develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement.</p>	<p><i>Includes the development of long-term planning including post-secondary education and career plans, as well as consideration for ways to encourage parental involvement.</i></p>	<p>Emotional state is changing, and strategies that can be implemented to help regulate these changes. Work with the Character Education committee to help to develop the word of the month assemblies and integrate aspects of the RULER social emotional learning program into our school.</p>	<p>(therapists, doctors, CPS/FAR caseworkers, tutors, IDT, hospitals, out/in patient treatment facilities). Member of CST, CSE, RTI, School Support, attendance and participation in PTA meetings, board meetings, facilitate parent/team meetings</p>	<p>Stakeholder. This could involve adding academic supports such as adding a learning center, reviewing office hours, learning institutes etc... Grade 10 career and interest survey, Naviance DO WHAT YOU ARE; Grade 11- Individual junior college conferences with student, counselor and parent exploring career goals and matching those goals with appropriate colleges and academic programs. Grade 12- Assist seniors in fine-tuning college application lists and college application process in individual and small groups.</p>
	<p><i>Direct services to address attendance, academic, behavioral or adjustment concerns provide the primary outcomes data for the school counseling/guidance program.</i></p>	<p>Crisis counseling is provided as needed as well as behavioral plans and Parent conferences to address behavior. .RTI and CST meetings to support teachers in the classroom.</p>	<p>School Support Team, CST, CSE, Administrative guidance meetings, data review meetings for attendance/grades, referral to social worker and outside resources, PINS, SRO. Facilitate meetings with parents to address concerns. Articulation across schools and grade levels.</p>	<p>CST, CSE, weekly counseling/administrative meetings, department-level meetings to review data/attendance/grades/curricular requirements, referral to social worker, PINS, Partnership for Safe Youth, SRO, and outside services. Facilitate meetings with parents to address concerns. Articulate with SOMS regarding student needs.</p>

<p>100.2(j)(2)(i)(d) (cont.) Nothing herein shall prohibit certified or licensed school psychologists or certified or licensed school social workers pursuant to Part 80 of the Commissioner's regulations from providing other direct student services within their applicable scope of practice.</p>	<p><i>This regulation recognizes that direct student services are provided by school counselors as well as other certified or licensed professionals such as school psychologists and school social workers. This sentence further clarifies that there are services that can and should be provided by certified or licensed professionals beyond the scope of the comprehensive developmental school counseling/guidance program, and such scope of practice should not be diminished by this regulation. In general, the program is designed for school counselors to provide the broad comprehensive developmental school counseling/guidance program for all students and initial targeted services as needed.</i></p>	<p>School Counselors shall provide counseling services for all K-5 students as identified by counselor, student, parents and teachers. As such, school counselors will also serve as the primary first contact for student counseling needs. As needed counselors will work in collaboration with school psychologists and social workers referring to such resources when appropriate. Such cases will be discussed when possible at weekly CST meeting.</p>	<p>School Counselors shall provide counseling services for all 6-8 students as identified by counselor, student, parents and teachers. As such, school counselors will also serve as the primary first contact for student counseling needs. As needed counselors will work in collaboration with school psychologists and social workers referring to such resources when appropriate. Such cases will be discussed when possible at weekly CST/SST meeting.</p>	<p>School Counselors shall provide counseling services for all 9-12 students as identified by counselor, student, parents and teachers. As such, school counselors will also serve as the primary first contact for student counseling needs. As needed counselors will work in collaboration with school psychologists and social workers referring to such resources when appropriate. Such cases will be discussed when possible at weekly CST meeting.</p>
	<p><i>Where appropriate to meet student need, referral for the additional support of a school psychologist or school social worker can be provided through the indirect student services.</i></p>			

<p>100.(j)(2)(i)(e) Indirect student services may include but need not be limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy, and teaming.</p>	<p><i>Indirect services are those services provided on behalf of students.</i></p>	<p>Lead in-service for staff about the RULER program and behavioral principles. Consult with teachers about behavioral modifications that can be made within the classroom and if they are not successful than help to make counseling referrals; provided guidance in issues concerning CPS; we gain consent to speak with private practitioners of counselees; referrals made to private providers when necessary; make referrals to IDT when necessary.</p>	<p>Referrals to outside resources, assistance with arranging outside resources (BHRT, IDT, counseling, tutoring) Attend workshops regarding resources available. Collaboration and communication with outside support services (therapists, doctors, CPS/FAR caseworkers, tutors, IDT, hospitals, out/in patient treatment facilities)</p>	<p>Crisis manual developed for staff; in service for staff about crisis prevention and response, how teachers can make counseling referrals, and how to manage CPS issues; we gain consent to speak with private practitioners of counselees; referrals made to private providers when necessary.</p>
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SCOPE of SOCIAL-EMOTIONAL LEARNING BY GRADE LEVEL

SEL DATA COLLECTION	WOS	CLE	SOMS	TZHS
<p><i>Goal 1: Develop self-awareness and self management skills essential to success in school and in life.</i></p>				

<p>A. Identify and manage one's emotions and behavior</p>	<p>K-2: Introduction of the mood meter and pairing the feeling words curriculum with our Character ed word of the month; Push in lessons that are designed to teach students about behavior and how it can impact others; Individual and group counseling; Lessons taught concerning expected behaviors in the different school environments (i.e. hallway, library, PE, outdoor recess, indoor recess). Character education - monthly assemblies/ word of the month</p>	<p>3-5 - Character education - monthly assemblies/ word of the month (Classroom and school-wide projects and activities help reinforce understanding and development of the skill/ trait/ behavior of the word). School-wide implementation and use of Anchors of emotional intelligence (RULER). Regular classroom push in lessons and activities developed to reinforce understanding of types of feelings, body language, body cues, as well as language to help label, discuss, and problem solve situations (personal, peer, family, etc.) utilizing appropriate communication and coping Strategies. Enrichment Yoga/ Meditation</p>	<p>Grade 6 Mood Meter Lesson and implementation Grade 6 Friendship Groups Lesson Grade 6 Mix It Up Day Grade 7 Stress Mgmt. Lesson (in Health classes) Digital Citizenship Week No Name Calling Week Bullying Prevention Month Building Level Individual and Group Counseling (possibly shared w/school psych and/or social worker) Grade 6 Adolescence and puberty Grade 6 Child abuse/child rights Grade 6 Seven habits of a highly effective student 7th and 8th mental health progression</p>	<p>Students in grades 9-12 are seen as needed or requested for ongoing counseling which can include addressing, identifying and managing student emotional and behavioral concerns as identified by others And/or students. Grade 9 Small Group meetings to meet counselors and discuss transition to the high school as well as inform students or various supports available to them. Grade 10: Small Group meetings to introduce students to the Naviance program where personality and Interest inventories are explored and discussed. Grade 11: NAMI- National Alliance Mental Health Illness. TZHS provided lesson/discussion with young adult with mental health issues and NAMI resources for support group. TZHS Health- student research project is given on mental health topic of student choice. Lesson plans that target substance abuse and how it relates to mental health illnesses.</p>
<p>Recognize personal qualities and external supports.</p>	<p>Meta Moment lessons which focus on identifying our best self's; Character Ed words of the month and accompanying activities. Mindfulness activities being introduced in the classrooms</p>	<p>Character Ed word of the month, Classroom Push-In lessons/ activities, Book discussions, Enrichment Yoga/ Meditation/ Running</p>	<p>Transition Activities 5/6 and 8/9 Invisible Mentor Individual and Group Counseling School Support Team RTI Child Study Team Circle of Courage Lesson (gr 7) Center for safety and change</p>	<p>TZHS- Health-Resiliency- Alcohol Unit- Discussion of decisions making and recovery from bad destructive decisions. TZHS Mental Health Discussion- CANDLE Center-counseling services at TZHS. Center for Safety Change discussion of Reporting, counseling and recovery. Lessons on Advocacy, and empowerment. Building Blocks of bullying and substance abuse are learned through mock student situations.</p>
<p>Demonstrate skills related to achieving personal and academic goals.</p>	<p>Individual and group counseling</p>	<p>Individual and group counseling</p>	<p>Invisible Mentor High School Course Advisement Annual Review Meetings Individual and Group Counseling Annual Grade Level Groups Grade 7 Study Skills Lesson 6th, 7th, and 8th Grade decision making 6th, 7th, and 8th Goal setting</p>	<p>Yearly Course Advisement for all students; Annual Review Meetings; Individual and Group Counseling; Annual Grade Level Groups. TZHS Health Decision Making situations throughout the curriculum. Student surveys on google survey, Kahoot it and other assessments to reflect on Personal choices regarding substance abuse and student growth.</p>

<p>Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships.</p>				
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<p>Recognize the feelings and perspectives of others.</p>	<p>Start with Hello; Character Ed words of the months and accompanying activities</p>	<p>Start With Hello, Character Ed Word of the Month, Classroom Push-in lessons, Enrichment Yoga/ Meditation/ Running</p>	<p>Empathy Teaching tolerance Respect Character lessons Start With Hello Activities Digital Citizenship Week No Name Calling Week Bully Prevention Month Grade 6 Mood Meter Lesson Grade 6 Mix It Up Day Grade 6 Friendship Group Lesson Individual and Group Counseling Social Skills Groups and Institute Circle of Courage Lesson (gr 7)</p>	<p>Start with Hello; Teaching Tolerance; TZHS- Building Blocks of Bullying -The building blocks examine why students may hold certain views regarding Tolerance. Students receive various speakers that have overcome Challenges and gain empathy and strength from examining their personal stories. The speakers include; Donate Life, Living with HIV, recovery speaker, and athletes in recovery.</p>
<p>Recognize individual and group similarities and differences.</p>	<p>Character Ed words of the month and accompanying activities</p>	<p>Character Ed Word of Month, Classroom Push-in lessons, Enrichment Yoga/ Meditation/ Running</p>	<p>Grade 6 Mix It Up Day Grade 6 Friendship Groups Lesson, Circle of Courage Lesson (gr7) Social Skills Groups and Institute Individual and Group Counseling</p>	<p>Individual and Group Counseling; GSA, Social Justice Club, Peer Leaders TZHS- Club Health Students Against Destructive Decisions (SADD CLUB) TZHS- Pairing of students during Health Lessons- Hello Campaign Sandy Hook Promise</p>
<p>Use communication and social skills to interact effectively with others.</p>	<p>Character Ed words of the month assemblies and accompanying activities; Mood meter lessons; Enrichment groups; Individual and Group lessons; Push in lessons by psychologists</p>	<p>Character Ed Word of Month assemblies and activities, Classroom Push-in lessons, Enrichment Yoga/ Meditation/ Running</p>	<p>Validations Grade 6 Mix It Up Day Classroom Lessons on Character Traits Grades 6/7/8 Social Skills Groups Individual and Group Counseling Grade 6 Mood Meter Lessons No Name Calling Week Digital Citizenship Week Bullying Prevention Month Conflict Resolutions Group work/charters</p>	<p>Individual and Group Counseling, GSA, Social Justice Club, Peer Leaders;</p>
<p>Demonstrate the ability to prevent, manage, and resolve Interpersonal conflicts in constructive ways.</p>	<p>Character Ed words of the month and accompanying activities; use of resolution corner in PE class</p>	<p>Character Ed Word of Month, Anchors of Emotional Intelligence (RULER) Classroom Push-in lessons, Enrichment Yoga/ Meditation/ Running</p>	<p>Classroom Lessons: Friendship Groups (gr 6), Relational Aggression (gr 7) Social Skills Groups Individual and Group Counseling Conflict Resolutions Peer meditation and peer leadership Coping strategies Decision making</p>	<p>Individual and Group Counseling; Conflict Resolution, GSA, Teaching Tolerance, "See Something, Say Something"</p>

<p>Goal 3: Demonstrate ethical decision-making skills and responsible behaviors in personal, School and community contexts.</p>				
<p>Consider ethical, safety, and societal factors in making decisions.</p>	<p>Individual and group counseling; Character ed words of the month and accompanying activities</p>	<p>Character Ed Word of Month, Anchors of Emotional Intelligence (RULER) Classroom Push-in lessons, Enrichment Yoga/ Meditation/ Running</p>	<p>Values Morals Culture Two sides activity Carousel activity Classroom Lessons: Power of One (gr 7) Individual and Group Counseling Collaboration with SADD Club and GSA on school-wide activities Collaboration with School Support Team, SRO, and social worker</p>	<p>Individual and Group Counseling, CANDLE, GSA, Course Advisement. TZHS Stop DWI (Marijuana, Alcohol, Internet)</p>
<p>Apply decision-making skills to deal Responsibly with daily academic and social situations.</p>	<p>Meta moment lessons; Individual and group counseling; Push in lessons by psychologists</p>	<p>Character Ed Word of Month, Anchors of Emotional Intelligence (RULER) Classroom Push-in lessons, Enrichment Yoga/ Meditation/ Running</p>	<p>Classroom Lessons: Study Skills Lesson, Character Traits, Relational Aggression, Circle of Courage Individual and Group Counseling Social Skills Institute Academic Counseling/Course Advisement (individually and in groups) Grade Level Groups</p>	<p>Individual and Group Counseling, Course Advisement, TZHS Health NAMI discussion on Mental Health, South Ambulance Corp -Mental Health First Aid, CPR</p>
<p>Contribute to the wellbeing of one's school and community</p>	<p>Character Ed words of the month and accompanying activities</p>	<p>Character Ed Word of Month, Anchors of Emotional Intelligence (RULER) Classroom Push-in lessons, Enrichment Yoga/ Meditation/ Running</p>	<p>Classroom Lessons: Power of One, Circle of Courage Individual and Group Counseling Peer Tutoring Collaborating with students on individual projects Advocating for students with special interests Finding community resources for volunteer work, etc. Yoga Wellness LGBTQ Mindfulness School clubs</p>	<p>Discussion of community service activities; peer tutoring; Peer Leaders; VAASA, SADD, Teaching Tolerance; Citizen Leadership curriculum TZHS Health- Youth Ambulance Corp. Police Academy, Youth Court, LGBTQ (GSA) Club, Candle presents in Health classes LGBTQ education. Social Justice Club, TZ Athletics, United Club</p>

SCOPE of MENTAL HEALTH

1. <i>Self-Management</i> <i>Develop self-awareness and self-management skills essential for mental health.</i>	WOS	CLE	SOMS	TZHS
Self-care to promote mental health and overall well-being	Group counseling and individual counseling	Character Ed Word of Month/ Assemblies/ Activities, Classroom Push-in lessons, Enrichment Yoga/ Meditation/ Running, Individual & Group Counseling	Group and Individual Counseling to encourage Participation In new activities, Clubs, groups, etc. Mood Meter Lesson Mindfulness Lessons Classroom Lessons Referrals to outside agencies Help Card Attendance at Professional Development Conferences Mental Health/First Aid Training Open Parachute Curriculum	If a student is identified as needing more, specialized intervention, referrals are made to school social worker or school psychologist as appropriate. Coping strategies, mindfulness and family support are also provided through these interventions. Open Parachute Curriculum
Resiliency	Group counseling and individual counseling	Character Ed Word of Month/ Assemblies/ Activities, Classroom Push-in lessons, Enrichment Yoga/ Meditation/ Running, Individual & Group Counseling	Group and Individual Counseling Mood Meter Lesson Mindfulness Lessons Classroom Lessons Referrals to outside agencies	Group and Individual Counseling Mood Meter Lesson
Feelings	K-2: Introduction of the mood meter and pairing the feeling words curriculum with our Character word of the month; Push in lessons that are designed to teach students about behavior and how it can impact others; Individual and group counseling; Lessons taught concerning expected behaviors in the different school environments (i.e. hallway, library, PE, outdoor recess, indoor recess)	Character Ed Word of Month/ Assemblies/ Activities, RULER/ Anchors of Emotional Intelligence work, Classroom Push-in lessons, Enrichment Yoga/ Meditation/ Running, Individual & Group Counseling	Group and Individual Counseling Mood Meter Lesson Referrals to outside agencies Open Parachute Curriculum	Group and Individual Counseling Mood Meter Lesson Referrals to outside agencies Open Parachute Curriculum
2. <i>Relationships Develop healthy relationships to promote mental health</i>				

Communication Skills	Character Ed Word of Month/ Assemblies/ Activities, Classroom Push-in lessons,	Character Ed Word of Month/ Assemblies/ Activities, Classroom Push-in lessons, Enrichment Yoga/ Meditation/ Running, Individual & Group Counseling	Butterfly Project PTA Assemblies Social Skills Institutes Group and Individual Counseling Classroom Lessons School Wide Activities PTA Workshops Parent Communication/Education	Group counseling Group and Individual Counseling
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Empathy, Compassion, Acceptance		Character Ed Word of Month/ Assemblies/ Activities, Classroom Push-in lessons, Enrichment Yoga/ Meditation/ Running, Individual & Group Counseling	Social Skills Institutes Group and Individual Counseling Classroom Lessons	Group counseling Group and Individual Counseling
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Gratitude, Forgiveness	Character Ed Word of Month/ Assemblies/ Activities, Classroom Push-in lessons,	Character Ed Word of Month/ Assemblies/ Activities, Classroom Push-in lessons, Enrichment Yoga/ Meditation/ Running, Individual & Group Counseling	Social Skills Institutes Group and Individual Counseling Classroom Lessons	Group and Individual Counseling
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3. Resource Management <i>Develop skills to utilize personal and community resources related to mental health. Know what, when, where and how to ask for help for self and others.</i>				
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What to ask for help for self and others	Mood Meter Training	Character Ed Word of Month/ Assemblies/ Activities, Classroom Push-in lessons, Enrichment Yoga/ Meditation/ Running, Individual & Group Counseling	Grade 5/6 and 8/9 Transition 6th Grade Orientation Presentation Help Card Invisible Mentor Grade Level Groups Individual and Group Counseling Providing Outside and Community Referrals Open Parachute Curriculum	TZHS Health Decision Making situations throughout the curriculum Open Parachute Curriculum
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When to ask for help for self and others	Mood Meter Training	Character Ed Word of Month/ Assemblies/ Activities, Classroom Push-in lessons, Enrichment Yoga/ Meditation/ Running, Individual & Group Counseling	Help Card Invisible Mentor Grade Level Groups Individual and Group Counseling	Group and Individual Counseling
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Where to ask for help for self and others	Help Card	Character Ed Word of Month/ Assemblies/ Activities, Classroom Push-in lessons, Enrichment Yoga/ Meditation/ Running, Individual & Group Counseling	Help Card' Open Parachute Curriculum	Help Card Open Parachute Curriculum
How to ask for help for self and others	Help card	Character Ed Word of Month/ Assemblies/ Activities, Classroom Push-in lessons, Enrichment Yoga/ Meditation/ Running, Individual & Group Counseling	Help Card Invisible Mentor Grade Level Groups Individual and Group Counseling	Group and Individual Counseling

South Orangetown Central School Counseling Department Accountability System

To achieve the best results for students, South Orangetown school counselors will regularly evaluate their program to determine its effectiveness. South Orangetown school counselors use accountability strategies to monitor student achievement and to evaluate and improve the school counseling program. The school counseling program components may be assessed through Data Analysis, Program Results, Evaluation, and Improvement.

Data Analysis - Counselors collect, analyze, and report data by specific subgroups and ensure that decisions about student instruction and learning are driven by achievement data for every subgroup. The process begins with needs and strengths assessment and moves through what changes need to be made. The use of data replaces hunches and hypotheses with factual information instead and guides the school counselor and student support staff in planning and delivering learning support programs for all students.

Program Results - Counselors analyze the school counseling program using information collected through process, perception, or outcomes data samples. This data will be used to inform decisions related to program improvements. The South Orangetown School Counseling Advisory Council along with each counseling department will review the programs to identify trends and areas of success and areas in need of improvement.

Evaluation and Improvement - Program evaluation and improvement has four components:

1. Self-analysis of the school counselor's strengths and areas of improvement using the School Counselor Competencies Assessment,
2. Self-analysis of the school counseling program's strengths and areas of improvement,
3. Evaluation of the school counselor's performance using the South Orangetown APPR document
4. Review of program goals created at the beginning of the year.

We strive to meet the needs of our individual student's and continue to build programs and supports as our student's needs evolve. Certainly, as we return from the COVID-19 school closure, we will closely monitor and assess the needs of students academically, social-emotionally and adjust our plan accordingly.