

Byram Hills School District

School Counseling (Guidance) Plan for Grades K-12

NYS Commissioner's Regulations Part 100.2(j)

A. Introduction

1. Brief Description of the School District

The Byram Hills School District serves over 2,500 students in a suburban area of Westchester County in the Lower Hudson Region. There are four schools in the district, including Coman Hill (grades K-2), Wampus (grades 3-5), H.C. Crittenden Middle School (grades 6-8), and Byram Hills High School (grades 9-12). The K-12 academic programs, counseling and special education services, and co-curricular and extracurricular activities are designed to assist students with their cognitive, affective, and psychomotor development.

2. Board of Education Mission Statement and District Goals for 2016-2017

Mission Statement

In an environment of mutual respect, the Byram Hills School District and its community will provide students with the means, the knowledge, and the opportunity to excel in order to become productive and responsible citizens of the twenty-first century.

District Goals

The district goals can be found at

<http://www.byramhills.org/files/filesystem/2016-17-BoardGoals.pdf>

3. K-12 Counseling Program Overview

The K-12 counseling program is a comprehensive array of guidance activities and services for all students in the district. In grades K-5, the program is designed by the school leaders in coordination with the faculty and school psychologists. The primary purposes are assisting students who exhibit any attendance, academic, behavioral or adjustment problems, educating them concerning avoidance of child sexual abuse, and encouraging parental involvement. In grades 6-12, the program is designed by school leaders, counselors and psychologists. The primary purposes are academic advisement, career planning, personal counseling, and college counseling for the students. The K-12 program is reviewed annually, data-driven improvements are designed and implemented, and the program is updated.

4. District Administrative Supervisors, Principals, and Department Members

District Leaders

Dr. William Donohue, Superintendent of Schools

Dr. Timothy Kaltenecker, Assistant Superintendent for Curriculum and Instruction

Ms. Jen Lamia, Assistant Superintendent for Human Resources

Special Services and Health Services

Ms. Jill Boynton, Director

Ms. Karen Kushner, Assistant Director

Coman Hill School

Ms. Margaret McInerney, Principal

Ms. Mary Beth Crupi, Assistant Principal

Ms. Jaime Karp, Psychologist

Dr. Yvette Thompson, Psychologist

Wampus School

Ms. Debra Cagliostro, Principal

Ms. Judy Brewster, Assistant Principal

Ms. Jaime Karp, Psychologist

Dr. Ellen Medd, Psychologist

H.C. Crittenden Middle School

Dr. H. Evan Powderly, Principal

Ms. Kim Lapple, Assistant Principal

Ms. Heather Graham, School Counselor

Mr. David Mack, School Counselor

Ms. Clair Perfetto, School Counselor

Byram Hills High School

Mr. Chris Walsh, Principal

Ms. Gina Cunningham, Assistant Principal

Ms. Kristen Sautner, Assistant Principal

Dr. Michael McGrath, Chair of School Counseling

Ms. Susan Buchman, School Counselor

Ms. Anne Kaplan, School Counselor

Mr. Gary McCarthy, School Counselor

Mr. Robert Sammon, School Counselor

Ms. Kristina Wilson, School Counselor
Mr. Sean Dolinar, School Psychologist
Dr. Carolyn Lanfredi, School Psychologist
Ms. Annie Kelly, Student Assistance Counselor

B. Foundation/Management

1. NYS EDUCATION DEPARTMENT COMMISSIONER'S REGULATIONS PART 100.2 (j) Guidance Programs

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

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

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

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

(b) instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;

(c) other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed schools social workers in cooperation with school counselors; and

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

(iii) Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

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

2. School Counseling Program Mission, Vision and Goals

Shared Mission Statement

The mission of the Byram Hills K-12 school counseling program is to foster the intellectual, emotional, and social development of all students. The school counselors, psychologists, student assistance counselor, faculty and leaders design and deliver effective programs and services so that all students may utilize the tools that will enable them to be responsible and productive citizens in a rapidly changing world. They also help students identify their abilities and interests, strengthen their decision-making skills, and develop an approach to life that is uniquely their own.

Shared Vision Statement

A flagship school counseling program ensures the delivery of curriculum, academic success, career development, college advisement, individual student planning, responsive services, the use of data and action plans, and performance standards. The school counselors, psychologists, student assistance counselor, faculty and leaders, in conjunction with the support staff, will strive for distinction by utilizing the best practices for shared governance, strategic planning, and continuous improvement, as well as innovation, teamwork, relational management and wellness.

Core Beliefs

The school counselors, psychologists, student assistance counselor, faculty and school leaders believe that every child can learn and that all students have an equal right to participate in a comprehensive school counseling program committed to academic development, student centeredness, a safe and caring environment, and wellness. The following principles are the foundation for the K-12 school counseling program:

- The Byram Hills educators follow the national model and standards of the American School Counselor Association (ASCA), including: Foundation (Mission, Beliefs and Philosophy); Delivery (Guidance Curriculum Individual Student Planning, Responsive Services, and Support Services); Management (Agreements, Use of Data, Action Plans, and Use of Time and Calendars); and Accountability (Results Reports, School Counselor Performance Standards, and Program Audit). They also follow the professional standards of the American Psychological Association (APA).
- All programs and services are guided by five important norms, including accessibility, relationships, individuality, transformation, and responsibility, as well as ethics and values such as care, concern, connections, and a commitment to the common good.

- Genuine learning involves the education and development of the whole child and requires the active involvement and effective participation, mutual respect, respectful dialogue, safety, and individual accountability of students, parents, teachers, counselors, psychologists, student assistance counselor, nurses, school leaders, staff, and community members.
- The hopes, dreams, gifts, talents, differences and special needs of all students are considered when planning and implementing school-wide and individual programs and services.
- The counselors, psychologists, student assistance counselor, faculty and school leaders plan, design, implement, and manage coherent, consistent, aligned and effective programs and services so students will be better able to transition from grade-to-grade and school-to-school with minimal levels of ambiguity and disruption and higher levels of integration, familiarity, comfort, wellness and safety. They also help students who exhibit any attendance, academic, behavioral, health, personal, or adjustment problems by working with parents and outside experts.
- The Byram Hills educators are committed to student wellness, career exploration and development, and college planning, as well as collegiality, collaboration, communication and parental involvement. They are also committed to combatting child sexual abuse, alcohol abuse, and drug use, as well as childhood and adolescent anxiety, stress, and depression.
- The Byram Hills educators use data stakeholders to plan strategically, to design and continuously improve programs and services, and to continually evaluate delivery and effectiveness.

Strategic Goals

1. To ensure that the shared mission, the vision, and core beliefs are present in the everyday lives of students, parents, faculty, school counselors, psychologists, the student assistance counselor, and school leaders.
2. To assist students with academic advisement, career exploration, planning for college and other forms of post-secondary education, and the world of work.
3. To assist students who struggle, academically, emotionally, or socially and to provide programs and responsive services designed to promote student wellness and safety.
4. To collect and analyze quantitative and qualitative data and use this information to design, modify, and implement programs and responsive services, plan strategically, and continually, and evaluate delivery modes and effectiveness.

3. Student Standards

i. The ASCA Mindsets and Behaviors for Student Success: K-12 College and Career-Readiness Standards for Every Student

Mindsets

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

Behavior: Learning Strategies

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

Behavior: Self-Management Skills

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

Behavior: Social Skills

1. Use effective oral and written communication skills and listening skills.
2. Create positive and supportive relationships with other students.
3. Create relationships with adults that support success.
4. Demonstrate empathy.
5. Demonstrate ethical decision-making and social responsibility.
6. Use effective collaboration and cooperation skills.
7. Use leadership and teamwork skills to work effectively in diverse teams.
8. Demonstrate advocacy skills and ability to assert self, when necessary.

9. Demonstrate social maturity and behaviors appropriate to the situation and environment.

ii. NYSED Career Development and Occupational Studies (CDOS) Student Standards

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

1.1 Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

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

2.1 Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.

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

3a.1 Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions

3a.2 Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.

3a.3 Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.

3a.4 Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.

3a.5 Technology is the process and product of human skill and ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants.

3a.6 Information management focuses on the ability to access and use information obtained from other people, community resources, and computer networks.

3a.7 Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.

3a.8 Systems skills include the understanding of and ability to work within natural and constructed systems.

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

B/IS Business/Information Systems: Core, Specialized, and Experiential

HS Health Services: Core, Specialized, and Experiential

E/T Engineering/Technologies: Core, Specialized, and Experiential

HPS Human and Public Services: Core, Specialized, and Experiential

NAS Natural and Agricultural Sciences: Core, Specialized, and Experiential

A/H Arts/Humanities: Core, Specialized, and Experiential

4. School Counselor Professional Standards

i. ASCA Professional School Counselor Competencies

The ASCA School Counselor Competencies outline the knowledge, abilities, skills and attitudes that ensure school counselors are equipped to meet the rigorous demands of the profession and the needs of pre-K–12 students. These competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a comprehensive school counseling program addressing academic achievement, career planning and personal/social development.

Organized around and consistent with “The ASCA National Model: A Framework for School Counseling Programs (Third Edition),” the competencies can be used in a variety of ways including:

School Counselors

- Self-assess their own competencies.
- Formulate an appropriate professional development plan.

School Administrators

- Guide the recruitment and selection of competent school counselors.
- Develop or inform meaningful school counselor performance evaluation.

School Counselor Education Programs

- Establish benchmarks for ensuring school education students graduate with the knowledge, skills and attitudes needed for developing.

ii. ASCA Ethical Standards

The American School Counselor Association (ASCA) is a professional organization whose members are school counselors certified/licensed in school counseling with unique qualifications and skills to address all students’ academic, personal/social and career development needs. Members are also school counseling program directors/supervisors and counselor educators. These ethical standards are the

ethical responsibility of school counselors. School counseling program directors/supervisors should know them and provide support for practitioners to uphold them. School counselor educators should know them, teach them to their students and provide support for school counseling candidates to uphold them. Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools and subscribing to the following tenets of professional responsibility:

- Each person has the right to be respected, be treated with dignity and have access to a comprehensive school counseling program that advocates for and affirms all students from diverse populations including: ethnic/racial identity, age, economic status, abilities/ disabilities, language, immigration status, sexual orientation, gender, gender identity/expression, family type, religious/spiritual identity and appearance.
- Each person has the right to receive the information and support needed to move toward self-direction and self-development and affirmation within one's group identities, with special care being given to students who have historically not received adequate educational services, e.g., students of color, students living at a low socio-economic status, students with disabilities and students from non-dominant language backgrounds.
- Each person has the right to understand the full magnitude and meaning of his/her educational choices and how those choices will affect future opportunities.
- Each person has the right to privacy and thereby the right to expect the school-counselor/student relationship to comply with all laws, policies and ethical standards pertaining to confidentiality in the school setting.
- Each person has the right to feel safe in school environments that school counselors help create, free from abuse, bullying, neglect, harassment or other forms of violence.

C. Delivery/Accountability

The strategic goals and their related elements which are detailed below apply to the students, parents, and educators in the four Byram Hills schools unless noted otherwise. Also note that the Student Standards vary from goal-to-goal.

Strategic Goals

Goal 1: Ensure that the shared mission, the vision, and core beliefs are present in the everyday lives of students, parents, faculty, school counselors, psychologists, student assistance counselor, and leaders.

Program Objectives:

1. Design, implement, assess, and continually improve all programs and services based on the shared mission, vision, and core beliefs.
2. Encourage students to actively engage in all academic, guidance, student services, co-curricular, and extracurricular programs.

3. Strengthen all student, parent, faculty, school and district leader relationships and partnerships and encourage parent participation and engagement.
4. Use constructive feedback and other data to maintain mission and vision integration and consistency and to drive improvements.
5. Improve formal and informal communications with students, parents, faculty, and school leaders.
6. Provide every child, parent and employee with a safe and caring environment.

Related Student Standards:

Mindsets

1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
2. Self-confidence in ability to succeed.
3. Sense of belonging in the school environment.
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes.
6. Positive attitude toward work and learning.

Behavior: Learning Strategies

1. Demonstrate critical-thinking skills to make informed decisions.
2. Demonstrate creativity.
4. Apply self-motivation and self-direction to learning.
6. Set high standards of quality.
10. Participate in enrichment and extracurricular activities.

Behavior: Self-Management Skills

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

Behavior: Social Skills

2. Create positive and supportive relationships with other students.
3. Create relationships with adults that support success.
4. Demonstrate empathy.

5. Demonstrate ethical decision-making and social responsibility.
6. Use effective collaboration and cooperation skills.
7. Use leadership and teamwork skills to work effectively in diverse teams.
8. Demonstrate advocacy skills and ability to assert self, when necessary.
9. Demonstrate social maturity and behaviors appropriate to the situation and environment.

NYSED Regulations Being Met:

(i) and (ii) (see pages 4-5)

Student Focus/Expectations:

1. Students will have access to all school counseling programs and services, and they will be actively involved in learning activities.
2. Students will be able to benefit from meaningful home-school partnerships and communications between and among parents, faculty, counselors, psychologists, the student assistance counselor, and school leaders.
3. Students will learn and develop in a safe and caring environment.
4. Parents and guardians will be actively involved in school life.

Activities and Services to Accomplish the Program Objectives:

1. Align professional growth plans and targets for growth with the goals of this plan wherever and whenever possible.
2. Use meetings, programs, email, newsletters, Bobcat TV, and the Byram Hills website to share information, improve communication, and build community.
3. Provide professional development opportunities for staff and connect new knowledge with the shared mission, vision, and core beliefs.
4. Expand the kindness# initiative so students will perform more acts of kindness in school, at home and in the community (Grades 6-8).
5. Continue to recruit and train senior mentors, peer leaders, peer tutors, big brothers/big sisters, and teaching assistants so they can assist other students wherever and whenever possible (Grades 9-12).

Staffing and Other Needed Resources:

Principals, assistant principals, chairs and directors, school counselors, school psychologists, the student assistance counselor, and faculty.

Annual evaluation system, technology, guidance discussion group meetings, principals' coffees, student leadership development programs, site-based management teams, and the partnership with the University of Michigan Depression Center.

Timelines:

Vary depending on the activity or program.

Annual Assessment of Program Results:

1. Conduct annual audits, utilizing the national model and standards of the American School Counselor Association (ASCA) and the NYSED Regulations Part 100.2 (j) Implementation Assessment.
2. Conduct annual school counselor and psychologist evaluations, utilizing the related domains and components as detailed in *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson.
3. Seek constructive feedback in site-based management, departmental, Continuous Improvement (CIP), Pupil Personnel Team (PPT), and guidance discussion group meetings, as well as principals' coffees.

Goal 2: To assist students with academic advisement, career exploration, and planning for college, other post-secondary education and work.**Program Objectives:**

1. Encourage student engagement and parental involvement in academic advisement, career development, post-secondary education and work vis-à-vis whole group instruction, small group seminars, and individual counseling sessions in grades 6-12.
2. Align the first-year school counseling program with the freshmen mentor program to assist freshmen with the transition from grades 8 to 9.
3. Train students and parents so they can access the Common Application and Naviance features they will need for career exploration, resume building, and the college planning and application processes (Grades 9-12).
4. Provide counseling for student-athletes who may want to continue their athletic careers at NCAA-member colleges and universities in Divisions I, II, and III (Grades 9-12).

Related Student Standards:**Mindsets**

3. Sense of belonging in the school environment.
4. Understanding that postsecondary education and life-long learning are necessary for long-term career success.
5. Belief in using abilities to their fullest to achieve high-quality results and outcomes.
6. Positive attitude toward work and learning.

Behavior: Learning Strategies

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

Behavior: Self-Management Skills

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

Behavior: Social Skills

1. Use effective oral and written communication skills and listening skills.
2. Create positive and supportive relationships with other students.
3. Create relationships with adults that support success.
5. Demonstrate ethical decision-making and social responsibility.
6. Use effective collaboration and cooperation skills.
8. Demonstrate advocacy skills and ability to assert self, when necessary.
9. Demonstrate social maturity and behaviors appropriate to the situation and environment.

NYSED Regulations Being Met:

(i) and (ii) (see pages 4-5)

Student Focus/Expectations:

1. Students will be able to obtain best-in-class academic advisement and college and career counseling.
2. Students will be able to transition smoothly from one grade to another and from one school to another.

3. Students and parents will have access to technology-based software packages and applications, as well as other materials, related to career development and college planning.

Activities and Services to Accomplish the Program Objectives:

1. Conduct annual reviews of each student's educational needs and progress, and college/post-secondary education and career plans (Grades 6-12).
2. Utilize the career and college major features of "Career Cruising," "Do What You Are" and Naviance to assist students with career exploration, resume writing, and the college search and application processes (Grades 6-12).
3. Encourage students to join career-oriented activities and clubs such as the Chemistry and Computer Science Teaching Assistants, the Engineering Club, and the Harvard Model Congress (Grades 9-12).
4. Use the Sophomore Success Program so students can learn more about careers and create resumes which can be used for college applications and employment (Grade 10).
5. Continue to review and revise the career curriculum and connect it to college majors and minors, as well as professionalism certifications (Grades 6-12).
6. Offer programs such as the 9th grade Parents Night, the Junior Parents College Night, and individual college planning meetings for students and their parents (Grades 9-12).
7. Encourage students to use the College and Career Center (CCC) and to meet with the college admissions personnel who visit annually (Grades 9-12).
8. Publish an annual School Profile, a Course Selection Booklet, a Curriculum Planning Chart, two course selection facts sheets, and a College Planning Guide to assist students with academic advisement, course selection, and college planning (Grades 9-12).
9. Offer scheduling orientations for 8th to 11th graders followed by small break-out groups for academic advisement.

Staffing and Other Needed Resources:

Chair of school counseling, the school counselors, the coordinator of the freshmen mentor program, the mentor teachers, the senior mentors, club advisors, and parent volunteers.

College and Career Center (CCC), technology such as the online Common Application, Naviance, "Career Cruising," and the NCAA Eligibility Center website, student leadership development programs, co- and extracurricular organizations, and various internal publications.

Timelines:

Vary depending on the activity or program.

Annual Assessment of Program Results:

1. Conduct annual audits, utilizing the national model and standards of the American School Counselor Association (ASCA) and the NYSED Regulations Part 100.2 (j) Implementation Assessment.
2. Conduct annual school counselor and psychologist evaluations, utilizing the related domains and components as detailed in *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson.
3. Seek constructive feedback in departmental, Continuous Improvement (CIP), Pupil Personnel Team (PPT), and guidance discussion group meetings, as well as Principals' Coffees.
4. Check for knowledge during guidance lessons and counseling sessions.

Goal 3: To assist students who struggle, academically, emotionally, or socially and to provide programs and responsive services designed to promote student wellness and safety.**Program Objectives:**

1. Work closely and collaboratively to assist students who struggle and to help students be safe.
2. Employ Response to Intervention (RTI) strategies and techniques.
3. Offer outreach programs, services and other supports for students who exhibit attendance, academic, behavioral or adjustment problems and their parents.
4. Use Cognitive Behavioral Therapy (CBT) strategies plus motivational interviewing and goal setting when working with students (Grades 6-12).
5. Provide academic advisement for students (Grades 8-11).

Related Student Standards:**Mindsets**

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

Behavior: Learning Strategies

1. Demonstrate critical-thinking skills to make informed decisions.
2. Demonstrate creativity.

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

Behavior: Self-Management Skills

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

Behavior: Social Skills

1. Use effective oral and written communication skills and listening skills.
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3. Create relationships with adults that support success.
4. Demonstrate empathy.
5. Demonstrate ethical decision-making and social responsibility.
6. Use effective collaboration and cooperation skills.
7. Use leadership and teamwork skills to work effectively in diverse teams.
8. Demonstrate advocacy skills and ability to assert self, when necessary.
9. Demonstrate social maturity and behaviors appropriate to the situation and environment.

NYSED Regulations Being Met:

(i) and (ii) (see pages 4-5)

Student Focus/Expectations:

1. Students will learn how to make safe and appropriate choices in school, at home and in the world at-large.
2. Students will be able to seek assistance from parents and Byram Hills educators if they face academic issues, health concerns, and/or personal problems.

3. Students and parents will be assisted by interdisciplinary teams consisting of faculty, counselors, psychologists, student assistance counselor, nurses, and school leaders.

Activities and Services to Accomplish the Program Objectives:

1. Address the needs of students through the Pupil Personnel team, Instructional Support team, and/or grade-level meetings.
2. Partner with the professionals at the Depression Center at the University of Michigan.
3. Train counselors, psychologists, student assistance counselor, faculty and school leaders in the use of CBT strategies, motivational interviewing and goal setting.
4. Attend RTI workshops and seminars and utilize the strategies whenever possible.
5. Offer a variety of anti-bullying lessons and programs.
6. Design and deliver a series of health lessons on child abuse prevention and on how to identify adults that young children can trust, and using books (e.g., *It's My Body* and *Do You Have a Secret*) and videos (e.g., "Too Smart for Strangers") to support the instruction (Kindergarten).
7. Design and deliver biology and health lessons on the human body and personal safety with an emphasis on "stranger danger," large vs. small problems, how to deal with bullies, and how to seek help from adults (Grades 1 and 2).
8. Design and deliver students health lessons on how to be cautious (Grade 3) and how to prevent child abuse (Grade 4).
9. Offer the DARE Program (Drug Abuse Resistance Education) so students can improve their decision-making skills in many aspects of life, including drug abuse (Grade 5).
10. Deliver freshmen mentor lessons on stress, coping skills, and time management, career development, and making good choices in areas such as alcohol and drug usage (Grade 9).
11. Deliver Student Athletic Leadership Team (SALT) instruction on good decision-making and sportsmanship (Grade 6).
12. Deliver instruction on health topics, including bullying prevention, communication and decision-making skills, mental and emotional health, nutrition and physical fitness concepts and strategies, and substance abuse prevention (Grade 10).
13. Maintain the Flexible Support Program (Grades 9-12).
14. Offer an annual College Night for the parents of 504 and IEP students (Grades 8-12).

Staffing and Other Needed Resources:

Principals, assistant principals, chairs and directors, school counselors, school psychologists, student assistance counselor, school nurses and faculty.

Mentor program, K-10 health classes, DARE program, and the partnership with the University of Michigan Depression Center.

Timelines:

Vary depending on the activity or program.

Annual Assessment of Program Results:

1. Conduct annual audits, utilizing the national model and standards of the American School Counselor Association (ASCA) and the NYSED Regulations Part 100.2 (j) Implementation Assessment.
2. Conduct annual school counselor and psychologist evaluations, utilizing the related domains and components as detailed in *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson.
3. Seek constructive feedback in departmental, Continuous Improvement (CIP), Pupil Personnel Team (PPT), and guidance discussion group meetings, as well as Principal's Coffees.
4. Check for knowledge during guidance lessons and counseling sessions.

Goal 4: To collect and analyze quantitative and qualitative data and use this information to design, modify, and implement programs and responsive services, plan strategically, and continually, and evaluate delivery modes and effectiveness.

Program Objectives:

1. Use data to better understand why students struggle and to improve students' chances of achievement, development, wellness, safety, and success.
2. Identify factors related to the student struggle, transformational process and learning styles, and safety and use the information to design new programs and adapt existing ones.
3. Identify new ways to encourage students to seek meaningful relationships with their teachers and parents, we well older peers who are pro-social, positive and success-oriented.
4. Encourage Byram Hills educators to join the *Learn to Inspire* program and to conduct applied action research on topics such as student adjustment and career planning.

Related Student Standards:**Mindsets**

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

Behavior: Learning Strategies

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

Behavior: Self-Management Skills

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

Behavior: Social Skills

1. Use effective oral and written communication skills and listening skills.
2. Create positive and supportive relationships with other students.
3. Create relationships with adults that support success.
4. Demonstrate empathy.
5. Demonstrate ethical decision-making and social responsibility.
6. Use effective collaboration and cooperation skills.

7. Use leadership and teamwork skills to work effectively in diverse teams.
8. Demonstrate advocacy skills and ability to assert self, when necessary.
9. Demonstrate social maturity and behaviors appropriate to the situation and environment.

NYSED Regulations Being Met:

(i) and (ii) (see pages 4-5)

Student Focus/Expectations:

1. Applied action research will provide data to assist students, parents and Byram Hills educators.
2. Quantitative and qualitative data will be used to plan, design, refine, and continuously improve programs and services
3. Students will be able to learn and develop because of data-driven curriculum, programs and services.
4. Various assessments will be employed to evaluate the effectiveness of curriculum, programs, and services.
5. Data will be used to plan strategically, organize people and tasks, execute decisions, increase efficiency and timeliness, and measure performance and achievement.

Activities and Services to Accomplish the Program Objectives:

1. Conduct applied action research and use the quantitative and qualitative data to assist students, parents, and educators
2. Use data to design strategic plans and to improve curriculum, programs and services
3. Use data from the annual survey of high school graduates and data from previous applied action research studies and observations and meetings to understand emerging needs and concerns and address them.
4. Establish a school counselor advisory council to review and advise on the implementation of the school counseling program.

Staffing and Other Needed Resources:

Principals, chair of school counseling, the school counselors, the coordinator of the freshmen mentor program, the mentor teachers, and the senior mentors.

The American School Counselor Association (ASCA) National Model and Standards, *Learn to Inspire* program, Survey Monkey, and the Statistical Package for the Social Sciences (SPSS).

Timelines:

Vary depending on the activity or program.

Annual Assessment of Program Results:

1. Conduct annual audits, utilizing the national model and standards of the American School Counselor Association (ASCA) and the NYSED Regulations Part 100.2 (j) Implementation Assessment.
2. Conduct school counselor and psychologist evaluations, utilizing the related domains and components as detailed in *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson.
3. Seek constructive feedback in departmental, Continuous Improvement (CIP), Pupil Personnel Team (PPT), and guidance discussion group meetings, as well as Principal's Coffees.