

Onondaga Central School District
2020-2021
Comprehensive Guidance Plan



Onondaga Central School
4466 South Onondaga Road
Nedrow, NY 13120

OCS Mission Statement

The Onondaga Central School Community **challenges** individual maximum potential,
prides itself on **success** and prepares contributing **citizens** for life.

We get you ready for life

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Kimberly Gdula - Social Worker, Rockwell Elementary School
Susan Orecki - School Counselor, Wheeler Elementary School
Amy Stanton - Social Worker, Onondaga Jr./Sr. High School
Elizabeth Sawyer - School Counselor (7-9), Onondaga Jr./Sr. High School
Christopher Ciereck (10-12), Onondaga Jr./Sr. High School

The Transformation of School Counseling

Why do school counseling programs need transformation?

As education changes and the expectations related to the Common Core Standards become greater, the demands on both students and educators also increase. The role of school counseling is evolving to address these changes. The pages that follow will outline a cutting edge, school counseling plan for the Onondaga school community.

In order to develop and implement a comprehensive and standard-based counseling program, which is proactive and designed to reach and assist every student in Onondaga, a new vision and a wide range of skills are necessary for the contemporary school counselor. By using skills in leadership, advocacy, collaborations and data analysis, counselors can focus on the goal of improving student achievement and creating changes needed to impact the system.

Onondaga school counselors will always use their counseling, consultation, and coordination skills. However, as counselor's training and professional development incorporate leadership, advocacy, collaboration, teaming and use of data, a more effective role for school counselors will emerge. By focusing on student achievement, school counselors will become vital educators in the Onondaga school setting.

As leaders and advocates, Onondaga school counselors are expected to promote, plan, implement, and assess a comprehensive school counseling program. They work to promote student success by closing existing achievement gaps and providing access to a demanding academic program for each student. Keeping in mind "students first," Onondaga school counselors ensure that every student benefits directly from the school counseling program. It is our hope that the Onondaga Central School District's comprehensive school counseling programs will help to improve the continuity of services with students every day. The Onondaga Central School District's Counseling Department is dedicated to meeting the needs of every student.

The National Standards for School Counseling Programs (1997) and the National Model for School Counseling Programs, both developed by the American School Counseling Association (ASCA), have shifted the focus of counseling from a student-by-student system to a comprehensive and developmental program providing academic, career, and personal/social development for every K – 12 student.

This comprehensive school counseling model offers content, process and accountability

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

The ASCA comprehensive school counseling program document 2012, recommends that the school counselor ratio be 1:250 (maximum). It is also recommended that specialized school counselors, such as At-Risk counselors, have no more than an 8% ratio of the school building's population. Hence, school counselors can play significant roles in closing the achievement gap and profoundly contribute to helping New York maintain its position as one of the finest educational systems in our country.

New York State Part 100 Regulations - School Counseling Programs

As per the New York State Education Department, listed in Part 100 of the Commissioner's Regulations, school counseling/guidance programs are defined as follows:

I) Public Schools: Each school district shall have a guidance program for all students.

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

III) In grades 7-12, the school counseling program shall include the following activities and services:

A.) An annual review of each student's educational progress and career plans, with such reviews conducted with each student individually or with small groups by personnel certified or licensed as school counselors.

B.) Instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with the school counselor.

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

IV) Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. Such plan should be

filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specifications of the staff members and other resources assigned to accomplish the objectives; provisions for the annual assessment of the program results.

The plan shall be reviewed annually by the school counselors, and revisions shall be made as necessary. The comprehensive school counseling program is a framework for the systemic development, implementation, and evaluation of school counseling programs. The process for delivery of the National Standards linked to the Common Core Standards is accomplished by utilizing each of the four components of the comprehensive model: school counseling curriculum, individual student planning, responsive services, and system support. The comprehensive model identifies the competencies for students and uses varying strategies to deliver the content of the program to every student. Most importantly, the comprehensive program links school counseling to the total educational process.

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

1. The foundation of the program which addresses the belief and mission that every student will benefit from the school counseling program.
2. The delivery system which defines the implementation process and the components of the comprehensive model (guidance curriculum, individual planning)
3. The management system that presents the organizational process and tools needed to deliver a comprehensive school counseling program. These processes and tools include: agreements or responsibilities, use of data, action plans, time and task analysis; and monthly calendars
4. The accountability system which helps school counselors demonstrate the effectiveness of their work in measurable terms such as impacts over time, The National Model for School Counseling Programs speaks to the importance of accountability and having an organizational framework that documents and demonstrates "how students are different as a result of the school counseling programs." A commitment to accountability shifts public perception from questions such as "what do school

counselors really do?” to showing how school counselors are key players in the academic success for all students.

Effective school counseling programs are a collaborative effort between the school counselor, parents and other educators to create an environment that promotes student achievement. Staff and school counselors value and respond to the diversity and individual differences in our societies and communities. Comprehensive school counseling programs ensure equitable access to opportunities and rigorous curriculum for all students to participate fully in the educational process (American School Counselor Association, 2005). The following standards have been adopted by the American School Counselor Association (ASCA) and are part of both the ASCA National Model and the New York State School Counselor Association (NYSSCA) Model.

Program Standards

Academic Development

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.

Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

Personal/Social Development

Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions to set goals and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

Career Development

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

Standard C: Students will understand the relationship between personal qualities, education, training, and the world of work.

Onondaga Central School District Counseling Program

Academic Domain

The academic domain addresses the following standards set forth by ASCA:

Standard A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options including college.

Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

A. Program Objective: Onondaga Central School District will monitor and review student's academic progress and future planning.

B. School Population: All Grades K-12

C. Expected Outcome:

1. Students will review their progress during the current school year
2. Students will develop course selection for the following school year
3. Relate schooling to life experiences

D. Evaluation: Student progress will be reviewed by various methods: Data Management Systems, standardized test results, teacher narratives, student narratives, and parent/guardian feedback.

Academic Domain

Activity	Target Group	Staff Responsible	Other Resources	Months of Implementation
Incoming Gasell Testing/Speech and Language Screening	Kindergarten	Speech Pathologist, School Psychologist	Administration	Ongoing
Universal Screening of Basic Skills/Standardized Testing DIBELS	Grades K - 1	Teacher, Social Worker, School Psychologist	Administration	Ongoing
SRA Benchmarks	Grades 3 - 6	Teacher	School Counselor	Ongoing
AIMS Web Plus Testing	Grades K - 8	Teachers	School Counselors, Librarian, Social Worker	Ongoing
Grade Review	All Students	Counselors & Social Workers	Counselors, Principals, Teachers, Social Workers	All Year
Co-Curricular Academic Policy	Grades 7 - 12 Students failing two or more courses	Counselors & Social Workers	Counselors, Social Workers, Vice Principal, Athletic Director, Teachers, Coaches	All Year
Review Graduation Requirements with Updated Coursework	Grades 7 - 12	Counselors	Counselors	After Each Semester

Update Cumulative Record & Graduation Requirements	Grades 7 - 12	Counselors	Counselors	Ongoing
Team Meetings	All Grade Levels	Counselors & Social Worker	Counselors, Social Workers, Teachers, Vice Principals	Ongoing
Parent/Student/Teacher Conference on academic progress	All Grade Levels	Classroom Teachers	Counselors, Social Workers, Administration	Ongoing
Individual Counseling Based on Needs	All Grade Levels	Counselors, Social Workers	Teachers, Administrators	Ongoing
CSE Meetings	All Grade Levels	CSE Committee, School Counselors, Administration, Teachers	Parents, Students, Parent Advocates, Social Workers	Ongoing
Communication with Parents	All Grade Levels	Counselors and Teachers	Social Workers Administration	Ongoing
Home Visits	All Grade Levels	Social Workers, Counselors	Administration Teachers	As Needed
Response to Intervention (RTI)	All Grade Levels	SIT Chair, Teachers	School Counselors, Social Workers, Administration	Ongoing
After School Activity Period	Grades 7 - 12	Classroom Teachers	School Counselor,	Ongoing

			Social Worker, School Librarian	
Standardized Testing (Grade 3 - 8 Testing, AIMS WEB Regents, AP, SAT, ACT)	Grades 3 - 12	School Counselors, Administration	Teachers Support Staff Boces	Throughout the School Year
Creation of Master Schedule	Grades 7 - 12	School Counselors, Administration	Teachers	Spring and Summer
Student Schedule (course selection, schedule changes, etc.)	Grades 7 - 12	School Counselors	Teachers, Students and Parents	Ongoing

Personal/Social Development

The personal/social domain addresses the following standards set forth by ASCA:

Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions to set goals and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

- A. Program Objective: Onondaga Central School District will provide counseling to students identified as being in need of assistance.
- B. School Population: All grades PK - 12
- C. Expected Outcome:
 - 1. Students and Parents will seek appropriate resource related to safety and emotional concerns.
 - 2. Students will improve self image, social and emotional health.
 - 3. Students will improve interpersonal relationships.
 - 4. Students will accept responsibility for their behavior.

D. Evaluation: Student's social and emotional development will be evaluated by the observation of the teachers and counselors, reduction in number of discipline referrals and parent feedback.

Personal/Social Domain

Activity	Target Group	Staff Responsible	Other Resources	Months of Implementation
Individual Counseling	All Grade Levels	Counselors, Social Workers	Outside Providers, Administrators	Ongoing

Group Counseling	Grades PK - 9	Counselors, Social Workers	Teachers, Administration	Ongoing
Classroom Activities	All Grade Levels	Counselors, Social Workers	Teachers, Outside Providers	Ongoing
Pride Survey	7, 9, 11	ADAPEP	Boces	Fall - Administer Spring - Results
Open House/Locker Night	All Grade Levels	Counselors, Social Workers	All Staff	Fall
Transition Meetings	Grade 2 Grade 6	Counselor Social Workers	Administration	Spring
Shadowing Program	Grade 6	Counselors	Teachers Grade 7 Students	Spring
Counseling Referrals	All Grade Levels	Counselors, Social Workers, School Psychologist	Administration, Teachers and Nurse	Ongoing
Social Skills Building	Grades PK - 12	Social Worker and School Counselor	Teachers, Parents, and Administration	Ongoing
Behavior Contracts	Select Students Pre K - 12	School Counselor, Social Worker, Administration, Teachers	Support Staff and Parents	Ongoing
Collaboration with Community Agencies	All Students	School Counselor, Social Worker	Teachers, Community Agencies, Administration	Ongoing

Instructional Units Pertaining to Health and Hygiene	All Students	Social Workers, School Nurse, Teachers	Community Agencies	Ongoing
Parent Contact	All Students	School Counselors, Social Workers, School Psychologist, Teachers	Administration	Ongoing
Positivity Project	All Students	School Community	School Community	Ongoing
Presentation of Information (Bee Safe, Making Choices - Feeling Safe, No Bully Zone and Internet Safety)	All Students	School Counselors, Social Workers, Teachers	Administration, SRO and Outside Agencies	Ongoing
Great Beginnings	Grade - Kindergarten	Social Worker	Instructional Staff	September through December
Yearly Progress Report	7-9	School Counselor	Counselors, Social Workers	March - June
EBP Evidence Based Programming	Grade 7	Social Worker, Health Teacher	Instructional Staff	Ongoing

Career Domain

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

Standard C: Students will understand the relationship between personal qualities, education, training, and the world of work.

- A. Program Objective: The Onondaga Central School district will prepare students to participate effectively in their current and future educational program.
- B. School Population: All Grades PK - 12.
- C. Expected Outcomes: Students will demonstrate an understanding of:
 - a. Their academic progress is appropriate to their developmental level.
 - b. Their attitudes, aptitudes, strengths and talents.
 - c. The relationship between their work habits and their achievements in academic programs.
- D. Evaluation: Through conversation and assignments, students will indicate their future aspirations. Reduced number of students who leave high school undecided and without direction and goals.

Career Domain

Activity	Target Group	Staff Responsible	Other Resources	Months of Implementation
Career Interest Profiler	Grade 9 Grade 10	Counselors	Teachers Naviance	Spring
Strengths Explorer	Grade 7	Counselors	Teachers Naviance	Fall
Explore Career Clusters	Grade 7	Counselors	Teachers Naviance	Fall

Career Key	Grade 8	Counselors	Teachers Naviance	Winter
Do What You Are Survey	Grade 8	Counselors	Teachers Naviance	Winter
Resume Building	Grades 9-12	Counselors	Teachers Naviance	Spring
MI Advantage	Grade 9	Counselors	Teachers Naviance	Spring
Career Fair	Grades 7 - 12	Counselors Teacher Students	Community Employers	Fall
Administer And Review PSAT	Grade 10 Grade 11	Counselor	Collegeboard Proctors	Fall
Annual Student Meeting	Grade 8 - 12	Counselor	N/A	Winter and Spring
Junior Parent Night	Grade 11	Counselor	Parent and Student	Spring
Transitional Portfolio	Age 12 - 21	Special Education Teacher	School Counselor and Social Worker	Ongoing
Boces CTE Presentation	Grade 10	Counselor	Boces Teacher, Boces Counselor and Teacher	Winter
Financial Aid Night	Grade 12	Counselor	Parent and Student	Fall
Learning Style Inventory	Grade 9	Counselor and Naviance	Student	Spring
ACCESS-VR	Grade 11 Grade 12	Counselor, Special	Student, Parent,	Fall and Spring

		Education Teacher	ACCESS-VR	
College Campus/Career Visit	Grade 11 Grade 12	Special Education Teacher and School Counselor	Social Worker and Teacher	Fall and Spring
SAT/ACT and College Information Meeting	Grade 11	Counselor	Teacher	Winter
College Application Assistance	Grade 12	Counselor	Teacher	Fall and Winter
Job Shadow	Grade 11 Grade 12	Counselor and Teacher	Community Members	Ongoing
OCC Advantage	Grade 9 - 12	Counselor and OCC	Administration	Ongoing
Academic Award Night	Grade 9 Grade 10 Grade 11 Grade 12	Teacher, Counselor and Administration	Parents and Students	January
Scholarship Dissemination	Grade 11 Grade 12	School Counselor and Naviance	Teachers	Ongoing
Senior Exit Survey	Grade 12	Counselor	Life Track Services	Spring
Graduation Survey	Grade 12	Counselor	Naviance	Spring

Virtual/Distance Learning

1. In the spring of 2020, schools across the nation had to recreate educational instruction via virtual learning. In preparation for future occurrences the counseling department incorporated the following platforms:
 - a. Google Classroom
 - i. Counseling form
 - ii. Discussion boards
 - iii. Surveys
 - b. Means of Communication
 - i. E-mail
 - ii. Google Meet / Zoom
 - iii. Phone calls
 - iv. Google Voice
 - v. Text messaging
 1. Parents
 2. Select Students
 - vi. Home Visits
 - vii. Digital Newsletter
 - c. Counseling Website
 - i. Book and online References
 - ii. Contact Information
2. Moving forward the following programs will be added to a virtual classroom guidance curriculum (in addition to the above):
 - a. YouTube Videos
 - b. Remind App
 - c. Create database for direct student contact
 - d. Possible use of TeleMed or other services for crisis counseling
 - e. Rigid Schedule of Home Visits