

# Edmeston Central School

**Comprehensive Pre-K-12 School Counseling Program**



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**Edmeston Central school  
11 North Street  
Edmeston, NY 13335**

## **I. District Description**

Edmeston Central School District is a public Pre-K through 12th grade school located in Otsego County, New York. The district covers 95 square miles in the western part of Otsego County. Our school serves approximately 400 students in one school building.

### **I. New York State Part 100 Regulations- School Counseling Programs-100.2 (j)**

Each school district shall have a guidance program for all students.

i,. In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.

ii. In grades 7-12, the guidance program shall include the following activities or services:

- a. an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;

- b. instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;
  - c. other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors, or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and
  - d. the services of personnel certified or licensed as school counselors.
- iii. Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the

program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

### **III. Role of the School Counselor**

The role of the school counselor is one that is changing and growing with the times. As our society faces increasing challenges- financial, cultural, social, and others, 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.

It is an essential role of a school counselor to work toward finding a solution or path for the student for the present and the future. The school counselor works with each student through evaluation to assist them in to become their personal best.

#### **Appropriate School Counselor Responsibilities**

- Designing individual student academic programs
- Interpreting cognitive, aptitude and achievement tests
- Counseling students with problem behaviors
- Interpreting student data in relationship to achievement

- Assisting the school principal with identifying and resolving student issues, needs and problems
- Collaborating with teachers to present proactive, prevention-based guidance curriculum lessons
- Assuming leadership in academic and personal, social, and college career domains within the school district
- Collaborating with stakeholders to provide strategic, timely interventions
- Advocating for the student
- Intervening in crisis situations
- Facilitating group counseling based on student needs
- Seeking professional development

#### **IV. American School Counselor Association's (ASCA) National Model**

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

1. **The foundation** of the program which addresses the belief and mission that every student will benefit from the school counseling program.
2. **The delivery system** which defines the implementation process and the components of the comprehensive model (curriculum, individual planning with students, responsive services, and system support).
3. **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 responsibility, use of data, action plans, time and task analysis, and monthly calendars.
4. **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.

## **V. Edmeston Central School Counseling Department Foundation**

### **A. Edmeston Central School Counseling Mission Statement**

The mission of the counselors of Edmeston Central School is to provide high quality, comprehensive school counseling services to all students. Our programs are designed to help all students develop and enhance their academic, career, and personal/social strengths in order to empower students to develop the skills, knowledge, abilities, and character needed to pursue their individual goals and become contributing members of our society.

There is a commitment to individual uniqueness and the maximum development of human potential. Through the skillful use of strategic, preventive, timely, and personal interventions, counselors customize educational experiences in order to enhance capabilities.

### **B. Edmeston Central School Counseling Vision Statement**

It is the vision of the ECS counselors, that all students graduating from Edmeston Central School will be college and career ready. They will have the skills needed to be successful in their future. The comprehensive school counseling program supports students while providing opportunities for growth.

### **C. Edmeston Central School Counseling Beliefs**

The School Counseling Program is based on developmental concepts and theories and recognizes the strengths of each individual. The program is preventive and proactive. It encourages students, staff, and community to appreciate the contributions, rights, and responsibilities of themselves and others.

The school counselors in Edmeston Central School believe:

1. All students can achieve at high levels.
2. Every student is valuable and is treated with dignity and respect.
3. All students will have access to high quality school counseling services, provided by a full-time licensed, professional school counselor.



4. All students' ethnic, cultural, and racial differences, as well as beliefs and customs, are considered in the design and delivery of school counseling services.

5. All students can expect that school is a safe and nurturing environment.

## **VI. Edmeston Central School Counseling Department Delivery System**

The Edmeston Central School District's Comprehensive School Counseling Program is based on the core beliefs aforementioned. The delivery system describes the activities, interactions, and methods necessary to deliver the programs to the school community. Edmeston's Comprehensive School Counseling Programs integrate academic, career, and personal/social development into the school counseling curriculum, individual planning, responsive services, and systems support.

### **A. School Counseling Curriculum**

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

1. Classroom activities: School counselors instruct, cooperatively-teach, and provide assistance in teaching the school counseling curriculum.

2. Group activities: School counselors conduct planned small groups outside the classroom to respond to students' identified needs or interests.
3. Interdisciplinary activities: School counselors work with staff in various disciplines to develop curriculum across content areas.
4. Career and college awareness: Throughout the year school counselors through their work with College For Every Student (CFES) create college and career awareness activities.

#### B. Individual Student Planning

School counselors coordinate ongoing activities designed to assist students individually in establishing personal goals and developing future plans.

1. Case Management: School counselors monitor individual student progress as needed.
2. Individual Appraisal: School counselors use test information and other data to assist students in analyzing and evaluating their interests, skills, and abilities.
3. Individual and/or small group college and career planning: School counselors meet with students in small groups and individually (grades 6-12) to create post-secondary plans. This includes a high school educational plan (as age appropriate).

C. Responsive Services: Responsive services consist of activities meeting individual student's immediate needs, usually necessitated by life events, situations, and/or conditions in the student's life. These needs require counseling, consultation, referral, and or mediation.

1. Consultation: School counselors consult with parents, colleagues, and community agencies regarding strategies to help students and families. School counselors serve as student advocates.
2. Individual and small group counseling: Counseling is provided in a small group or on an individual basis for students expressing difficulties dealing with relationships, personal concerns, or normal developmental tasks.
3. Crisis counseling: Counseling and support are provided to students and families facing traumatic situations. School-based crisis response is offered onsite and is brief in nature.  
  
Referrals may be made as deemed necessary.
4. Mentors: Peer mentors are trained through ECS' participation in the CFES program. Mentors and mentees are paired each year based on commonalities. Additionally, at-risk students are paired with adult mentors to assist with academic and personal/social needs.
5. Referral: Counselors refer students and their families to appropriate community agencies and providers to address concerns such as suicidal ideation, violence, abuse, depression, anxiety, family stressors, and other concerns, utilizing services of available resources such as Bassett HealthZone, Otsego County DSS Preventive Services, Otsego County PINS, mental health counselors, and others.

D. System Supports: Support is needed by administration and the ECS Board of Education to maintain and enhance the school counseling program.

1. Professional Development: School counselors must update knowledge and skills by participating in training, professional meetings, conferences, and relevant course work.

2. Program Promotion: School counselors provide information regarding the program through the website, newsletter, and presentations.

3. Consultation with teachers and staff: School counselors work with teachers and other staff members to provide information regarding the needs of students. School counselors will participate in district committees and in-service programs.

4. Research: School counselors utilize research in the development of their programs.

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

## **VII. The Edmeston Central School Comprehensive School Counseling Program:**

ECS's plan has been designed to meet the educational demands placed upon our students, while incorporating the American School Counselor Association's (ASCA) National Model. A quality counseling program is one that is results-based, comprehensive, developmentally-appropriate, proactive, and designed to reach all students. Edmeston has two certified school counselors, one for pre-k through 6<sup>th</sup> grade and one that serves 7-12<sup>th</sup> grade. In order to help each student maximize their full potential, the comprehensive plan incorporates a variety of direct and indirect support services.

**The comprehensive school counseling plan is:**

1. An integral part of the total educational process of Edmeston Central School.
2. Planned, coordinated, managed, and evaluated by the school counselors.
3. Available to all students to assist them with academic, career, and personal/social counseling needs.
4. Stimulates student learning.
5. Encourages supportive, positive parental involvement in the schools.
6. Helps build a positive school environment by encouraging collaboration among counselors, teachers, administrators, parents and the community to further student achievement.
7. Continuously refined and improved through systematic review and evaluation of student performance data.

## A. **Student Competencies- ASCA Mindsets & Behaviors for Student Success**

As a result of a comprehensive counseling program, students will demonstrate the following mindsets and behaviors as outlined by ASCA. They are organized by domains, standards arranged within categories and subcategories. Each is described below.

### **1. Domains**

The ASCA Mindsets & Behaviors are organized in three broad domains: academic, career, and social /emotional development. These domains promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. The definition of each domain are as follows:

**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:

- a. Understand the connection between school and the world of work
- b. Plan for and make a successful transition from school to postsecondary education and/or the workforce 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.

## **2. Standards**

The 35 standards can be applied to any of the three domains, and the school counselor selects a domain and standard based on the needs of the school, classroom, small group, or the individual. The standards are arranged within categories and subcategories.

**Category 1: Mindset Standards-** Includes standards related to the psycho-social attitudes or beliefs students have about themselves in relation to academic work. These make up the students' belief system as exhibited in behaviors.

**Category 2: Behavior Standards-** These standards include behaviors commonly associated with being a successful student. These behaviors are visible, outward signs that a student is engaged and putting forth effort to learn. The behaviors are grouped into three subcategories.

**a. Learning Strategies:** Processes and tactics students employ to aid in the cognitive work of thinking, remembering, or learning.

**b. Self- Management Skills:** Continued focus on a goal despite obstacles (grit or persistence) and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures (delayed gratification, self-discipline, self-control).

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

### **The ASCA Mindsets & Behaviors for Student Success**

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

#### **Category 1: Mindset Standards**

School Counselors encourage the following mindsets for all students.

- 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 that 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

**Category 2: Behavior Standards**

Students will demonstrate the following standards through classroom lessons, activities, and/or individual/small-group counseling.

<b>Learning Strategies</b>	<b>Self-Management Skills</b>	<b>Social Skills</b>
B-LS 1. Demonstrate critical-thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with other students
B-LS 3. Use time-management, organizational, and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4. Apply self-motivation and self-direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS-5. Demonstrate perseverance to achieve long and short-term goals	B-SS 5. Demonstrate ethical decision-making and social responsibility
B-LS 6. Set high standards or quality	B-SMS-6. Demonstrate ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long and short-term academic, career, and social/emotional goals	B-SMS-7. Demonstrate effective coping skills when faced with a problem	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8. Actively engage in challenging coursework	B-SMS-8. Demonstrate the ability to balance school, home, and community activities	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary
B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	B-SMS-9 Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment

B-LS 10. Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	
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## **VIII. School Guidance Curriculum Action Plans**

**TRANSITION** Program objectives: Parents & students will learn the academic & behavioral expectations of their next school.  
Students will successfully transfer to their new school environment.

Program		Domain(s) (Academic, S/E, Career)	Timeline	Focus	Staff & Resources	Assessment
Entering ES	<b>Open House at ES:</b> <ul style="list-style-type: none"><li>• ES curriculum expectations</li><li>• Meet the counselor</li></ul>	Academic, Social/E mot,	Sept/Oct	All parents of grades K-6	School counselor	Parent feedback
	<b>Classroom Guidance Lessons:</b> <ul style="list-style-type: none"><li>• School rules and expectations</li><li>• DASA</li></ul>	Academic, Social/e mot.	Sept/Oct	All students K- 6	School counselor and teachers	Counselor observation and teacher feedback
Entering MS	<b>Open House at MS:</b> <ul style="list-style-type: none"><li>• MS curriculum expectations</li><li>• Meet the teachers</li></ul>	Academic, Social/E mot,	Sept	All students grade 7 & 8 and parents	School counselor, Teachers, Principal, Superintendent	Parent attendance & feedback
Entering HS	<b>Student program:</b> <ul style="list-style-type: none"><li>• Graduation requirements</li><li>• Course program options</li></ul>	Academic, Career/ College	Sept	All students grade 9 (& accelerated 8 <sup>th</sup> graders)	School counselor	Student pre- and post-test results
	<b>Parent &amp; student program:</b> <ul style="list-style-type: none"><li>• Graduation requirements</li><li>• Course program options</li></ul>	Academic, Career/ College	Sept	All students entering grade 9 & parents (& accelerated 8 <sup>th</sup> graders and parents)	School counselor	Parent attendance & feedback

<b>Entering District K-12</b>	<b>New student &amp; parent interview and record review-</b> to assess for academic, social/emotional and other related needs to develop class/course/services recommendations.	Academic, Social/emot Career/College	Ongoing as needed	New students	School counselors, School nurse, Principal	Student, teacher and parent feedback
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**TRANSITION Program Needs:**

**ATTENDANCE Objectives:** Students & parents will learn school expectations, the negative impact of poor attendance, and students will change behaviors as needed. Students without improvement are referred for additional services.

Program		Domain(s) (Academic, S/E, Career)	Timeline	Focus	Staff & Resources	Assessment
<b>ES</b>	Attendance monitoring • Assessment & intervention for students with >10 days absences per quarter • Consultation and referral with non-improvement	Academic, Soc/Emot.	Quarterly	Students with >10 days absences per quarter	School counselor, School nurse, Other PPS staff, Community agencies	Improved attendance with intervention
<b>MS &amp; HS</b>	Attendance monitoring • Assessment & intervention for students with >10 days absences per quarter • Parent/student meeting and/or phone contact as needed	Academic, Soc/Emot.	Quarterly	All students	School counselor, School nurse, principal, superintendent, school-based preventive caseworker, healthzone counselor,	Improved attendance with intervention

	• Consultation with principal and referral to DSS/PINS with non-improvement				probation, and other community agencies as appropriate	
<b>ATTENDANCE Program Needs:</b>						

<b>BEHAVIOR</b> <b>Objectives:</b> Students & parents will learn social/emotional development expectations and change behaviors as needed. Students without improvement are referred for additional services.						
Program		Domain(s) (Academic, S/E, Career)	Timeline	Focus	Staff & Resources	Assessment
ES	<b>PBIS</b> – check in/check out To teach and support school-wide behavioral expectations	Social/ Emot	Ongoing	Selected students grades K-6	School counselor as assigned	Quarterly program data
	<b>Dignity Act Coordinator</b> to identify and support students experiencing bullying	Social/ Emot	Ongoing as needed identified	Selected students grades K-6	School counselor	Case by case review; Quarterly data
	<b>Classroom/ Tier 3 Intervention</b> Based on need and on topic requested by teacher(s) to address classroom-based needs to promote character education and teach social skills; including but not limited to: <ul style="list-style-type: none"> <li>• Empathy</li> <li>• Conflict management</li> <li>• Impulse control</li> </ul> Using Counselor generated lessons as well as Second Step Classroom lessons to strengthen the S/E skills of young children by assessing, building and strengthening children’s social skills, resilience and character education	Social/ Emot	Ongoing as requested or need identified	Classes as identified in grade K-6	School counselors	Counselor observation and Teacher feedback
	<b>Small Group/ Tier 2 Intervention</b> Based on need and on topic requested by teacher(s), parent(s) or student(s) to support students in need of focused short-term intervention, e.g.	Social/ Emot	Ongoing as requested or need identified	Students as identified grades K-6	School counselors	Case by case review; Quarterly data

	divorce/separation, peer relations, social skills development					
	<b>Individual/ Tier 1 Interventions</b> To support students in need of focused short-term support, e.g. personal or family crisis, peer relations, social skills development	Social/Emot	Ongoing as need identified	Students as identified grades K-6	School counselors	Case by case review; Quarterly data
<b>MS</b>	<b>Character Education</b> lessons on the impact of cliques, rumors, bullying, cyber-bullying, & online safety; students will be able to identify strategies to safely deal with these social & safety issues	Social/Emot	Ongoing as needed and identified	All students grades 7&8	School counselor in conjunction with health teacher (for grade 7)	DASA report, PBIS, and discipline data; teacher/student/ parent report & counselor observation
	<b>Dignity Act Coordinator</b> Complete DASA investigations and refer concerns to principal; also identify and support students experiencing verbal harassment/intimidation, social/relational harassment/intimidation, cyberbullying, physical harassment/intimidation, sexual harassment/intimidation	Social/Emot	Ongoing as need identified	All students grades 7-8	School counselor	DASA reports; eSchoolPLUS &SWIS suite discipline data
	<b>PBIS</b> – check in/check out to teach and support school-wide behavioral expectations	Social/Emot	Ongoing as need identified	Identified students grades 7-8	School counselor/ Special ed teachers	Case by case review; Quarterly PBIS data
	<b>Classroom Interventions</b> Based on need and on topic requested by teacher(s) to address classroom-based needs, e.g. peer relations, social skills development, study skills	Social/Emot	Ongoing as requested or need identified	Classes as identified grades 7-8	School counselor	Pre-post data as utilized; teacher/student report; eSchoolPLUS &SWIS suite discipline data

	<b>Small Group Counseling</b> Based on need and/or IEP and on topic requested by teacher(s), parent(s) or student(s) to support students in need of focused short-term intervention, e.g. divorce/separation, peer relations, study skills, social skills development	Social/ Emot	Ongoing as requested or need identified	Students as identified grades 7-8	School counselor	Case by case review; Quarterly data; teacher data/report
	<b>Individual Counseling</b> to support students in need of focused short-term support, e.g. personal or family crisis, peer relations, social skills development. May be based on IEP.	Social/ Emot	Ongoing as need identified	Students as identified grades 7-8	School counselor	Case by case review; Quarterly data
<b>HS</b>	<b>Individual Counseling</b> to support students in need of focused short-term intervention e.g. personal or family crisis, peer relations, conflict resolution. May be based on IEP.	Social/Emot	Ongoing as need identified	Students as identified grades 9-12	School counselor	Case by case review; Quarterly data



<b>K-12</b>	<b>Consultation with district personnel</b> on behalf of students to determine supports and interventions to assist student due to behavior	Social/Emot	Ongoing as need identified	Students as identified all grades	School counselors, social worker, psychologist, caseworker, principal, teachers, parent/guardians	Case by case review; Quarterly data
	<b>Consultation with community agencies</b> on behalf of students to determine supports and interventions to assist student due to behavior	Social/Emot	Ongoing as need identified	Students as identified all grades	School counselors, Social worker, psychologist, caseworker, principal, parent/guardians	Case by case review; Quarterly data
	<b>Crisis Intervention</b> <ul style="list-style-type: none"> <li>• Student, teacher, parent/guardian, administrator referral</li> <li>• Provide immediate support for student unable to participate in educational program due to personal and/or family crisis</li> <li>• Refer to MCAT or Bassett Emergency Room as needed</li> </ul>	Social/Emot	Ongoing as need identified	Students as identified all grades	School counselors, Social worker, psychologist, caseworker, Principal, parent/guardians	Case by case review; Quarterly data

**BEHAVIOR Program Needs:**

**Career/College Planning** Objectives: Students will learn about future career options, pathways to post-high school success, college

options and how to research, self-knowledge to inform decisions.

Program		Domain(s) (Academic, S/E, Career)	Timeline	Focus	Staff & Resources	Assessment
ES	<b>Self-Awareness/ Career Awareness</b>  <i>I am Capable</i> classroom lessons to broaden students' awareness of self as they relate to careers. Students will connect good student skills with good worker skills becoming familiar with possible careers.	Career/ College	2 sessions	All students grades K-6	School counselor, activity materials	Students complete interest inventories that are developmentally appropriate.
	<b>Interests and Career Awareness Lesson</b>  <i>Me in the Future</i> classroom lessons to create college going awareness. Students will become familiar with concept of college in their future.	Career/ College	2 sessions	All students grades K-6	School counselor, activity materials	Students create a finished product demonstrating the career they are interested in at that given time based on what they have learned about themselves and careers.
	<b>Seniors on Parade</b> HS senior parade the elementary school halls in cap & gown helping students become excited about high school graduation	Career/ College	June	All students grades K-6	School counselor, Senior class advisors	Discussion with teacher and counselor.
MS / HS	<b>College Exploration</b> Classroom lesson/activity to broaden students' awareness of colleges. Students will become familiar with a broad sampling of colleges and possible career majors.	Career/ College	Througho ut the school year as	All students grade 7-11	School counselor; Technology: <i>Naviance,</i> <i>websites such as</i>	Lists on Naviance/career zone

			schedule allows		<i>O*net and CareerZone</i>	
	<b>Career Interests</b> classroom lessons/activities on careers, including interests, career clusters and how level of education impacts future earnings. Information given about fast growing careers. Students will identify careers to further research based on results of a career interest inventory.	Career/ College	Throughout the school year as schedule allows	All students grade 7-11	School counselor; Technology: <i>Naviance, and websites such as O*net and CareerZone</i>	Career plan; results of interest inventories
	<b>High School Planning</b> Classroom presentation on connection between aspirations, high school courses, and graduation. Students select courses that align with their interests & abilities, understand graduation requirements.	Career Development/ Academic	Presented in one session	All students grade 8-11	School counselor	Course request sheets
<b>HS</b>	<b>Freshman Interview</b> Individual meetings to review each student's academic program/transcript. Students will select coursework that aligns with their interests and abilities and develop long-term goals.	Career/ College; academic	Annual review with follow-up as needed	All students grade 9	School counselor	Schedule; transcript; Career Plan
	<b>Sophomore Interview</b> Individual review of student's academic, social/ emotional and career planning progress. Students will select coursework that aligns with their interests and abilities and review long-term goals.	Career/ College; academic	Annual review with follow-up as needed	All students grade 10	School counselor	Schedule; transcript; Career Plan
	<b>CTE Opportunities</b> Field trip 10 <sup>th</sup> grade students to explore CTE opportunities. Students will identify a potential career training program that fits with their career aspirations.	Career Development	Presented in one session	Interested students grade 10	School counselor BOCES CTE	Applications completed to attend BOCES CTE

	<b>PSAT/SAT/ACT</b> Information is given to students regarding PSAT/SAT/ACT as well as an informational packet mailed home and given to the students.	Career/ College	Presented in one session	Students in grade 11 and grades 10 & 11 for PSAT	School counselor	Number of students that take PSAT/SAT/ACT
	<b>Junior Interview</b> Individual review of student's academic, social/emotional and career planning progress with college admissions information & discussion. Students will select coursework that aligns with their interests and abilities. Students will update long-term goals.	Career/ College; academic	Annual review with follow-up as needed	All students grade 11	School counselor	Schedule; transcript; Career Plan
	<b>Job Shadowing</b> Students in grades 11 & 12 are encouraged to participated in job shadowing, as indicated by their career research projects. Students will work with their counselor to find one or more job sites that are willing to host them. The counselor will assist in paperwork and coordination, as needed. Students/families are responsible for transportation.	Career/ College; academic	Throughout the year	Any interested student in grades 11 & 12	School counselor	Number of students completing job shadows
	<b>College Info Night</b> Parents and students learn about the college application process. Parents and students will learn how to use the tools provided.	Career/ College	Presented in one session	All students & parents grade 12	School counselor	Parent/student feedback; number of students that apply to college
	<b>Financial Aid Night</b> Parents and students learn about the financial aid process. Parents and students will learn how to use the tools provided.	Career/ College	Presented in one session	All students & parents grade 12	School counselor	Parent/Student feedback; successful FAFSA/TAP completion

	<b>Senior Interview</b> Individual review of student's academic, social/emotional and career & college planning progress; and review individual graduation requirements. Students will have a relevant post high school plan of college, military or a job placement.	Career/ College	Annual review with follow-up as needed	All students grade 12	School counselor	Career plan; transcript
	<b>College Fairs:</b> Student exposure to college representatives through Otsego County Counselor College Fair. Students will gain useful information about types of colleges and their programs.	Career/ College	October	Interested students grades 10-12	School counselor	Number of students that attend
	<b>College Research:</b> Classroom activity on college search and application process. Students will identify specific post high school plans including career goals and relevant college options.	Career/ College	Presented in one session	All grade 11 students	School counselors Technology: <i>Naviance</i>	Pre/post-test; complete career goals and plan
	<b>College For Every Student (CFES) College Visits:</b> Students will tour at least one campus per year, to include admissions presentation, campus tour, and lunch in dining hall.	Career/ College	Fall for 12 <sup>th</sup> grade and Spring for grades 9-11	All students 9-12	School counselor, bussing	Increased college awareness through self-report, individual interview
	<b>CFES College Awareness Week:</b> Students will participate in a classroom activity designed to enhance their college knowledge, including college majors, college application and selection process, and terminology.	Career/ College	Spring	All students 7-12	School counselor with teacher assistance	Increased college awareness through self-report, individual interview

	<b>Clark Scholarship &amp; Interview:</b> All seniors are invited to attend a meeting on the Clark Scholarship. Those who are awarded scholarships attend an interview at the Clark Foundation Office.	Career/ College	As requested by the Clark Foundation- usually April	Seniors receiving awards	School counselor	Number of students that apply for scholarship; amount of scholarships received; and amount awarded
<b>CAREER/COLLEGE PLANNING Program Needs:</b>						

## **IX. Advisory Council**

An advisory council is a representative group of persons appointed to advise and assist the school counseling program. The council reviews program goals, competencies and results, and participates in making recommendations to enhance programs.

## **X. Accountability**

To meet the needs of our students, Edmeston Central School counselors regularly evaluate their program to determine its effectiveness.

Assessment tools include pre and post tests, attendance rates, grades, discipline referrals, and other means. Other evaluation tools can include school report card data, and student/parent/staff surveys.



