

# **Susquehanna Valley CSD**



## **Comprehensive GUIDANCE PLAN**



Susquehanna Valley Central School District

District Guidance Plan

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The role of the school counselor has changed just as education continues to evolve. The Susquehanna Valley Central School District's school counseling plan serves as a manual and guide for counselors and administrators in clarifying the role of the school counselor.

## **SUSQUEHANNA VALLEY CENTRAL** **SCHOOL COUNSELING**

### **Comprehensive Model**

The comprehensive and developmental school counseling program supports the district's mission and goals. It is driven by student data and based on the American School Counselor Association (ASCA) National Model. The ASCA National Model framework consists of four components: foundation, delivery, management and accountability.

- **The foundation** of the program addresses the belief and mission that every student will benefit from the school counseling program.
- **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 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 accountability system** which helps school counselors demonstrate the effectiveness of their work in measurable terms such as impacts over time, performance, evaluation, and program audit.

### **FOUNDATION**

#### **VISION**

Our School Counseling Program vision is to provide a caring, supportive environment for all students to be successful academically, socially and emotionally.

#### **MISSION**

The mission of the Counseling and Guidance Program is to reach all students through a comprehensive program that will assist all students in acquiring the skills, knowledge and attitudes needed to become self-confident, healthy, responsible and productive citizens. The program addresses the personal/social, educational and career development needs of all students. In partnership with other educators, parents or guardians and the community, the counseling and guidance program facilitates the growth and development of all students.

**SCHOOL COUNSELING MINDSETS AND BEHAVIORS**

The American School Counseling Association's (ASCA) National Standards focus on student development in two broad areas: mindsets and behaviors.

**Mindsets**

- M1.** Belief in development of whole self; including a healthy balance of mental, social/emotional and physical well-being
- M2.** Self-confidence in ability to succeed
- M3.** Sense of belonging in the school environment
- M4.** Understanding the postsecondary education and life-long learning are necessary for long-term career success
- M5.** Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M6.** Positive attitude toward work and learning

**Behaviors****Learning Strategies:**

- B-LS 1.** Demonstrate critical thinking skills to make informed decisions
- B-LS 2.** Demonstrate creativity
- B-LS 3.** Use time management, organizational and study skills
- B-LS 4.** Apply self-motivation and self-direction to learning
- B-LS 5.** Apply media and technology skills
- B-LS 6.** Set high standards of quality
- B-LS 7.** Identify long- and short-term academic, career and social/emotional goals
- B-LS 8.** Actively engage in challenging coursework
- B-LS 9.** Gather evidence and consider multiple perspectives to make informed decisions
- B-LS 10.** Participate in enrichment and extracurricular activities

**Self-Management Skills:**

- B-SMS 1.** Demonstrate the ability to assume responsibility
- B-SMS 2.** Demonstrate self-discipline and self-control
- B-SMS 3.** Demonstrate the ability to work independently
- B-SMS 4.** Demonstrate the ability to delay instant gratification for long-term rewards
- B-SMS 5.** Demonstrate perseverance to achieve long- and short-term goals
- B-SMS 6.** Demonstrate ability to overcome barriers to learning
- B-SMS 7.** Demonstrate effective coping skills when faced with a problem
- B-SMS 8.** Demonstrate the ability to balance school, home and community activities
- B-SMS 9.** Demonstrate personal safety skills
- B-SMS 10.** Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

*Susquehanna Valley CSD ~ Guidance Plan***Social Skills:**

**B-SS 1.** Use effective oral and written communication skills and listening skills

**B-SS 2.** Create positive and supportive relationships with other students

**B-SS 3.** Create relationships with adults that support success

**B-SS 4.** Demonstrate empathy

**B-SS 5.** Demonstrate ethical decision-making and social responsibility

**B-SS 6.** Use effective collaboration and cooperation skills

**B-SS 7.** Use leadership and teamwork skills to work effectively in diverse teams

**B-SS 8.** Demonstrate advocacy skills and ability to assert self, when necessary

**B-SS 9.** Demonstrate social maturity and behaviors appropriate to the situation and environment

**ROLE STATEMENTS****School Counselors**

The Middle School and High School are both staffed with N.Y.S. certified School Counselors. Counselors collaborate with parents and teachers to help students become successful learners. Three main services provided by the school counselor include advisory assistance, the annual review as well as counseling services. The role of the school counselor is one that is evolving with the times. As the world constantly encounters new and frequent challenges; so do our students, teachers, and administrators. The school counselor is central to all the participants involved in the education of the child while having the equally important role of identifying the individual needs of all students.

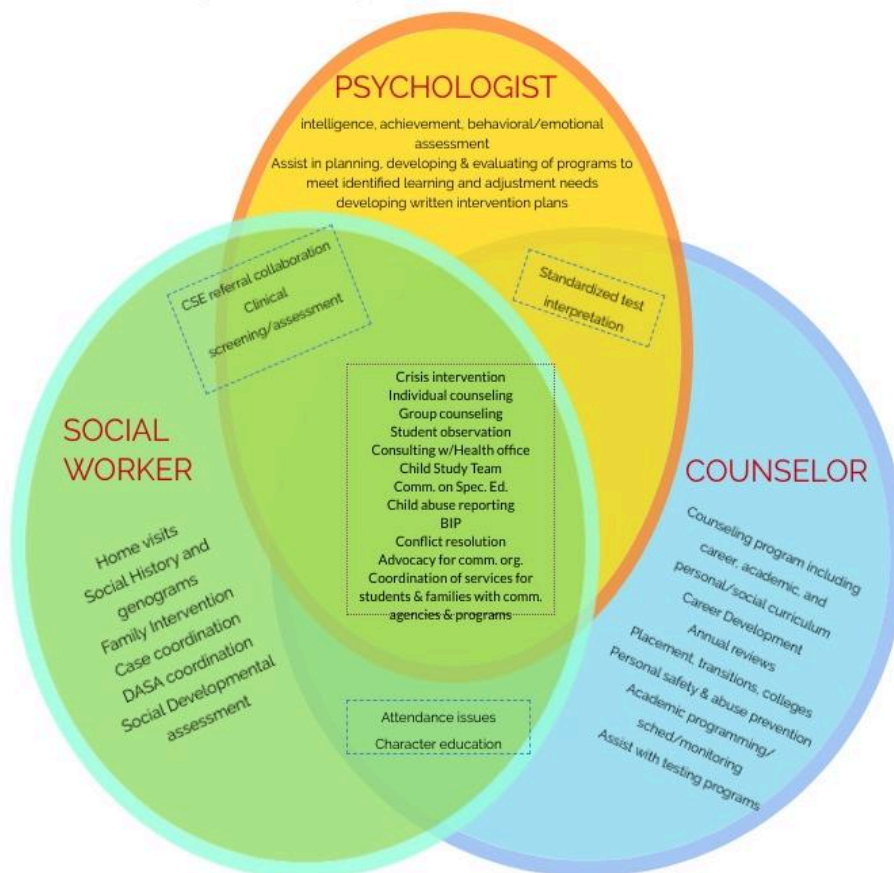
**School Social Workers**

All schools within the S.V. district are staffed with N.Y.S licensed, certified school master social workers. School Social Workers are the link between home, school and community. They focus on family and community factors that influence learning. They provide intensive services for students facing multiple risk factors. Together with counselors and psychologists, school social workers provide confidential counseling and mental health services.

**School Psychologists**

School Psychologists collaborate with teachers, parents and school personnel to promote academic, emotional and behavioral success. Ranges of services include assessment, counseling, crisis intervention and parent/staff consultation. Additionally, they may serve as a resource for information related to current research trends in educational and psychological literature.

# PUPIL PERSONNEL SERVICES DELIVERY



**SVCSD COUNSELING: DELIVERY SYSTEM**

School counselors coordinate and collaborate with stakeholders to deliver the comprehensive school counseling program. The delivery system includes the guidance curriculum, individual student planning, responsive services and system support.

**Guidance Curriculum:** The curriculum provides direct and indirect services to all students and is based on ASCA Mindsets and Behaviors and New York State Standards.

**Individual Student Planning:** School counselors work closely with students K-12 to address academic, career and social-emotional development needs.

**Responsive Services:** School counselors provide support and intervention through:

- crisis counseling
- referrals to appropriate resources as needed
- consultation with parents/guardians, school staff, community agencies

**System Support:** Schools counselors evaluate the effectiveness of the program by collecting and analyzing data and seek out opportunities for improvement through professional development.



### **SVCS D COUNSELING: MANAGEMENT SYSTEM**

School counselors at Susquehanna Valley Central School District incorporate organizational assessments and tools that are concrete, clearly delineated and reflective of the school's needs. These assessments and tools include:

- **Use of Time:** It is recommended that school counselors spend 80% of their time in direct and indirect services with students. The remaining time is spent for program management and program services.
- **Management Agreements:** The counseling staff and administration make management decisions based on the school's needs and data analysis.
- **Advisory Councils** include a representative group of stakeholders that review program goals, results and participate in making recommendations to improve the program.
- **Use of Data:** School counselors will collect and analyze data, such as graduation rates, attendance, and standardized test scores, that will then drive interventions.
- **Use of Weekly and Monthly Calendars**

### **SVCS D COUNSELING: ACCOUNTABILITY SYSTEM**

School counselors must demonstrate the effectiveness of the school counseling program in measurable goals. Data is interpreted and analyzed to show:

- how students are different as a result of the school counseling program.
- how the school counseling program can contribute to addressing educational issues.
- the impact of the counseling program on achievement, attendance and behavior.
- strengths and areas to improve.

School Pupil Personnel help achieve the above goals by:

- Providing students with support services to reduce the barriers for learning
- Assisting in bridging the gap through individual student planning and focusing on the knowledge that ALL students can learn
- Maintaining data as a factor for accountability and effectiveness of programs
- Participating in the school system's leadership teams ensuring an environment for learning and student success

**COUNSELING & GUIDANCE STAFF****Susquehanna Valley High School****(607) 775-9115**

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**Brookside Elementary School****(607) 669-4105**

Anita Barry	School Social Worker	K – 5	<a href="mailto:abarry@svsabers.org">abarry@svsabers.org</a>
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**Appendix A: Commissioner's Regulation 100.2 (j)**

**Part 100: Elementary and Secondary Education Program  
Section 100.2 General School Requirements**

*Susquehanna Valley CSD ~ Guidance Plan***(j) Guidance programs**

**1. Public Schools.** Each school district shall have a comprehensive developmental school counseling/guidance program, for all students in kindergarten through grade 12.

**2.** Each school district shall also ensure that all students in grades kindergarten through twelve have access to a certified school counselor(s), which for the city school district of the City of New York and the city school district of the City of Buffalo shall include a licensed guidance counselor(s) pursuant to Part 80 of the Commissioner's regulations.

**(i)** For all grades kindergarten through twelve, district and building level comprehensive developmental school counseling/guidance programs shall prepare students to participate effectively in their current and future educational programs as age appropriate, and be designed to address multiple student competencies including career/college readiness standards, and academic and social/emotional development standards. The comprehensive developmental school counseling/guidance program ("program") shall include the following activities or services:

**(a)** In grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with the teaching staff, and any appropriate pupil personnel service providers, for the purpose of preparing students to participate effectively in their current and future educational programs, to provide information related to college and careers, and to assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns, and where appropriate make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports.

**(b)** For students in grades six through twelve, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans. For a student with disability, the plan shall be consistent with the student's individualized education program;

**(c)** school counseling/guidance core curriculum instruction for the purpose of addressing student competencies related to career/college readiness, academic skills and social/emotional development by a certified school counselor(s);

**(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 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. Provided that nothing herein shall prohibit certified or licensed school psychologists or DRAFT 19 | P a g e 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;

**(e)** indirect student services which may include but need not be limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy, and teaming.

**(ii)** Each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner in which the district shall comply with the requirements of this subdivision. In the case of the City School District of the City of New York, the Department of Education shall submit

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separate plans for each community school district, for the High School Division and for the Special Education Division. Such district and building level plans shall be developed by or under the direction of certified school counselor(s) and be updated annually, available for review at the district offices and each school building, and made available on the district's website.

(a) Each plan shall be developed annually and shall include program objectives, activities, program development and maintenance planning, school counseling curriculum, professional development planning, evaluation methods based on data analysis of program results and closing the gap analysis reports to inform program improvement, and assessment of the resources necessary to support positive student outcomes.

(b) Each plan shall also include the preparation of a program outcomes report that includes an analysis of all systematic components of a comprehensive developmental school counseling/guidance program as defined by this subdivision. Such report shall be annually presented to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

(iii) Each school district shall establish a comprehensive developmental school counseling/guidance program advisory council to be comprised of representative stakeholders (such as parents, members of the board of education, school building and/or district leaders, community-based service providers, teachers, certified school counselors and other pupil personnel service providers in the district including school social workers and/or school psychologists). In the case of the City School District of the City of New York, the Department of Education shall establish a comprehensive developmental school counseling/guidance program advisory council for each community school district. The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program. The advisory council shall create and submit an annual report to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

3. Nothing in this section shall be construed to authorize any individual to provide professional services where certification is required under Part 80 of the Commissioner's regulations or where licensure is required under Title VIII of the Education Law.

(NYSED.gov)

## **Appendix B: CDOS**

Instruction toward the commencement level learning standards should begin in elementary school and continue throughout the student's high school experience. The CDOS learning

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standards, which are provided at the Elementary, Intermediate and Commencement levels, include a progression of learning standards:

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. Learning standards in the area of career awareness and exploration may be evidenced by completing a career plan; applying decision-making skills in the selection of a career option; analyzing skills and abilities necessary for specific career options and participating in work experiences as described in Section II of the New York State Work-Based Learning Manual (<http://www.p12.nysed.gov/cte/wbl/home.html>).
2. **Integrated Learning:** Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings. This may be evidenced by applying academic knowledge and skills across multiple settings and demonstrating the ability to research, interpret, analyze and evaluate information.

**3a. Universal Foundation Skills:** Students will demonstrate mastery of the foundation skills and skills and competencies essential for success in the workplace. These skills and competencies include the following:

- Basic Skills (reading, writing, listening, speaking, arithmetical and mathematical functions);
- Thinking Skills (problem-solving, experimenting, focused observation and applying knowledge to new and unfamiliar situations);
- Personal Qualities (self-management, planning, organizing and taking independent action);
- Interpersonal Skills (teamwork and cooperation in large and small groups in family, social and work situations);
- Technology (designing and creating things from available resources to satisfy personal and societal needs and wants);
- Managing Information (accessing and using information obtained from other people, community resources and computer networks);
- Managing Resources (applying financial and human factors, and the elements of time and materials to successfully carry out a planned activity); and
- Systems (understanding and working within natural and constructed systems).

**3b. Career Majors:** (Optional for this credential.)

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 post-secondary programs. The learning standards for career majors may be evidenced

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by acquisition of specific knowledge and skills within a specific career major. The Career Majors include the following:

- Business/Information Systems;
- Health Services;
- Engineering/Technologies;
- Human and Public Services;
- Natural and Agricultural Sciences; and
- Arts/Humanities.

The complete CDOS learning standards can be found at:

<http://www.p12.nysed.gov/cte/cdlearn/documents/cdoslea.pdf>. Guidance included on this website includes key ideas, performance indicators describing expectations for students and sample tasks suggesting evidence of progress toward the standards. The Career Development and Occupational Studies (CDOS) Resource Guide with Core Curriculum is a companion document to the CDOS learning standards that provides information on the core content for each learning standard and career major, including teacher-developed classroom activities that help students achieve the CDOS learning standards (see <http://www.p12.nysed.gov/cte/cdlearn/cdosresourceguide.html>).

## **Appendix C: Every Student Succeeds Act (ESSA)**

*(formerly “No Child Left Behind”)*

The Every Student Succeeds Act maintains many of the provisions of NCLB and is committed to ensuring every student has access to a highly effective education that is aligned to New York State standards.

The ESSA plan will address the following goals:

- Provide all students comparable access to a world-class curriculum aligned to Next Generation State standards.
- Focus on reducing persistent achievement gaps by promoting the equitable allocation of resources in all public schools and the provision of supports for all students.
- Support educator excellence and equity through the entire continuum of recruitment, preparation, induction, professional learning, evaluation, and career development of teachers and school leaders.
- Build an accountability and support system that is based upon multiple measures of college, career, and civic readiness.
- Use performance measures that incentivize all public schools to move all students to higher levels of achievement and attainment and measure student growth from year to year.

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- Identify low-performing schools by using multiple measures, assist in identifying the root causes of low performance, support school improvement by using a differentiated and flexible support system that is based upon the individual needs of each school, and provide supports to districts and schools to implement high-quality improvement plans and improve student outcomes.
- Recognize the effect of school environment on student academic performance and support efforts to improve the climate of all schools.
- Ensure that all students have access to support for their social-emotional well-being.
- Provide all students access to extra-curricular opportunities so that students can serve their schools and their communities, participate in community-based internships, and engage in sports and arts.
- Promote a relationship of trust, cultural responsiveness, and respect between schools and families, recognizing that student achievement and school improvement are shared responsibilities.
- Ensure that effective educator practice is driven by an understanding of content knowledge, evidenced-based instructional practices, and a commitment to all students and their families.
- Ensure that students with disabilities are provided services and supports consistent with the principles of the Blueprint for Improved Results for Students with Disabilities.
- Provide educators with opportunities for continual professional development in the areas of equity, anti-bias, multicultural, and culturally responsive pedagogies.
- Support districts and their communities in engaging in critical conversations about culturally responsive educational systems.
- Support schools in developing and implementing policies that result in all students being educated to the maximum extent possible with their general education peers and provide appropriate supports and services to promote positive student outcomes

(NYSED.gov)

**Appendix D: Additional NYS Requirements:****Safe Schools Against Violence in Education (SAVE)**

The New York State S.A.V.E. Legislation mandates various programs and policies to assure student and staff safety in public schools. Pupil Personnel are involved in the following provisions of the SAVE Legislation:

- Developing a School Safety Plan
- Coordinate Building Level Emergency Response Plans
- Establishing Codes of Conduct
- Removal of Students
- Uniform Violent Incident Reporting
- Health Curriculum
- Child Abuse Reporting
- Coordination and/or facilitation of instruction in Civility, Citizenship and Character Education

*Susquehanna Valley CSD ~ Guidance Plan*  
**Academic Intervention Services (AIS)**

These services are designed to help students achieve the learning standards in English Language Arts and Mathematics in grades K-12 and in Science in grades 4-12. School Pupil Personnel develop and facilitate interventions that address barriers to student progress in reaching these standards. Barriers may include:

- Attendance Problems
- Discipline Problems
- Family Issues
- Health Issues
- Nutrition Issues

School Pupil Personnel may provide support services as needed, such as: counseling to improve attendance, coordination of services provided by other agencies, and study skills. Support services do not include direct academic instruction.

**The Dignity for All Students Act (DASA)**

New York State's Dignity for All Students Act (The Dignity Act) seeks to provide the State's public elementary and secondary school students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment and bullying on school property, a school bus and/or at a school function.

The Dignity Act requires instruction in civility, citizenship and character education by expanding the concepts of tolerance, respect for others, and dignity to include:

- An awareness and sensitivity in the relations of people, including but not limited to, different races, weights, national origins, ethnic groups, religions, religious practices, mental or physical abilities, sexual orientations, gender identity and sexes.
- Additionally, under the Dignity Act, schools will be responsible for collecting and reporting data regarding material incidents of discrimination and harassment.

**References:**

- New York State School Counselor Association: [www.nyssca.org](http://www.nyssca.org)
- New York State Education Department: [www.nysed.gov](http://www.nysed.gov)
- American School Counselor Association: [www.schoolcounselor.org](http://www.schoolcounselor.org)



**ELEMENTARY SERVICES**

Target Group	Activities	ASCA Mindset & Behaviors	C-DOS	Additional Resources	Anticipated Start/End	Delivery Method	Evaluation	Outcome(s)
Kinder	Kindergarten Orientation	M3. Sense of belonging in the school environment	N/A	Getting Ready for Kindergarten-Book	September	Classroom Presentations	Parent & Faculty Feedback	Student familiarity with day-to-day school procedures and expectations
Kinder	Kindergarten-Parent Orientation	M 3. Sense of belonging in the school environment	N/A	Summer Prep Calendar, Guide to Understanding Screening Instruments, Literature on Placements	Spring	Assembly	Parent & Faculty Feedback	Parent familiarity with day-to-day school procedures and expectations
Grades 4-5	Drug & Alcohol Abuse Prevention Program	B-SMS 9: Demonstrate personal safety skills; B-SS 5: Demonstrate ethical decision making skills and social responsibility	Standard 3a	Peer Leaders	Spring	Classroom Presentations	Teacher Feedback, Students reflections	Students will learn about healthy choices
Grades Pre-K-5	Individual Counseling	M 1: Belief in developing whole self, including a healthy balance of mental, social/emotional	Standards 1 & 3	Counseling Referrals, Student Records, IEP Information, Teacher & Parent Input	Sept-June	Individual	Review of Records, Class Observations, Parent, Student & Faculty Feedback	Improved student success academically, socially and behaviorally.
Grades Pre-K-5	C.U.B.S. / Character Education	M 3: Sense of belonging in the school environment; B-SS 2: Create positive and supportive relationships with other students	Standard 3a	Curriculum & Lesson Plans, Guest Speakers	Sept-June	Regular Classroom and Building-Wide Assembly	Review of Discipline Referrals & Student Records, Student, Faculty & Parent Feedback	Students will help improve school climate by learning acceptance and empathy
Grades Pre-K-5	Social Skills/Conflict Resolution Group	B-SMS 7: Demonstrate effective coping skills when faced with a problem; B-SS 9 Demonstrate social maturity and behaviors appropriate to the situation and environment	Standard 3a	2nd Step Curriculum	Sept-June	Small group setting	Parent & Faculty Feedback	Students will develop appropriate social skills, manage emotions properly and practice effective problem solving skills
Grades Pre-K-5	Girl's Self-Esteem Group	M 2: Self-confidence in ability to succeed; B-SS 8: Demonstrate advocacy skills and ability to assert self, when necessary	Standard 3a	Relevant Literature	Sept-June	Small group setting	Teacher, Student & Parent Feedback	Girls will strengthen self-esteem & coping skills
Grades Pre-K-5	Family Transition Group	B-SMS 7: Demonstrate effective coping skills when faced with a problem; B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	Standard 3a	Counseling Referrals, Student Records, IEP Information, Teacher & Parent Input	Sept-June	Small group setting	Parent & Faculty Feedback	Students will improve coping skills and increase resiliency to changing situations
Grades Pre-K-5	Career Week	M 4: Understanding that postsecondary education and lifelong learning are necessary for longterm career success; B-LS 7: Identify long- and short-term academic, career and social/emotional goals	Standard 1	Parents, Guest Speakers	January	Regular Classroom and Building-Wide Assembly	Student, Staff & Parent Feedback	Greater knowledge about the world of work
Grades Pre-K-5	Behavioral Skills Groups	B-SS 4: Demonstrate empathy; B-SS 5: Demonstrate ethical decision making and social responsibility. B-SS 6: Use effective collaboration and cooperation skills. B-SMS 7: Demonstrate effective coping skills when faced with a problem; B-SS 2: Create positive and supportive relationships with other students	Standard 3a	Counseling Referrals, Student Records, IEP Information, Teacher & Parent Input, Relevant Literature	Sept-June	Small group setting	Parent & Faculty Feedback	Students will learn about different emotions and demonstrate empathy.

Grades PreK-5	Crisis Counseling	B-SMS 7: Demonstrate effective coping skills when faced with a problem; B-SMS 9: Demonstrate personal safety skills; B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	Standards 1, 2 and 3	Student, Staff & Parent Input	Sept-June	Individual	Student, Staff & Parent Feedback	Student de-escalated and resume normal routine
Grades Pre-K-5	Personal Safety Skills (Erin's Law)	B-SS 5: Demonstrate ethical decision making and social responsibility. B-SMS 9: Demonstrate personal safety skills; B-SS 8: Demonstrate advocacy skills and ability to assert self, when necessary	Standard 3 & 3a	Pupil Personnel Staff, Local Community Agencies	Sept-June	Classrooms	Student & Teacher Feedback	Identify personal safety rules applicable to the real world and social media/internet
Grades Pre-K-5	Anger Management Group	M 1: Belief in developing whole self, including a healthy balance of mental, social/emotional and physical well-being; B-SMS 2: Demonstrate self-discipline & self-control	Standard 3a	Relevant Literature	Sept-June	Small group setting	Parent & Faculty Feedback	Students will learn to recognize their emotional frustration tolerance and will learn strategies to self-sooth appropriately
Grades Pre-K-5	Child Sexual Abuse Prevention Lessons	B-SMS 9: Demonstrate personal safety skills; B-SS 8: Demonstrate advocacy skills and ability to assert self, when necessary	Standard 2 & 3	Crime Victim's Assistance Center	Nov-Jan	Classroom	Parent & Faculty Feedback	Students will be aware of unsafe and unwanted touch and know how to refuse and to report to adults
Grades Pre-K-5	Yoga Group	M 1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	N/A	Pediatric Yoga Model	Sept-June	Small Group setting	Teacher, Student & Parent Feedback	Students will learn a new strategy to reduce anxiety, stress, anger etc.
Grade 5	5th-6th Grade Orientation	B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities; M 3: Sense of belonging in the school environment	N/A	Transition Literature, Peer Tour Guides, 6th Grade Student Panel	April-May	Class groups and whole grade level discussions and activities	Teacher, Student & Parent Feedback	Students will be aware of changes in the MS environment, have increased level of comfort
Grade 5	5th-6th Grade Parent Orientation	M 3: Sense of belonging in the school environment; M 6: Positive attitude toward work and learning	N/A	Parent Handbook, Transition Literature, Curriculum Guide	June	Large group-Middle school	Parent Feedback	Increased parental knowledge of MS
Grades PreK-5	Home Visitations	M 2: Self-confidence in ability to succeed; M 3: Sense of belonging in the school environment; M 6: Positive attitude toward work and learning	N/A	DSS Communication, Other Outside Agencies	Sept-June	Student's home	Student & Parent Feedback, Review of Records	Determine barriers to student success and make plans for interventions
Grades PreK-5	Committee on Special Education/504 Meetings	M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes; B-SMS 6: Demonstrate ability to overcome barriers to learning	N/A	Related Service Providers, IEP or 504 Plan, Student Records, Staff Input	Sept-June	Building Conference Room	Review of Records, Parent & Faculty Feedback	Student program needs and plan established
Grades PreK-5	Monitor Bullying/Harassment (DASA)	M 3: Sense of belonging in the school environment; B-SS 4: Demonstrate empathy; B-SS 2: Create positive and supportive relationships with other students	Standards 3a	Staff Communication, Family Input, Counseling	Sept-June	Pupil Personnel	Review of Discipline Referrals & Student Records, Student, Faculty & Parent Feedback	Improved school climate and student acceptance
Grades 3-5	Annual Parent Academic Intervention Services Informational Meeting	M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes	N/A	Literature from New York State Education Department	Fall	Assembly	Parent & Faculty Feedback	Parents will become aware of school and NYS regulations as they relate to their child's education.

Grades Pre-K-5	Parent Teacher Conferences	B-LS 6: Set high standards of quality; B-LS 7: Identify long- and short-term academic, career and social/emotional goals; B-SS 3: Create relationships with adults that support success; B-SS 8: Demonstrate advocacy skills and ability to assert self, when necessary	Standards 1 and 3	Student Data, Staff Input	Sept-June	Small Group	Student Records, Parent, Student & Staff Feedback	Information shared with parents and plans developed to help improve student success
Grades Pre-K-5	Curriculum Night	M 3: Sense of belonging in the school environment; M5: Positive attitude toward work and learning; B-LS6 Set high standards of quality.	N/A	Curriculum & Policy Information, Class syllabi	Sept	Assembly	Parent & Staff Feedback	Parents will meet faculty and staff and learn about the courses their students are taking.
Grades Pre-K-5	Student Attendance Team	M 3: Sense of belonging in the school environment; M 6: Positive attitude toward work and learning; B-SMS 4: Demonstrate ability to delay immediate gratification for long-term rewards; B-SMS 5: Demonstrate perseverance to achieve long- and short-term goals; B-SMS 6: Demonstrate ability to overcome barriers to learning	Standards 1, 2 and 3	Attendance Data, DSS Communication	Sept-June	Individual	Review of Records, Parent & Faculty Feedback	Students will understand the connection between regular attendance and academic success.
<b>Indirect Services</b>								
Grades 3-5	Scheduling of AIS Services	B-LS 4: Apply self-motivation and self-direction to learning; B-LS 3: Use time-management, organizational and study skills	N/A	Staff Input, Student Records	Aug-June	Individual and Small Group	Parent, Student & Faculty Feedback	Students will be assigned to additional instruction to improve identified skill deficiencies
Grades Pre-K-5	Referrals/Consultation with Outside Service Providers	M 1: Belief in developing whole self, including a healthy balance of mental, social/emotional	N/A	Outside Agencies, DSS	Sept-June	Counselor's Office	Teacher & Parent Feedback, Review of Records	Identify and establish student support and appropriate services
Grades Pre-K-5	RTI/MTSS Team	M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes; M 6: Positive attitude toward work and learning	Standard 3a	Student Records, Student sample work, Staff, Student & Parent Input	Sept-June	As needed, group of pertinent teachers and staff	Review of Records, Parent & Faculty Feedback	Put interventions into place to improve student performance and success
Grade 5	5th grade teacher meetings with MS Counselors	B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities; M 1: Belief in developing whole self, including a healthy balance of mental, social/emotional	N/A	Class Rosters	May-June	Classrooms	N/A	MS staff gain knowledge of incoming student needs prior to start of school year
<b>MIDDLE SCHOOL SERVICES</b>								
Grade 6-8	Open House	M 3: Sense of belonging in the school environment; M 6: Positive attitude toward work and learning	N/A	Building curriculum materials, transition handouts	Aug/Sept	Middle school	Parent Feedback	Students will have increased level of comfort in MS
Grades 6-8	Individual Counseling	M 1: Belief in developing whole self, including a healthy balance of mental, social/emotional	Standards 1 & 3a	Counseling Referrals, Student Records, IEP Information, Teacher & Parent Input	Sept-June	Individual	Review of Records, Class Observations, Parent, Student & Faculty Feedback	Improved student success academically, socially and behaviorally.
Grade 6 (rising)	CTE Camp	B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions; M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes	Standards 1, 2 & 3a	BOCES, Transportation, 5th grade classroom teachers	July	Individuals-BOCES CTE	Student and Teacher Feedback	Students will learn information about CTE fields and participate in projects related to these fields
Grades 6-8	Home visitations	M 2: Self-confidence in ability to succeed; M 3: Sense of belonging in the school environment; M 6: Positive attitude toward work and learning	N/A	DSS Communication, Other Outside Agencies	Sept-June	Student's home	Teacher & Parent Feedback, Review of Records	Determine barriers to student success and make plans for interventions

Grades 6-8	Committee on Special Education/504 Meetings	M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes; B-SMS 6: Demonstrate ability to overcome barriers to learning	N/A	Related Service Providers, IEP or 504 Plan, Student Records, Staff Input	Sept-June	Building Conference Room	Review of Records, Parent & Faculty Feedback	Student program needs and plan established
Grades 6-8	Monitor Bullying/Harassment Incidents	M 3: Sense of belonging in the school environment; B-SS 4: Demonstrate empathy; B-SS 2: Create positive and supportive relationships with other students	Standard 3a	Staff Communication, Family Input, Counseling	Sept-June	SSW's Office	Review of Discipline Referrals & Student Records, Student, Faculty & Parent Feedback	Improved school climate and student acceptance
Grades 6-8	Crisis Counseling	B-SMS 7: Demonstrate effective coping skills when faced with a problem; B-SMS 9: Demonstrate personal safety skills; B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	Standards 1, 2 and 3	Student, Staff & Parent Input	Sept-June	Individual	Student, Staff & Parent Feedback	Student de-escalated and resume normal routine
Grades 6-8	New Student Orientation	M 3: Sense of belonging in the school environment; B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	Standard 1 and 3	Building Map, Tour, Students	Sept-June	Individual, Counselor's Office	Parent & Student Feedback	New students gain an understanding of the school, policies and courses offered.
Grades 6-8	Student Attendance Team	M 3: Sense of belonging in the school environment; M 6: Positive attitude toward work and learning; B-SMS 4: Demonstrate ability to delay immediate gratification for long-term rewards; B-SMS 5: Demonstrate perseverance to achieve long- and short-term goals; B-SMS 6: Demonstrate ability to overcome barriers to learning	Standards 1, 2 and 3	Attendance Data, DSS Communication	Sept-June	Individual	Review of Records, Parent & Faculty Feedback	Students will understand the connection between regular attendance and academic success.
Grades 6-8	Facilitate Peer Tutoring Opportunities	M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes; B-LS 3: Use time-management, organizational and study skills; B-LS 4: Apply self-motivation and self-direction to learning; B-SMS 5: Demonstrate perseverance to achieve long- and short-term goals; B-SS 6: Use effective collaboration and cooperation skills	Standards 1 and 3	Staff Input, Other HS/MS Students	Sept-June	Small Group	Parent, Student & Faculty Feedback	Students work together to increase achievement in certain subject areas.
Grades 6-8	Annual Review	M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes; M 6: Positive attitude toward work and learning; B-LS 6: Set high standards of quality B-LS 7: Identify long- and short-term academic, career and social/emotional goals; B-LS 8: Actively engage in challenging coursework	Standard 3a	Student Records, Teacher Input	Sept-May	Individual, Counselor's office	Parent, Student & Faculty Feedback	Review of student's record, social/emotional development, academic skills, and college/career readiness and identify any appropriate follow-up
Grade 8	8th-9th Grade Planning Presentation	M 1: Belief in developing whole self, including a healthy balance of mental, social/emotional; B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions	Standard 1 & 3a	Graduation Requirements Overview, Diploma Options, Post Secondary Goals	Jan-Feb	Large group-Classroom setting	Parent & Student Feedback	Student HS & Post-HS plans are reviewed and appropriate course work is discussed.

Grade 8	Individual Transition Meeting	B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities; M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success	N/A	Student Records, Staff Input, High School Course Selection Information, Diploma Goals	Feb-May	Counselor's office	Student, Staff & Parent Feedback	Students will finalize their course selections for 9th grade and learn necessary transition information
Grades 6-8	Career Speakers	M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success; B-LS 7: Identify long- and short-term academic, career and social/emotional goals	Standards 1 & 3a	Local Professionals in various careers	Oct-June	Monthly-Classroom Groups	Student and Parent Feedback	Students will learn information about potential careers from people currently employed in the field.
Grades 6-8	STEAM Academy Recruitment & Enrollment	M 5: Belief in using abilities to their fullest to achieve high quality results and outcomes; B-LS 2: Demonstrate creativity	Standards 1, 2 & 3a	BOCES, SUNY Broome, Transportation	May-July	Small groups	Student and Parent Feedback	Students will learn to work in cooperative groups to complete tasks and create new solutions to problems in the STEM field
Grades 6-8	Decision Making & Goal Setting Activities	B-LS 1: Demonstrate critical thinking skills to make informed decisions; B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions	Standard 3a	Activities, Lesson Plans	Sept-June	Regular Classroom	Student & Teacher Feedback	Student will learn the process of effective decision-making
Grades 6 -8	Lunch Groups	M 1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being; M 2: Self-confidence in ability to succeed; M 3: Sense of belonging in the school environment	Standard 3a	Activities, Lesson Plans	Sept-June	Small Group	Student, Staff & Parent Feedback	Students will learn the steps of effective decision making
Grade 6	Social Networking Activities	B-LS 5: Apply media and technology skills; B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment	Standard 3a	Activities, Lesson Plans	Dec & April	Regular Classroom	Student Feedback	Students will learn the various risks and benefits to utilizing social networks
Grades 7 & 8	Career Planning	M 2: Self-confidence in ability to succeed; M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success; M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes; B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions	Standards 1, 2 and 3	Student Data from Career Cruising, Student Input	Sept-June	Individual and Classroom	Parent, Student & Faculty Feedback	Students will improve various social/emotional skills identified as a concern
Grades 7 & 8	Developing Post-Secondary Transitions Goals	M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success	Standards 1 & 3a	Outside Agency Resources, Identification of Helpful Coursework, Student Data	Sept-June	Classroom	Student & Parent Feedback	Students will develop goals for post-secondary life
Grades 6-8	Academic Counseling	M 2: Self-confidence in ability to succeed; M 3: Sense of belonging in the school environment; M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes; M 6: Positive attitude toward work and learning; B-LS 7: Identify long- and short-term academic, career and social/emotional goals; B-LS 8: Actively engage in challenging coursework; B-SMS 5: Demonstrate perseverance to achieve long- and short-term goals	Standard 1	Interim Reports, Report Cards, the SMS data	Oct-June	Counselor's office	Review of Records	Students will adopt strategies to improve achievement in areas they are struggling in.

Grades 6-8	Social Thinking	B-SMS 1: Demonstrate ability to assume responsibility; B-SMS 2: Demonstrate self-discipline and self-control; B-SS 2: Create positive and supportive relationships with other students; B-SS 9: Demonstrate social maturity and behavior	Standard 3a	Thinkables/IUnthinkable	Sept-June	Individual/Small Group	Student & Teacher Feedback	Students develop and improve social skills
Grades 6-8	Curriculum Night	M 3: Sense of belonging in the school environment; M 5: Positive attitude toward work and learning; B-LS 6: Set high standards of quality	N/A	Curriculum & Policy Information, Class syllabi	Sept	Assembly	Parent & Staff Feedback	Parents will meet faculty and staff and learn about the courses their students are taking.
Parents, Grade 6-7	Informational Calls: Parents / Candidates for Acceleration	M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success; B-LS 6: Set high standards of quality; B-LS 7: Identify long- and short-term academic, career and social/emotional goals; B-LS 8: Actively engage in challenging coursework; B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions		Prior Student Data, NYSED Information, Curriculum Guides	June	Individual, Counselor's Office	Parent & Student Feedback	Parent and student notification and appropriate enrollment
Grades 6-8	Scheduling & Attending Parent-Teacher Conferences	B-LS 6: Set high standards of quality; B-LS 7: Identify long- and short-term academic, career and social/emotional goals; B-SS 3: Create relationships with adults that support success; B-SS 8: Demonstrate advocacy skills and ability to assert self, when necessary	Standards 1 and 3	Student Data, Staff Input	Sept-June	Individual, Conference Room	Student Records, Parent, Student & Staff Feedback	Information shared with parents and plans developed to help improve student success
Grades 6-8	Erin's Law	M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being; B-SMS 9. Personal safety skills; B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary; B-SS 9. Social maturity and behaviors appropriate to the situation and environment	Standard 3a	School Counselors/Social Worker, Mothers and Babies Network, NYSED resources	Sept-June	Classroom	Student and Staff Feedback	Students will be familiar with personal safety skills/boundaries and know how to report abuse
Grades 6-8	Student Conflict Resolution	B-LS 1: Demonstrate critical-thinking skills to make informed decisions; B-LS 2: Demonstrate creativity; B-SMS 1: Demonstrate ability to assume responsibility	Standard 1	Staff Input, Parent Input	Sept-June	Small Group, Counselor's Office	Parent & Faculty Feedback	Students will learn more appropriate ways of dealing with conflict.
Grade 8	SPARK! @ SUNY Broome	M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success B-LS 6: Set high standards of quality B-LS 7: Identify long- and short-term academic, career and social/emotional goals B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions	Standards 1 & 3a	SUNY Broome Staff, GBEO staff, BOCES-CTE Staff	January	Field trip	Student, Staff & Parent Feedback	Students will learn about possible careers and area resources/programs for potential future careers
Grades 6-8	Annual Parent Academic Intervention Services Informational Meeting	M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes	N/A	Literature from New York State Education Department	Fall	Assembly	Parent & Faculty Feedback	Parents will become aware of school and NYS regulations as they relate to their child's education.

Grades 6-7	Girls in Engineering	M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success B-LS 5: Apply media and technology skills	Standards 1 & 3a	Lockheed Martin Staff, BOCES	Fall	Small group, Lockheed Martin	Student and Parent Feedback	Students will become familiar with various occupations in the engineering related field.
Grades 6-8	SOS-Signs Of Suicide	M 1: Belief in development of the whole self, including a healthy balance of mental, social/emotional and physical well-being; B-SMS 7. Effective coping skills; B-SMS 9. Personal safety skills	Standard 3a	MindWise Innovations	Mid-Year	Classroom	Student and Staff Feedback	Identify and support students at risk of suicide
Grade 8	Engineering Day	M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success B-LS 5: Apply media and technology skills	Standards 1 & 3a	Lockheed Martin Staff, BOCES	Spring	Small group, Lockheed Martin	Student and Staff Feedback	Students will explore various roles and careers of this local, yet international business
Grades 6-8	Character Education	M 1: Belief in development of the whole self, including a healthy balance of mental, social/emotional and physical well-being; B-SS2 Create positive and supportive relationships with other students; B-SS9 Demonstrate social maturity and behaviors appropriate to the situation and environment	Standard 3a	Monique Burr Foundation Materials	Sept-June	Small Group Settings and Assembly	Student, Parent & Staff Feedback	Students will help improve school climate by learning acceptance and empathy.
<b>Indirect Services</b>								
Grades 6-8	Child Study Team/RTI Committee	M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes; M 6: Positive attitude toward work and learning	Standard 3a	Student Records, Student Sample Work, Staff, Student & Parent Input	Sept-June	As needed, group of pertinent teachers and staff	Review of Records, Parent & Faculty Feedback	Determine barriers to student success and make plans for interventions.
Grades 6-8	Master Schedule Planning & Development	B-LS 7: Identify long- and short-term academic, career and social/emotional goals; B-LS 8: Actively engage in challenging coursework	N/A	NYSED Information	Feb-Aug	N/A	Staff Feedback, Student Schedules	N/A
Grades 6-8	Assist in Developing Student Growth Plans	M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes; B-SMS 6: Demonstrate ability to overcome barriers to learning	Standard 3a	Student Records, Staff Input	Sept-June	Individual, Counselor's Office	Student Records, Teacher Input	Put interventions into place to improve student performance and success.
Grades 6-8	Referrals/Consultation with Outside Service Providers	M 1: Belief in developing whole self, including a healthy balance of mental, social/emotional	N/A	Outside Agencies, DSS	Sept-June	Counselor's Office	Teacher & Parent Feedback, Review of Records	Identify and establish student support and appropriate services
Grades 6-8	Review & Placement of New Entrants	M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes; M 6: Positive attitude toward work and learning; B-LS 6: Set high standards of quality; B-LS 7: Identify long- and short-term academic, career and social/emotional goals; B-LS 8: Actively engage in challenging coursework	Standards 1 & 3	Prior School Records, Communication with Prior District(s)	Year round-as needed	Individual, Counselor's Office	Review of Records, Parent & Faculty Feedback	Place students in an appropriate educational program.
Grades 6-8	Advise/collaborate in Development of Behavioral Intervention Plans	M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes; B-SMS 6: Demonstrate ability to overcome barriers to learning	Standard 3a	Student Records, Staff & Parent Input	Sept-June	Consultation	Observation, Review of Records, Staff & Parent Feedback	Plan developed to improve student behavioral concerns
Grades 6-8	Schedule AIS & Remediation	B-LS 3: Use time-management, organizational and study skills; B-LS 7: Identify long- and short-term academic, career and social/emotional goals	Standard 1	Staff Input, Student Records	Aug-June	N/A	Parent, Student & Faculty Feedback	Create a unique plan for each student to improve performance.

Grade 6-7	Identification of Candidates for Acceleration	M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success; B-LS 6: Set high standards of quality; B-LS 7: Identify long- and short-term academic, career and social/emotional goals; B-LS 8: Actively engage in challenging coursework; B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions	N/A	Student Data, Staff Input	April-May	Conference Room	Student Records	Students are identified to participate and opportunities for course acceleration
Grades 6-8	NYS Test Coordination	M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes	Standard 3a	Staff Input, NYSED Regulations	March-June	All students, Counselor's Office	Student, Staff & Parent Feedback	Building planned developed for NYSED test administration
HIGH SCHOOL SERVICES								
Target Group	Activities	ASCA Mindset & Behaviors	C-DOS	Additional Resources	Anticipated Start/End	Delivery Method	Evaluation	
Grades 9-12	Stress & Stigma	M 1: Belief in development of the whole self, including a healthy balance of mental, social/emotional and physical well-being; B-SMS 7. Effective coping skills; B-SMS 9. Personal safety skills	Standard 3a	Care Compass Network, MHANYS	Feb-March	Virtual-Group	Student and Staff Feedback	Students will be able to identify the warning signs of suicide.
Grades 9-12	Student Attendance Team	M 3: Sense of belonging in the school environment; M 6: Positive attitude toward work and learning; B-SMS 4: Demonstrate ability to delay immediate gratification for long-term rewards; B-SMS 5: Demonstrate perseverance to achieve long- and short-term goals; B-SMS 6: Demonstrate ability to overcome barriers to learning	Standards 1, 2 and 3	Attendance Data, DSS Communication	Sept-June	Individual	Review of Records, Parent & Faculty Feedback	Students will understand the connection between regular attendance and academic success.
Grades 9-12	Curriculum Night	M 3: Sense of belonging in the school environment; M 5: Positive attitude toward work and learning; B-LS 6 Set high standards of quality	N/A	Curriculum & Policy Information, Class syllabi	Sept	Assembly	Parent & Staff Feedback	Parents will meet faculty and staff and learn about the courses their students are taking.
Grade 9	Freshmen Orientation Night	M 3: Sense of belonging in the school environment; M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success	N/A	Staff Input, NYSED Information, Building-wide Information	Aug/Sept	Assembly	Student, Staff & Parent Feedback	Parents gain knowledge regarding HS requirements, policies and courses offered
Grade 9	Meetings with Transitional 9th Grade Team	B-LS 3: Use time-management, organizational and study skills; B-SMS1: Demonstrate ability to assume responsibility; B-SMS 6: Demonstrate ability to overcome barriers to learning; B-LS 7: Identify long- and short-term academic, career and social/emotional goals	Standard 3a	Staff Input, Student Records	Sept-June	Group	Student Grades, Staff & Parent Feedback	Collaboration with teachers and students to determine a plan for academic improvement
Grades 9-12	Construction and Technology Career Day	M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success; B-LS 10. Participation in enrichment and extracurricular activities	Standard 1 and 2	BT-BOCES, Broome County Highway Department	October	Group	Student Feedback	Students are exposed to various careers related to construction and technology
Grades 11-12	College Fair	M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success	Standard 3b	Binghamton HS, Colleges/Universities	October	Group	Student Feedback	Students have the opportunity to connect with various colleges and universities to discuss post-secondary options.



Grade 12	Manufacturing Days	M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success; B-LS 10. Participation in enrichment and extracurricular activities	Standard 1 and 2	Local Employers (Raymond, McIntosh, Universal, Ampehnol)	October-November	Group	Student Feedback	Students will learn about manufacturing opportunities in the area.
Grade 9-12	Engineering Day	M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success; B-LS 5: Apply media and technology skills	Standards 1 & 3a	BOCES, SUNY Broome	November	Group, Field Trip	Student and Staff Feedback	Students will participate in hands-on learning activities in the field of engineering
Grades 9-12	College and Career Readiness Mentoring	M 4. Self-confidence in ability to succeed M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success; B-LS 4. Self-motivation and self-direction for learning; B-LS 7. Long- and short-term academic, career and social/emotional goals; B-SS 7. Leadership and teamwork skills to work effectively in diverse groups	Standard 1, 2, 3a and 3b	Binghamton University	Sept-June	Group	Student Feedback, Staff Feedback	College and career readiness
Grade 11	PSAT/ASVAB Presentation	M5: Belief in using abilities to their fullest to achieve high-quality results and outcomes; B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions	Standard 1 and 2	College Board	Sept	Classroom	Student Feedback	Students will become aware of the benefits of taking the PSAT and ASVAB in terms of their long term college and career goals.
Grade 12	College Application Presentation	B-LS 4: Apply self-motivation and self-direction for learning; B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions	Standard 1 and 3	College Board, Common Application	Sept	Classroom	Student Feedback	Students will gain knowledge about the college application process and deadlines.
Grades 9-12	Individual Counseling	M 1: Belief in developing whole self, including a healthy balance of mental, social/emotional	Standards 1 & 3	Counseling Referrals, Student Records, IEP Information, Teacher & Parent Input	Sept-June	Individual	Review of Records, Class Observations, Parent, Student & Faculty Feedback	Improved student success academically, socially and behaviorally.
Grades 9-12	Academic Counseling	M 2: Self-confidence in ability to succeed; M 3: Sense of belonging in the school environment; M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes; M 6: Positive attitude toward work and learning; B-LS 7: Identify long- and short-term academic, career and social/emotional goals; B-LS 8: Actively engage in challenging coursework; B-SMS 5: Demonstrate perseverance to achieve long- and short-term goals	Standard 1	Interim Reports, Report Cards, the SMS data	Oct-June	Counselor's office	Review of Records	Students will adopt strategies to improve achievement in areas they are struggling in.
Grades 9-12	Home visitations	M 2: Self-confidence in ability to succeed; M 3: Sense of belonging in the school environment; M 6: Positive attitude toward work and learning	N/A	DSS Communication, Other Outside Agencies	Sept-June	Student's home	Teacher & Parent Feedback, Review of Records	Determine barriers to student success and make plans for interventions
Grades 9-12	Student Conflict Resolution	B-LS 1: Demonstrate critical-thinking skills to make informed decisions; B-LS 2: Demonstrate creativity; B-SMS 1: Demonstrate ability to assume responsibility; B-SMS 2: Demonstrate self-discipline and self-control	Standard 1	Staff Input, Parent Input	Sept-June	Small Group	Parent & Faculty Feedback	Students will learn more appropriate ways of dealing with conflict.

Grades 9-12	Peer Tutoring Opportunities	M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes; B-LS 3: Use time-management, organizational and study skills; B-LS 4: Apply self-motivation and self-direction to learning; B-SMS 5: Demonstrate perseverance to achieve long- and short-term goals; B-SS 6: Use effective collaboration and cooperation skills	Standards 1 and 3	Staff Input, Other HS/MS Students	Sept-June	Small Group	Parent, Student & Faculty Feedback	Students work together to increase achievement in certain subject areas.
Grades 9-12	Annual Review	M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes; M 6: Positive attitude toward work and learning; B-LS 6: Set high standards of quality; B-LS 7: Identify long- and short-term academic, career and social/emotional goals; B-LS 8: Actively engage in challenging coursework	Standard 3a	Student Records	Sept-May	Individual	Parent, Student & Faculty Feedback	Review of student's record, social/emotional development, academic skills, and college/career readiness and identify any appropriate follow-up
Grades 9-12	Career Planning	M 2: Self-confidence in ability to succeed; M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success; M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes; B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions	Standards 1, 2 and 3	Student Data from Career Cruising, Student Input	Sept-June	Individual and Classroom	Parent, Student & Faculty Feedback	Expose students to different careers
Grades 9-12	New Student Orientation	M 3: Sense of belonging in the school environment; B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	Standard 1 and 3	Building Map, Tour, Students	Sept-June	Individual	Parent & Student Feedback	Review of student's record, social/emotional development, academic skills, and college/career readiness and identify any appropriate follow-up
Grades 9-12	Scheduling & Attending Parent-Teacher Conferences	B-LS 6: Set high standards of quality; B-LS 7: Identify long- and short-term academic, career and social/emotional goals; B-SS 3: Create relationships with adults that support success; B-SS 8: Demonstrate advocacy skills and ability to assert self, when necessary	Standards 1 and 3	Student Data, Staff Input	Sept-June	Small Group	Student Records, Parent, Student & Staff Feedback	Information shared with parents and plans developed to help improve student success
Grades 9-12	Crisis Counseling	B-SMS 7: Demonstrate effective coping skills when faced with a problem; B-SMS 9: Demonstrate personal safety skills; B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	Standards 1, 2 and 3	Student, Staff & Parent Input	Sept-June	Individual	Student, Staff & Parent Feedback	Student de-escalated and resume normal routine
Grades 9-12	Committee on Special Education/504 Meetings	M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes; B-SMS 6: Demonstrate ability to overcome barriers to learning	Standards 1 and 3a	Related Service Providers, IEP or 504 Plan, Student Records, Staff Input	Sept-June	Small Group	Review of Records, Parent & Faculty Feedback	Students placed in appropriate academic programs.
Grades 11-12	Financial Aid Night	M 2: Self-confidence in ability to succeed; M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success; B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions	Standards 1 and 3	Educational Talent Search, HESC, FAFSA, SUNY Broome	September/October	Assembly	Student & Parent Feedback	Students are parents will become more knowledgeable about the financial aid process and different ways to pay for college.

Grades 11-12	College Representatives Visitations	M 2: Self-confidence in ability to succeed; M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success; B-LS 1: Demonstrate critical-thinking skills to make informed decisions; B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions; B-SS 1: Use effective oral and written communication skills and listening skills	Standards 1 and 3	Parents, Coaches, College Literature	Oct-Mar	Individual and Small Group	Student & Parent Feedback	Students will enhance their knowledge about colleges and the application process.
Grades 10-11	Explain/Interpret PSAT Results	M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes; M 6: Positive attitude toward work and learning; B-LS 6: Set high standards of quality; B-LS 7: Identify long- and short-term academic, career and social/emotional goals; B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions	Standards 1, 2 and 3	College Board	Dec/Jan	Classroom	PSAT results	Students will understand what their strengths are and what skills they need to improve on.
Grade 12	SUNY Broome Instant Decision Day	M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success	Standard 1	SUNY Broome	October	Assembly	Student Feedback	Increase access and awareness about local college options
Grade 12	SUNY Broome Field Trip	B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions; B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	Standards 1, 2 and 3	SUNY Broome	Varies	Field Trip	Student Feedback	Students will learn about the opportunities at SUNY Broome and apply/be accepted into the school.
Grade 12	Senior Post High School Planning Meetings	M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success; B-LS 7: Identify long- and short-term academic, career and social/emotional goals	Standards 1, 2 and 3	Student Records, College, Career & Military Information	Oct-June	Individual	Student & Parent Feedback	Students will set goals and make post-secondary plans related to strengths and interests.
Grades 11-12	Organize & Accompany Students to College Day	B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions; B-LS 10: Participate in enrichment and extracurricular activities	Standard 1	College Information, BTCA Connections	Oct	Field Trip	Student & Parent Feedback	Expose students to different colleges
Grades 11-12	Administration of the ASVAB	M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes; B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions	Standard 1	ASVAB recruiter, ASVAB interested inventory and career search	November	Classroom	ASVAB results	Students will learn about careers that match their interests and skills.
Grade 10	BOCES Visitation	M 6: Positive attitude toward work and learning; B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions	Standard 1 and 3b	CTE brochures, BOCES	February-March	Field Trip	Student Feedback	Students will learn about Career and Technical Education and programs they can participate in.
Grades 10-11	New Visions Informational Session	B-LS 4: Apply self-motivation and self-direction for learning; B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions	Standards 1, 2 and 3	BOCES, Industry Partners	Feb/Mar	Classroom	Student & Parent Feedback	Students will gain knowledge about the opportunities available to them to enhance their learning

Grades 9-12	C-DOS Credential Planning	M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success.	Standards 1, 2 and 3	Student Records, IEP, BOCES, Employability Profiles	Year round-as needed	Individual	Student Records, Parent, Student & Staff Feedback	Students will acquire the skills and knowledge necessary to be an effective employee in the world of work.
Grades 9-12	Workforce Wednesday	M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success; B-LS-7: Identify long- and short-term academic, career and social/emotional goals	Standards 1, 2 and 3	Local Employers	March/April	Assembly	Student and Employer Feedback	Increase student awareness about job opportunities and form relationships with local employers
Grades 9-12	Volley for Mental Health Volleyball Tournament	B-LS 10. Participation in enrichment and extracurricular activities; B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them; B-SS 4. Empathy; B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary; B-SS 10. Cultural awareness, sensitivity and responsiveness	N/A	SVHS	Varies	Event	Student Feedback	Increase awareness around Mental Health and Suicide
Grade 12	Mad City	B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment; B-SM 1: Demonstrate ability to assume responsibility.	Standard 1, 2 and 3	Empower Federal Credit Union	March/April	Assembly	Student Feedback	Through a "real life" simulation, students will learn how to manage finances and responsibilities they will have after graduation.
Grades 9-12	SAT/ACT Exam Information Dissemination	B-LS 8: Actively engage in challenging coursework; B-LS 6: Set high standards of quality.	Standard 1 and 2	College Board website, ACT website	Sept-June	Classroom	Test Results	Students gain knowledge about the SAT/ACT and requirements for college admissions
Grades 9-12	Annual Parent Academic Intervention Services Informational Meeting	M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes	N/A	Literature from New York State Education Department	Fall	Assembly	Parent & Faculty Feedback	Parents will become aware of school and NYS regulations as they relate to their child's education.
Grade 11	Junior Student and Parent Night	M 4: Understanding the postsecondary education and lifelong learning are necessary for long-term career success; B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions	Standard 1	College Board, College websites, Common Application	April	Assembly	Parent and Student Feedback	Parents and students will be more knowledgeable about postsecondary options and the collage application process
Grade 10	10th Grade Team Meetings	B-LS 3: Use time-management, organizational and study skills; B-LS 7: Identify long- and short-term academic, career and social/emotional goals; B-SMS1: Demonstrate ability to assume responsibility; B-SMS 6: Demonstrate ability to overcome barriers to learning	Standard 1, 2 and 3a	Staff Input, Student Records	Sept-June	Small Group and/or Individual Settings	Parent, Student & Staff Feedback, Grades	Students will recognize areas of improvement and increase their grades
Grade 12	Career Fair	M 3. Positive attitude toward work and learning; M 6. Understanding that postsecondary education and lifelong learning are necessary for long-term success; B-LS 7. Long- and short-term academic, career and social/emotional goals	Standard 1	BT-BOCES	May	Group	Student Feedback	Students will speak to employers in the area about career opportunities

Grades 9-12	DASA/SEL Activities	M 1: Belief in development of the whole self, including a healthy balance of mental, social/emotional and physical well-being; B-SS2 Create positive and supportive relationships with other students; B-SS9 Demonstrate social maturity and behaviors appropriate to the situation and environment	Standard 3a	DASA and SEL Standards	Sept-June	Small Group Settings and Assembly	Parent, Student & Staff Feedback	Students will improve relationships with their peers and school climate will become more positive
<b>Indirect Services</b>								
Grades 9-12	Update Curriculum Guide	Depends on the needs of the school and student population	N/A	Course Information, Staff Input	Sept-June	N/A	Parent, Student & Faculty Feedback	Students become aware of course offerings.
Grades 9-12	Grade Level Team Meetings	B-SMS 10. Ability to manage transitions and adapt to change; B-SS 3. Positive relationships with adults to support success; B-SS 6. Effective collaboration and cooperation skills	N/A	Teachers	Sept-June	Group	Faculty Feedback	Address student concerns and deploy strategies to help students succeed
Grades 9-12	Referrals/Consultation with Outside Service Providers	B-SS 3: Create relationships with adults that support success; B-SS 8: Demonstrate advocacy skills and ability to assert self, when necessary	Standard 1	Outside Agencies, DSS	Sept-June	Consultation	Teacher & Parent Feedback, Review of Records	Increase student safety and mental health.
Grades 10-11	Organize, Promote and Administer PSAT	B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions	Standards 1 and 3	College Board	Oct	N/A	Student & Parent Feedback, Review of Results	Students will gain knowledge about the SAT and identify strengths and areas of improvement to increase their score for college admission
Grade 12	Senior Information/Scholarship Bulletin	B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions	Standard 1 and 2	Teachers, Available Scholarships & College Information	Sept-May	N/A	Student, Staff & Parent Feedback	Expose students to a variety of opportunities available to them to help offset the cost of college
Grades 9-12	Review & Placement of New Entrants	M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes; M 6: Positive attitude toward work and learning; B-LS 6: Set high standards of quality; B-LS 7: Identify long- and short-term academic, career and social/emotional goals; B-LS 8: Actively engage in challenging coursework	Standards 1 and 3	Prior School Records, Communication with Prior District(s)	Year round-as needed	Individual, Counselor's Office	Review of Records, Parent & Faculty Feedback	Place students in an appropriate educational program.
Grades 9-12	Encourage and Facilitate Job Shadowing Opportunities	M 4: Understanding postsecondary education and lifelong learning are necessary for long-term career success	Standard 1, 2 and 3	Career Cruising Data, BOCES, Industry Partners	Sept-June	Individual	Student & Parent Feedback	Students will gain first-hand experience in a career field they are interested in.
Grades 11-12	Encourage and Facilitate Apprenticeship Opportunities	M 4: Understanding postsecondary education and lifelong learning are necessary for long-term career success	Standard 1, 2 and 3	Student Records, Student Input, Staff Input	Sept-June	Individual	Student & Parent Feedback	Students will work with an employer in the community to gain the knowledge and skills in that particular career field.
Grades 9-12	Master Schedule Planning & Development	B-LS 7: Identify long- and short-term academic, career and social/emotional goals; B-LS 8: Actively engage in challenging coursework	N/A	NYSED Information	Feb-Aug	Collaboration	Staff Feedback, Student Schedules	N/A
Grades 9-12	Summer School Registration	B-LS 7: Identify long- and short-term academic, career and social/emotional goals; B-LS 8: Actively engage in challenging coursework	N/A	Course Final Grades, Exam Grades, Teacher Input	June-July	N/A	Summer School Results	Students stay on track for graduation.

Grade 12	Senior At-Risk Committee	M 6: Positive attitude toward work and learning; B-SS 3: Create relationships with adults that support success	N/A	Staff Input, Student Records	Oct-June, Every 5 weeks	Consultation and Collaboration	Student Records, Parent, Student & Staff Feedback	Student achievement and behaviors improve.
Grade 12	Letters of Recommendations for College Bound Students	M 4: Understanding that postsecondary education and lifelong learning are necessary for long-term career success B-LS7: Identify long- and short-term academic, career and social/emotional goals	N/A	Student Records, Staff and Parent Input, Student Resumes	Sept-June	N/A	Student & Parent Feedback	Student abilities, talents and circumstances are explained to college representatives for admission purposes
Parents & Grades 9-12	Update Guidance Services Website	B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions	N/A	College Information	Year round-as needed	Computer	Student, Staff & Parent Feedback	Students, parents/guardians and community members are updated on most recent college, career and social/emotional information
Grade 12	NCAA Updates & Verification	B-LS 9: Gather evidence and consider multiple perspectives to make informed decisions	N/A	Student Records, Parent Input, NCAA Website	Spring	Computer	Student, Staff & Parent Feedback	Students are reviewed for NCAA eligibility
Grades 9-12	Child Study Team	M 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes; M 6: Positive attitude toward work and learning	Standard 3a	Student Records, Student sample work, Staff, Student & Parent Input	Sept-June	As needed, group of pertinent teachers and staff	Review of Records, Parent & Faculty Feedback	Put interventions into place to improve student performance and success
Grades 9-12	Quarter and Grade Recovery	B-LS-3: Use time management, organizational and study skills; B-SMS-6: Demonstrate ability to overcome barriers to learning	N/A	Grades, Edgenuity, IXL, Delta Math	Sept-June	Classroom	Student Achievement	Provide student the opportunity to stay on track for graduation and give them a sense of success
Grades 9-12	Schedule AIS Structured Study Hall & Remediation	B-LS 3: Use time-management, organizational and study skills; B-LS 7: Identify long- and short-term academic, career and social/emotional goals	Standard 1	Staff Input, Student Records	Aug-June	N/A	Parent, Student & Faculty Feedback	Create a unique plan for each student to improve performance.