

Byram Hills School District

“Whole School-Whole Community-Whole Child” School Counseling (Guidance) Plan for Grades K-12 NYS Commissioner’s Regulations

July 1, 2022

A. Introduction

1. Brief Description of the School District

The Byram Hills School District serves over 2,300 students in a suburban area of Westchester County which is located in the Lower Hudson Valley Region of New York State (NYS). 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, the school counseling and special education programs and services, and the co-curricular and extracurricular activities are designed to assist students with their cognitive, affective, and psycho-motor development.

2. Board of Education Mission Statement and District Goals for 2022 - 2023

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 <https://www.byramhills.org/board-of-ed>

3. K-12 Counseling Program Overview

The K-12 counseling program includes a comprehensive array of guidance activities and services for all students in the district. In grades K-5, the program is designed by NYS certified school counselors, in conjunction with the faculty, psychologists, and leaders at the Coman Hill and Wampus schools. The primary purposes of the K-5 program are assisting students who exhibit any attendance, academic, behavioral or adjustment problems, educating them concerning personal safety, and encouraging parental involvement. In grades 6-12, the program is designed by NYS certified school counselors, in conjunction with the faculty, psychologists,

the school social worker, and leaders at the H.C. Crittenden Middle School (HCC) and Byram Hills High School (BHHS). The primary purposes are academic advisement and scheduling, educational goal-setting, career planning, personal counseling, and college counseling for the students.

The K-12 program is reviewed annually based on the related New York State Education regulations and the American School Counselor Association (ASCA) national model and standards (See ACSA Program Assessment, Appendix B). After the assessment, data-driven improvements are designed and implemented, and the program is updated.

Social and Emotional Learning

One of the cornerstones of the K-12 school counseling program is social and emotional learning (SEL). SEL is the capacity for students to recognize and manage emotions, solve problems effectively, and establish positive relationships with others. Research has demonstrated the significant role of SEL in promoting healthy student development and academic achievement. Extensive research confirms that SEL competencies can be taught, that they promote positive development and reduce problem behaviors, and that they improve students' academic achievement, citizenship, and health.

SEL macro competencies include self-awareness, self-management, social awareness, responsible decision-making, and relationship skills. SEL micro competencies include empathy, gratitude, respect for others, social engagement, teamwork, and reflection. The macro and micro SEL competencies can be coupled with skills such as planning and organization, time management, establishing short-and long-term goals, self-advocacy, and accepting constructive feedback to promote student success, inspiration, and wellness.

The school counselors incorporate the philosophy and best practices of SEL into guidance classes and programs, in meetings such as the pupil personnel team (PPT), child study team (CST) and in individual counseling sessions. They also utilize related data and recommendations from strategic partnerships, including the Challenge Success Program at Stanford University, the University of Michigan Depression Center, and the Yale Center for Emotional Intelligence.

4. District Administrative Supervisors, Principals, and Department Members

District Leaders

Dr. Jen Lamia, Superintendent of Schools

Dr. Tim Kaltenecker, Deputy Superintendent

Ms. Gina Cunningham, Assistant Superintendent for Human Resources

Special Services and Health Services

Ms. Jill Boynton, Director

Ms. Colleen O'Connor, Assistant Director
Ms. Kim Sapone, Assistant Director

Coman Hill School

Ms. Peggy McInerney, Principal
Ms. GenineMarie DiFalco, Assistant Principal
Ms. Jaime Karp, School Psychologist

Wampus School

Mr. David Mack, Principal
Ms. Leisa Palmer, Assistant Principal
Dr. Yvette Thompson, School Psychologist
Ms. Anne Schmitt, School Counselor

H.C. Crittenden Middle School

Ms. Kim Lapple, Principal
Mr. Angelo Ancona, Assistant Principal
Ms. Deena Horvath, School Psychologist
Mr. Matt Giannettino, School Counselor
Ms. Heather Graham, School Counselor
Ms. Clairia Perfetto, School Counselor

Byram Hills High School

Mr. Chris Walsh, Principal
Ms. Lauren Albert, Assistant Principal
Ms. Kristen Sautner, Assistant Principal
Ms. Kristina Wilson, Guidance Chairperson
Ms. Allison Muelle, School Social Worker
Ms. Keara Hunt, School Counselor
Ms. Laine Levenbrook, School Counselor
Mr. Gary McCarthy, School Counselor
Mr. Greg Quirolo, School Counselor
Ms. Meaghan Williams, School Counselor

B. Foundation/Management

1. NYS Education Department Commissioner's Regulations Part 100.2 (j)

- (1) Public Schools. Each school district shall have a guidance program for all students.
- (i) In grades K-5, 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 6-12, 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.

In the 2019-2020 school year, the following New York State educational regulations went into effect:

1. K-5 students will have access to a certified school counselor;
2. a K-5 guidance curriculum will be designed and launched by a certified school counselor;
3. students in grades 6-12 will have educational and career plans; and

4. a School Counseling Advisory Committee will be created. The advisory committee will be comprised of representative stakeholders such as faculty, school counselors, school psychologists, parents, school leaders, and members of the board of education.

The new state regulations are designed to promote the “Whole School-Whole Community-Whole Child” multi-tiered model. This model was created to promote a positive school climate which is the most predictive factor in a school’s capacity to promote student achievement. The new regulations also exist to increase opportunities for all students to achieve and be successful, and to support and inspire young students as they strive for success.

Related Action Steps:

1. Continue to gain a full understanding of the new regulations governing school counseling/guidance departments, and share the information with selected stakeholders in the Byram Hills schools.
2. Continue to partner with K-12 faculty, school counselors, school psychologists, school social worker, and school and district leaders to expand the comprehensive and developmental school counseling/guidance model for grades 6-12 to grades K-12.
3. Continue to provide information, time, assistance, and support for current school counselors and school leaders who will design the K-5 guidance model and the related curriculum, programs and services.
4. Utilize Naviance to create and maintain educational and career plans for students in grades 6-12.
5. Constitute a School Counseling Advisory Committee for the 2019-2020 school year and beyond.

2. School Counseling Program Mission, Vision, Core Beliefs, and Goals

Shared Mission Statement

The mission of the Byram Hills K-12 school counseling program is to foster the intellectual, social and emotional learning and development of all students. The school counselors, psychologists, school social worker, faculty and school 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, the school social worker, 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, social worker, 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, school social worker, 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, social worker, 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 skills acquisition and development for all students, social and emotional learning, 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 to help 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 school social worker, 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 help students gain and develop the transferrable social and emotional learning skills that will be needed for a lifetime of learning and work, as well as personal, educational, and professional success.
4. To assist students who struggle, academically, emotionally, or socially and to provide programs and responsive services designed to promote student wellness and safety.
5. 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 - Students 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 shared vision, and core beliefs are present in the everyday lives of students, parents, faculty, school counselors, psychologists, school social worker, 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.
4. Belief in using abilities to their fullest to achieve high-quality results and outcomes.

5. Positive attitude toward work and learning.

Behavior: Learning Strategies

1. Demonstrate critical-thinking skills to make informed decisions.
2. Demonstrate creativity.
3. Apply self-motivation and self-direction to learning.
4. Set high standards of quality.
5. 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. Create positive and supportive relationships with other students.
2. Create relationships with adults that support success.
3. Demonstrate empathy.
4. Demonstrate ethical decision-making and social responsibility.
5. Use effective collaboration and cooperation skills.
6. Use leadership and teamwork skills to work effectively in diverse teams.
7. Demonstrate advocacy skills and ability to assert self, when necessary.
8. 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 school social worker, 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 the school counseling plan wherever and whenever possible.
2. Use meetings, programs, email, Adviso newsletters, Google Classroom, 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 school social worker, and faculty.

Annual evaluation system, technology, guidance discussion group meetings, school counseling advisory committee 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 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 Program (CIP), Pupil Personnel Team (PPT), Child Study Team (CST),

School Counseling Advisory Committee 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 Advance College Website, 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).
5. Provide financial aid information and counseling for students and parents.

Related Student Standards:

Mindsets

1. Sense of belonging in the school environment.
2. Understanding that postsecondary education and life-long learning are necessary for long-term career success.
3. Belief in using abilities to their fullest to achieve high-quality results and outcomes.
4. 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 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 ethical decision-making and social responsibility.
5. Use effective collaboration and cooperation skills.
6. Demonstrate advocacy skills and ability to assert self, when necessary.
7. Demonstrate social maturity and behaviors appropriate to the situation and environment.

NYSED Regulations Being Met:

(i) and (ii) (see page 4)

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. Design and deliver curriculum covering topics such as mindfulness, decision-making, Internet safety, and career exploration (Grade 6).
2. Implement a school-wide #kindness program to foster positive peer interactions, encourage empathy, and build community (Grades 6-8).
3. Collaborate with Students Acting in Leadership (SAIL) to create and implement

school-wide programs to support #kindness, wellness initiatives, and other various causes (Grades 6-8).

4. Conduct annual reviews of each student's educational needs and progress, and college/post secondary education and career plans (Grades 6-12).

5. Utilize the career and college major features of Naviance and "AchieveWorks Personality" to assist students with career exploration, resume writing, and the college search and application processes (Grades 6-12).

6. 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 and utilize Career Pathways on the Advance Website(Grades 9-12).

7. Use the Sophomore Success Program and the Advance Website so students can learn more about careers and create resumes which can be used for college applications and employment (Grade 10).

8. Continue to review and revise the career curriculum and connect it to college majors and minors, as well as professionalism certifications (Grades 6-12).

9. 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).

10. Encourage students to use the College and Career Center (CCC) and to meet with the college admissions personnel who visit annually (Grades 9-12).

11. Publish an annual School Profile, a Course Selection Booklet, a Curriculum Planning Chart, two Course Selection Fact Sheets, and a College Planning Guide, Course Selection Website, to assist students with academic advisement, course selection, and college planning (Grades 9-12).

12. Offer scheduling orientations for 8th to 11th graders followed by small break-out groups or individual student meetings for academic advisement.

Staffing and Other Needed Resources:

Guidance chairperson, the school counselors, SAIL, 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, 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 meetings, Continuous Improvement (CIP), Pupil Personnel Team (PPT), Child Study Team (CST), guidance discussion group, principals' coffees, and school counseling advisory council meetings.
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 multi-tiered system of supports (MTSS) which includes Response to Intervention (RTI) strategies and techniques (Grades K-12).
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.
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 page 4)

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, school social worker, nurses, and school leaders.

Activities and Services to Accomplish the Program Objectives:

1. Address the needs of students through the Pupil Personnel Team, Child Study 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, the school social worker, 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. 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).
10. Deliver Student Athletic Leadership Team (SALT) instruction on good decision-making and sportsmanship (Grade 6).
11. 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).
12. Collaborate on a student training program to recognize and report sexual harassment (Grades K-12).
13. Maintain the Flexible Support Program (Grades 9-12).
14. Offer an annual College Night for the parents with resources for parents of 504 and IEP students (Grades 8-12).

Staffing and Other Needed Resources:

Principals, assistant principals, chairs and directors, school counselors, school psychologists, school social worker, school nurses and faculty.

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

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, school counseling advisory council, Continuous Improvement Program (CIP), Pupil Personnel Team (PPT), Child Study Team (CST) 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, as well as older peers who are pro-social, positive and success-oriented.
4. Encourage Byram Hills educators to join the *Investigators of Practice* 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.
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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 page 4)

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. Utilize the school counseling advisory committee to review the implementation of the school counseling program and to make recommendations.

Staffing and Other Needed Resources:

Principals, guidance chairperson, 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, the *Learn to Inspire* program, Challenge Success, Google Forms, 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, School Counseling Advisory Committee, Continuous Improvement Program (CIP), Pupil Personnel Team (PPT), Child Study Team (CST) and guidance discussion group meetings, as well as Principal's Coffees.
4. Submit an annual report to the Byram Hills Board of Education at the end of the school year, detailing the progress of the K-12 school counseling program.

July 1, 2022