

Counseling Plan 9-12

Bethlehem Central High School
Delmar, NY 12054

Bethlehem Central High School Counseling Center Philosophy

The Bethlehem Central High School Counseling Center implements a school counseling program that promotes and enhances student achievement and reinforces the Bethlehem Central School District's mission statement and goals:

“Children and learning are the heart of Bethlehem Central. We cherish our students and challenge them so they develop a foundation to become thoughtful, responsible individuals. Through leadership and integrity, we pledge to provide this education, encouraging all students to reach their potential.

To fulfill this mission, the Bethlehem Central School District will use the following goals to guide our work:

Knowledge: *to improve learning and achievement for all students.*

Character: *to foster a positive and safe school culture and environment.*

Value: *to manage and improve the quality, cost-effectiveness, and efficiency of the District's current and future operations. ”*

Philosophy continued:

The mission of Bethlehem Central High School's Counseling program is to provide all students with a comprehensive curriculum centered around relevant activities that encourages the highest level of student achievement in academic, career, and personal/social domains. It is aligned with the American School Counselor Association's (ASCA) National Standards model for a comprehensive developmental program:

School Counseling National Domains and Standards

The National Standards for School Counseling Programs facilitate student development in three broad areas: academic development, career development and personal/social development. Following are the nine national standards adopted by New York State.

Academic Development

Standard A: Students will acquire the attitudes, knowledge and skills contributing 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.

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 success and satisfaction.

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

Personal/Social Development

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

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

Standard C: Students will understand safety and survival skills.

Activities

PARENT/ STUDENT ORIENTATIONS

Entering a new school year can be a challenging experience for students and parents. As a way of assisting students transitioning into a new school and those who are transitioning from one district school to another, the counseling department has developed a series of orientation programs.

Information is disseminated through a series of programs and classroom presentations for students and their parents. Parent meetings are planned to inform them of school expectations and procedures, so that they might play an active role in helping their children attain optimal academic success.

Middle School – High School Counselor Meeting

Target Grade: Incoming 9th Grade

Time Frame: August

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
The High School counselors need information about their incoming students.	To obtain academic and developmental information for incoming ninth grade students from their middle school counselors.	High School counselors meet with the middle school counselors. This meeting will provide an opportunity for counselors to become aware of the special academic and social needs of entering students.	*Counselors will be knowledgeable of the needs of incoming students. *Each counselor will have the necessary information about entering students.	High school and middle school counselors.	Student records, meeting room.	<u>Counselor Standards</u> A.1.a A.1.b A.8 C.1 C.2

Transition Night

Target Grade: Incoming 9th Grade

Time Frame: January

Activity: 2 hours

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
Students and parents transitioning into the high school need to be informed of requirements and procedures	To inform students and parents of school policies, procedures, and programs to enhance the student's academic and social success.	A meeting is held in January for students and parents. Department supervisors are given time to speak about programs, requirements, and classes in their department. Specific discussion and questions of academic programs and requirements will follow in the cafeteria with each department having a table.	*Students and parents become acquainted with the high school surveys	School counselors, Department supervisors, administrators	Auditorium, Cafeteria, handout, PowerPoint with a section created by each department	*Book areas *Compile handout information *Compile PowerPoint	<u>Student Standards</u> A:B2.3 A:B2.6 <u>Counselor Standards</u> B.1.a B.2.a B.2.b B.2.c

Freshman Orientation

Target Grade: Incoming 9th graders

Time Frame: September

Activity: 2 hours

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
To reduce anxiety of students coming to the high school	To introduce incoming 9 th grade students to high school administrators, counselors, faculty and students and to give students information regarding high school procedures, rules, schedules and other details of the day to day operations at the high school.	An orientation is held for students in the auditorium. During this time administrators, counselors, social workers and current students give their perspective on some of the things that are different in high school from middle school.	*Students will leave with a greater understanding of goals and expectations of the high school. *Freshman will make a smooth transition to the rules and demands of a new school.	Counselors, Administrators, Social Workers	PowerPoint, Auditorium	Coordinate with administration to come up with appropriate time, recruiting current students to present	<u>Student Standards</u> A:A1.2 A:A3.1 <u>Counselor Standards</u> B.1.d B.1.e B.3

Grade 9 Parent Informational Meeting

Target Grade: Incoming 9th Grade

Time Frame: September

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
Parents with children entering high school require information about school programs and expectations.	To provide an overview about high school programming including course opportunity, and the school's expectations for student success.	The parent meeting is publicized on the school calendar and through a SNN email to all 8 th grade parents. Counseling staff is introduced and a short presentation is made focusing on relevant high school information. Appropriate literature is distributed and parents are then invited to ask questions, and individually meet with counselors, if need be, after the presentation.	*Parents will have a comprehensive understanding of the high school program. They will be familiar with the physical layout, and the general procedures and policies of the school. They will be aware of the student responsibilities that must be met in order for the student to be successful in the learning process. Future communication and support will be encouraged. *Parents will be asked to evaluate the program via a questionnaire.	Administrators, school counselors and support staff.	Room G100; Informational packets, PowerPoint Presentation	*Prepare packets for parents *Send reminder email to parents *Develop Power Point Presentation *snacks/water provided	<u>Counselor Standards</u> B.c.a B.2.b B.2.c B.2.d

New Student Registration/Orientation

Target Grade: 9-12
Time Frame: Year-round

Preparation Time: 15 minutes

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
To register new students to the district and develop an appropriate academic plan.	To accurately place students in classes that correspond to previous academic placements. To make students and parents aware of current programs of the Bethlehem Central School District.	Meet with student and parent/ guardian to fill out registration forms, discuss career goals, courses offered and school procedure. Develop a schedule of courses that will be followed by the student.	*Students will be scheduled for courses that will allow them to pursue career goals as well as meet graduation requirements.	Counselors, counseling center support staff.	File folder, registration sheet, bell schedule, district addresses and phone numbers, residency information sheet, list of clubs and activities, four year plan sheet, fax machine, bus schedule, school calendar, and Code of Conduct.	*prepare informational packet *computer	<u>Student Standards</u> PS:A1.1 PS:A1.2 <u>Counselor Standards</u> A.1.a A.1.b B.1.a D.1.a

New Student Orientation

Target Grade: Incoming 10th-12th graders
Time Frame: September

Activity: 2 hours

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
To welcome new 10 th -12 grade students to the high school, and provide them with an orientation program that will meet their needs.	To introduce incoming 10 th -12th grade students to counselors and students, and to give students information regarding high school procedures, rules, schedules, and other details of the day to day operations at the high school.	An orientation is held for students in the Counseling Center. During this time counselors, and current students give their perspective on some traditions and Bethlehem policies.	*Students will leave with a greater understanding of goals and expectations of the high school. *Students will complete a brief survey	Counselors	PowerPoint, Counseling Center	Coordinate with Counselors	<u>Student Standards</u> A:A1.2 A:A3.1 <u>Counselor Standards</u> B.1.d B.1.e B.3

New Student Group

Target Grade: 9-12

Time Frame: October-November

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
Some students new to a district require the support of others who are experiencing similar transitional concerns.	To assist new students as they transition into the high school.	Monthly meetings of the support group are scheduled prior to the start of the school year. A calendar of meetings is given to each new student at the time of enrollment. Invitations are sent to each new student prior to the scheduled date of the meeting. An activity is planned which serves as an icebreaker and also an opportunity to share experiences.	*New students will experience a positive transition into their new academic program and school environment *End of the year survey of members.	School counselors and/or interns.	Meeting room, refreshments, planned activities, invitations	*Develop weekly invitations for students *Develop activities weekly	<u>Student Standards</u> PS:A1.1 PS:A1.4 PS:A1.5 PS:A1.9 PS:A2.4 PS:A2.5 PS:A2.6 PS:A2.7 PS:A2.8 PS:B1.4

Inter-district Records Retrieval and Assessment

Time Frame: Year-round

Grades: District Wide

Activity: 30 minutes-1 hour per student

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
Accurate academic records on new students are necessary.	To place students in appropriate courses based on previous academic and/or testing results.	Any information parents and students have at registration is gathered. A formal request for records is made of the previous school. Counselors follow-up with phone calls to obtain missing information and/or clarification of records received (i.e., grades-to-date, science labs, course descriptions, state assessment scores and AIS information) Student schedules are checked for appropriate placement.	*Students will be accurately scheduled with consideration given to their abilities, interests and progress towards graduation requirements. *Successful transition into our district, complete transcript information from previous districts, and creation of an accurate student file.	Counselors, support staff, other district personnel.	Phone, fax machine, and student file.	<u>Student Standards</u> A:B2.2 A:B2.3 A:B2.5 C:B2.4 <u>Counselor Standards</u> A.8 A.10.c

STUDENT INTERVENTIONS

Students come from a variety of backgrounds with varying home and life experiences. Problems at home, conflicts with peers or teachers, and learning disabilities are all examples of situations that may affect a student's ability to learn. When these issues arise, the Counseling Center has a variety of ways to deal with them. These can include interventions within the school, or referral to outside agencies.

In-school interventions may consist of, but are not limited to, crisis counseling, individual counseling, and referral to the Pupil Services Team (PST) or referral to the committee on special education.

Sometimes issues that students and families deal with are beyond the realm of what the school is able to offer. When this arises, referrals are made to community agencies, outside counseling, or other intervention services, such as a PINS petition.

Pupil Services Team

Target Grade: 9-12

Time Frame: School Year

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
Students referred by faculty or parents who are experiencing academic or behavioral difficulties.	To improve the academic performance of students who are at risk.	A team of school personnel meet, monthly (depending on building needs) to discuss and develop a plan to assist referred students. Possible interventions are reviewed, strategies discussed, and a formal plan is written.	*The needs of at-risk students will be addressed and a case manager is assigned to coordinate and carry out the plan. *Student success is reviewed at scheduled follow-up meetings.	Included but not limited to: administrator, school counselors, school social worker, school psychologist, nurse, teacher representative, resource officer, dean	Teacher referral forms, report cards, permanent record folders, attendance records, behavior, observation data-collection sheets.	*Review student files for background *Meet with teams to discuss students of concern. *Follow through on team recommendation.	<u>Counselor Standards</u> A.1 B.1.a B.1.b

CSE Referrals

Target Grade: 9-12

Time Frame: Year Round

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
Additional information is needed when interventions of the PST do not help a student and it is believed that the student may have a learning or emotional disability.	To determine if a child has a learning or emotional disability.	School counselors prepare the referral form, discuss its implications with parents, inform child's team of teachers and school principal, and coordinate testing with the school psychologist.	*Students in need of individual education plans will be appropriately identified by the district's CSE. Student is tested, a CSE meeting is held, and the committee recommends whether classification is appropriate. *CSE annual reviews are held for classified students.	School counselor prepares referral, school psychologist tests and CSE members review.	Permanent record folder, CSE referral forms, attendance, standardized testing results and report card grades.	*Consult with team members regarding concerns *Review student records with Pupil Services Team *Follow up with agreed upon plan.	<u>Counselor Standards</u> A.1 B.1.a B.1.b

CSE/ 504 Review

Target Grade: 9-12

Time Frame: At least yearly, per student.

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
Students and parents need information regarding the student's academic program and progress made for that year. A student's 504 plan is reviewed each year.	Special Education students and students with 504 plans and their parents will receive updated information on yearly progress made and plans for the following school year.	Counselors attend their counselee's CSE/504 meetings. They provide academic and career information and updates as known about their counselee to assist in assessing the appropriateness of the student's IEP or 504 Plan. May also provide information about the student's study habits or difficulties, as known. Counselor will also provide information on student's course selection for the following year as well as process to apply for accommodations on National Standardized testing. When the School counselor is the case manager, he/she sends the plan to teachers and ensures test accommodations are made.	*Students will be placed to, or remain in, an appropriate program with appropriate accommodations. *IEP/504 and/or schedule will be adjusted as necessary to encourage academic success.	Committee on Special Education Chairperson, school psychologist, parent advocate, special education teacher, school counselor of student, student, parent and regular education teacher.	Copy of report card / interim, student's file, copy of transcript, course selections for following year, sheet for annual review notes. IEP or 504 Plan	*Consult with team members on academic progress of student *Attend meetings for each student in caseload *Review student graduation status and requirement information.	<u>Counselor Standards</u> A.1 B.1.a B.1.b

PINS Petition

Target Grade: 9-12

Time Frame: Year Round

Activity: 15 minutes – 1 hour

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
When interventions of the CST do not help a student improve ungovernable behavior and/or poor attendance, legal intervention is needed.	To improve a student's school behavior and/or attendance thus improving a student's academic success.	School counselor, social worker, or parent completes the PINS referral form gathering appropriate documentation (attendance report, suspension letters, etc.). Follow up to the petition is an intake meeting with probation, which is attended by the counselor or an administrator, student and parent(s). The referral is discussed as a plan of action.	*Student will change behavior and/or attendance problems. *A review of student's behavior and/or attendance is made to see if improvement has occurred.	School counselor, social worker administrator, Dean.	Report card, attendance record, behavioral report, form for PINS petition.	*Compile data for referral *Complete application and mail *Follow through with intake meetings and possibly court	<u>Counselor Standards</u> A.1.a A.1.b A.1.d B.1.b D.2.a

Community Agency Referrals

Target Grade: 9-12

Time Frame: Year Round

Activity: 15-30 minutes

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
Some students will require services that are beyond the scope of school services and resources.	To provide appropriate and timely referral to resources/agencies for students and families based upon their individual needs.	Outside treatment provided is contingent upon individual problems, (i.e., inpatient for treatment for alcoholism, outpatient mental health services, etc.).	*Students and families will be connected with the appropriate community service and successfully reintegrated into the school environment. *Feedback from outside referral source.	School counselors, social workers, student assistance counselors.	Directory & community agencies.	<u>Counselor Standards</u> A.1.a A.1.b A.1.d B.1.b D.2.a

CPS Referrals

Target Grade: 9-12

Time Frame: When necessary

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
Student safety	To report incidents as mandated reporters to give students, support when their safety may be compromised	When students come to counselors describing an incident that may need to be reported to Child Protective Services. The counselor will determine if the incident will need to be reported and may consult with colleagues, administration or CPS directly. A call to CPS is placed. The student may be seen by the Nurse for documentation. If CPS representatives come to school, the counselor will stay with the student during questioning. Counselors will follow up whatever way is needed. Counselors will also inform the principal.	*Students are safe and supported, allowing them to refocus on their education. *Students are safe, relationships with family improves.	Counselor, Social worker, Nurse, Principal	Referral form, Child Protective Services, Department of Social Services.	*Compile data and evidence for referral *Complete and send paperwork or call CPS hotline and report *Follow up with intake meetings and possibly court	<u>Counselor Standards</u> A.1.a A.1.b A.1.d B.1.b D.2.a

Home Visits

Target Grade: 9-12

Time Frame: As needed.

Preparation Time: 10 minutes

Activity: 30 minutes – 1 hour

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
Students with attendance issues or who refuse to come to school need interventions to assist in getting them to school.	To get student to return to school and improve attendance.	Counselor and Dean of Students/ SRO or administrator go to student's house and encourage student to come back to school with them. Parents are consulted and enlisted to help get student to return to school.	*Student will return to school with counselor and dean or SRO. *Student's attendance will improve.	School counselor, social worker, Dean of Students, administrator and SRO.	District Vehicle.		<u>Counselor Standards</u> A.1.a A.1.b A.1.d B.1.b D.2.a

Individual Counseling

Target Grade: 9-12

Time Frame: Year Round

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
During the school year students may encounter academic or social problems that may require short term counseling support.	To advise and counsel a student exhibiting behaviors that prevents him/her from learning.	The counselor will help the student process the problem and work toward possible solutions. If no solutions are possible, strategies to cope with the problem will be developed. Efforts are made to help the student return to state of mind conducive to learning.	*The student will return to school with an emotional state conducive to learning, allowing the individual to return to class. *Individual counseling will help students going through difficult situations to cope with their problems, thereby allowing them to stay on target academically.	School counselors, student assistance counselor, psychologists.	Office space. Schedule, transcript, Interim, report cards, computer.	*Meet with each student on an as need basis *Follow up	<u>Student Standards</u> Various student standards <u>Counselor Standards</u> A.1 A.2 A.4 A.5 A.7 A.10.b A.10.d D.1.b

Group Counseling

Target Grade: 9-12

Time Frame: Year Round

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
During the school year students may encounter academic or social problems that may require short term counseling support. Counselors are able to reach more students in a shorter amount of time compared to individual counseling.	Group counseling is an effective way to advise and counsel multiple students in a group setting exhibiting behaviors that prevents him/her from learning. A group setting will allow for relationships to form and students to learn from one another, and feel that they aren't alone.	The counselor will follow lesson plans for the specific issue at hand. Efforts are made to help the student return to state of mind conducive to learning.	*Students will return to school with an emotional state conducive to learning, allowing the individual to return to class. Students will form relationships with others. *Evaluation forms will be given out at the beginning and end of the group. Other evaluations can be academic performance and teacher observations.	School counselors, Social Worker, psychologists, student assistance counselor, School counseling interns.	Meeting space, schedule, various other materials as needed	*Find or create lesson plans on the student issue at hand *secure meeting room	<u>Student Standards</u> Dependent on subject material PS:A1.5 PS:A1.9 PS:A2.6 PS:A2.7 <u>Counselor Standards</u> A.2 A.6 A.7

Crisis Counseling and Committee

Target Grade: 9-12

Time Frame: School Year

Preparation Time: unplanned

Activity: 15 minutes – 2 hours.

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
Students experiencing or demonstrating extreme emotional distress within the school environment require immediate intervention.	To de-escalate potentially dangerous or hazardous situations in order to stabilize the student in an effort to integrate him or her into their normal classroom routine.	Counselor meets with student(s) to try to discuss and defuse explosive situations. Counselors assess students who are expressing suicidal or self-injurious thoughts. Provide appropriate interventions including notification to student's parents and outside referral, if necessary. Counselors are members of Crisis Committee that responds to any school wide incidents.	*Crisis situation will be de-escalated and student(s) returns to classroom environment. *Follow-up with student, parents, teachers and any outside sources to determine outcome. Ability to return to class, continue with the day and develop plan to work through difficulty.	School counselors, social workers, school psychologist, and administrator.	Meeting, outside resources as needed.	<u>Counselor Standards</u> A.1 A.7 C.1 C.2 D

Case Conferences

Target Grade: 9-12

Time Frame: School Year

Activity: 30min-1hr

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
Parents/guardians, teachers and counselors need to work collaboratively to enhance student performance.	To provide parents / guardians with ongoing academic and social consultation regarding their child.	Counselors will meet with parents and teachers to discuss student progress or parental concerns regarding academic and social development. If teachers cannot be present, counselor will communicate conference outcomes with student's teachers.	*Parent communication will be enhanced to assure student success. *Student achievement and behavior will improve.	Teachers and school counselors and Administrators.	Student grades, student standardized test scores, student progress information, student schedule	*Schedule meeting *Inform teachers of meeting time *Collect information from any teacher that cannot be present	<u>Student Standards</u> A:A1 A:A3.1 A:B1.4 <u>Counselor Standards</u> B.1.a B.2.b B.2.c

Identification of Remedial Students

Target Grade: 9-12

Time Frame: August -June

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
Students achieving below statewide reference point need additional support.	To provide students falling below state and local standards additional instructional support to optimize academic performance.	Counselors receive standardized test results and report cards. Students are identified as falling below the state reference point in mathematics, reading and social studies. These students are scheduled to receive remedial services.	*Students in need of remedial services will improve their academic performance. *Student progress.	School counselors, Counseling Center support staff, Academic supervisors, Deans.	Standardized test scores, Regents exam scores, master schedule, report cards	*Thoroughly review student information yearly basis. *Work closely with academic administrators to select students and send letters to parents. *Monitor student grades and schedule parent/teacher meetings if necessary.	<u>Student Standards</u> A:A1 <u>Counselor Standards</u> A.1.a A.1.b

Academic Intervention Services (AIS)

Target Grade: 9-12

Time Frame: All-Year including summer

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
<p>Students are identified as needing AIS to help them be successful in school and ultimately meet the NYS Learning Standards. Students are identified through standardized tests (NYS Assessments), grades, and teacher recommendations. Assisting in the selection, scheduling and monitoring of students.</p>	<p>To help students work toward meeting the NYS Learning Standards and graduation requirements. To assist with selection and monitoring of AIS students. Responsible for scheduling students into SMS.</p>	<p>Assisting in the selection and the monitoring of students receiving the following possible services: AIS classes, remedial labs, social work, peer mentoring, attendance monitoring Responsible for maintaining and balancing schedules, and parent correspondence through letters, phone calls and parent conferences.</p>	<p>*Students receive stronger grades in school and ultimately meet the NYS requirements for graduation. *Student grades, test scores, attendance in school.</p>	<p>Counselors, Academic Administrators, Director of SESS, Building Administrators, and Teachers.</p>	<p>Student records, test scores, grades, SASI System, Letters.</p>	<p>*Thoroughly review all student records and teacher recommendations. *Monitor grades of each student quarterly and make appropriate changes. *Formulate letters and complete one for each student and service. *Maintain accurate records in SASI.</p>	<p><u>Student Standards</u> A:A A:B <u>Counselor Standards</u> A.1.a A.1.b</p>

Parent/Counselor Conferences

Target Grade: 9-12

Time Frame: School Year

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
Parents/guardians and counselors need to work collaboratively to enhance student performance.	To provide parents/guardians with ongoing academic and social consultation regarding their child.	Counselors will meet with parents to discuss student progress or parental concerns regarding academic and social development.	*Parent communication will be enhanced to assure student success. *Student achievement and behavior will improve.	School counselors.	Student grades, student standardized test scores, student progress information (report cards).	*Schedule meeting *Review material	<u>Counselor Standards</u> A.1.b B.1.a B.1.c B.1.d B.2.b B.2.c B.2.d

Peer Tutoring

Target Grade: 9-12

Time Frame: School Year

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
Students are encouraged to seek additional help after school and work with teachers. Peer tutors can also provide additional assistance.	To provide students with ongoing academic support.	Counselors will meet with students to suggest peer tutoring. Math Honor Society and Science Quick Tutor students will be assigned to their students and they will consider the best time/place to meet. Students can also be considered for the homework help club and study skills groups.	*Students will learn new study skills strategies. *Student achievement will improve.	Peer tutors, School counselor	Student grades, Five week reports, and report cards	*Schedule meeting *Review material	<u>Counselor Standards</u> A.1 B.2 B.1.c B.1.d B.2 C.1 C.2

SCHOOL SUCCESS

The ultimate goal of every educator and counselor is to help students achieve mastery of the curriculum and graduate from high school well prepared to meet the rigors of post-secondary education, the military, and/or the workforce. Improving communication between home and school enhances student success in school. This is provided with regularity throughout the year in a myriad of ways. Not every student learns in the same way, so a variety of supports are needed to help and encourage every student to achieve school success.

Cumulative Record Maintenance

Target Grade: 9-12

Time Frame: Year-round

Activity: Ongoing

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
The school is required to keep a cumulative record of individual student's academic progress, diploma type, and testing information.	To accurately maintain all relevant student information in a confidential, central student file.	Counselors maintain scheduling, diploma type, career pathway, standardized testing, student course drop forms, interventions attempted, support given and other overall information on how each student is progressing toward graduation.	*An accurate comprehensive confidential student file will be maintained for each student. *Each student will have a complete file containing academic and testing information	Counselors, teachers, administrators, counseling secretary.	File folder for each student.	<u>Student Standards</u> A:A2.2 A:B2.1 A:B2.2 A:B2.3 A:B2.4 A:B2.6 <u>Counselor Standards</u> III-A-4. III-A-6. III-B-3.

Review Senior Credits

Target Grade: 12

Time Frame: Year round

Preparation time: 5 minutes

Activity: 20-30 minutes per update

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
Students need 22 credits to graduate.	To make sure all seniors are on track to have enough credits for graduation.	Review courses students are signed up for and classes that were not passed by the student the previous term. Reschedule student if needed.	*All seniors will have at least 22 credits *Graduation rate *Diploma type	School counselor, registrar	Transcript, academic records	Review graduation worksheet and transcript.	<u>Student Standards</u> A:B2.1 A:B2.2 A:B2.3 A:B2.4 <u>Counselor Standards</u> I-B-3. I-C-1. II-A-1. II-A-6. V-B-1. V-B-1d. V-B-1h.

Documentation

Target Grade: 9-12

Time Frame: Year-round

Activity: Hourly

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
<p>Almost every aspect of counselor responsibilities requires documentation and record maintenance.</p>	<p>To accurately document pertinent information to assure its accessibility when needed.</p>	<p>Counselors are always obtaining information about students from many different sources. This information needs to be organized and maintained. Counselors are also frequently asked to compile information regarding students, pathways, credits, interventions, etc. which must also be maintained and compiled. Student transcripts are gone over repeatedly and status sheets filled out in order to track student progress toward graduation. Counselors update forms and information sheets that are given to students and parents. Forms also need to be updated in order to increase efficiency. All functions, activities and classes require up to date forms, handouts and information. Interim reports, report cards and announcements of upcoming events are also done.</p>	<p>*Information on students and data on many aspects of student success will be accurately compiled, and maintained for future reference, comparison, and/or evaluation. *Records are kept and appropriate information collected.</p>	<p>Counselors</p>	<p>Transcripts, forms, status sheets, schedules, computer.</p>	<p><u>Student Standards</u> <u>Counselor Standards</u> II-B-4c. II-B-4d. III-B-2e.</p>

Student Progress Reports/Updates

Target Grade: 9-12

Preparation time: 5 minutes

Time Frame: Year round

Activity: 20-30 minutes per update

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
During the school year, parents may request additional updates on their child's academic progress.	To provide parents with adequate information on the academic progress of their child.	1) Parent contacts counselor requesting an academic update. 2) Counselor makes personal contact with student's teachers or sends written form requesting feedback from all teachers involved. 3) Counselor collects information from teachers and calls parent to discuss collected information. Reports may also be mailed home.	*Parents will receive timely and informative feedback from teachers on the academic progress of their child. Student academic performance will improve. *Increased communication between parents / teachers / counselors.	Counselors, teachers, counseling secretaries.	Telephone, progress report, e-mail, ASPEN.	Reach out to teachers to gain up to date information about student progress.	<u>Student Standards</u> <u>Counselor Standards</u> I-A-6. I-B-4. I-C-1. I-C-2. III-B-3a. IV-B-2.a-g. IV-B-3.

Academic At-Risk Mailings

Target Grade: 12

Time Frame: Quarterly

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
Parents/guardians of seniors with failing grades need to know their student is in jeopardy of not graduating.	Parents/guardians of students with failing grades will receive clear understanding of their child's academic standing.	Counselors prepare letters for the parents of students who are in danger of failing at the end of each quarter.	*Parents will be fully aware of their child's academic standing. *Failing students will improve academically.	Teachers, counseling staff, secretaries, and administrators	Student grades, failure letters.	*Review all student's report cards quarterly *Develop letter and photocopy *Complete letters for each student and mail	<u>Student Standards</u> A:B1.4 A:B2.2 A:B2.6 <u>Counselor Standards</u> I-B-4. V-B-1d. I-B-5b. I-C-1. II-C-3. II-C-5. IV-B-3.

Academic Progress Checks

Target Grade: 9-12

Time Frame: Every 5 Weeks

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
Students who are failing classes need to be made aware of their progress.	To reach out to students who are not performing well academically and assessing need and intervention.	Counselors will gather information from teachers and meet with student to update him/her regarding student's effort and progress.	*Students and parents will have increased information of their child's academic effort and progress. *Students not attempting to meet academic expectations of each class will make a greater effort to do so due to *increased communication between parent and school.	Counselor and teaching staff.	Student academic standing, telephone, e-mail, and ASPEN.	*Gather information from teachers *Contact students and review information *If needed, meet with parents to follow up.	<u>Student Standards</u> A:A3.1 A:B1.4 A:B1.5 A:B2.2 A:B2.6 <u>Counselor Standards</u> I-B-4. I-B-5b. I-C-1. II-C-3. II-C-5. III-B-6d. IV-B-3.

Administrative Consultation Meetings

Target Grade: 9-12

Time Frame: Year Round

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
To enhance educational opportunities for the students through optimal academic planning.	To provide consultation services to administration for the enhancement of academic program development and delivery.	Meetings with administrators arranged on an "ad hoc" basis. Subsequent research of current practice, literature and reporting of findings provided as needed.	*Development of appropriate educational plans and programs to maximize students' potential. *Long-term evaluation.	Administrators, counselors, social workers, teachers and support staff.	Administrative offices, records.	Prepare necessary documentation (grades, discipline, attendance, etc.)	<u>Student Standards</u> A:B1.4 A:B1.5 A:B1.6 <u>Counselor Standards</u> IV-A-7. IV-B-1e. IV-B-2c.

Summer School Mailing/Registration

Target Grade: 9-12

Preparation Time: 2 hours

Time Frame: June

Activity: 10 hours

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
Students and parents need to be notified of course failures, summer school eligibility and summer school registration.	To notify parents and students of course failures and summer school eligibility.	Counselors attempt to gather accurate information from teachers regarding students who have failed courses and/or failed state exams. Counselors fill out appropriate course/state exam, failure and summer school eligibility forms, fold, stuff, label and mail this information to parents and students. Counselors assist in the registration of students for summer school classes.	*Parents and students will receive timely and accurate information regarding failed courses, summer school eligibility and registration. *Students and parents receive summer school information. *Eligible students register.	School counselors, Counseling Center support staff, summer school principal, summer school secretary	Course failure/state exam failure lists, summer school forms, Aspen, envelopes, postage, labels, transcripts.	Update forms, Meet with Summer School Principal regarding courses offered.	<u>Student Standards</u> A:A:1.3 A:A1.5 A:A3.1 A:B2.6 <u>Counselor Standards</u> I-B-4. V-B-1d. I-B-5b. I-C-1. II-C-3. II-C-5. IV-B-3.

EXCEL Team Meetings

Target Grade: 9

Time Frame: School Year

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
Teachers and counselors need to exchange information about students.	To increase communication between teachers and counselor to enhance student academic performance.	Counselors meet with teams of teachers one period a month to discuss student performance.	*Improved academic performance. *Student behavior and academic standing will improve.	EXCEL team teachers and school counselors.	Classroom, student grades.	*Meet with team monthly to discuss student concerns *Follow through on plans of action *Review student records thoroughly for background	<u>Student Standards</u> <u>Counselor Standards</u> IV-B-1e. IV-B-2. IV-B-3. III-B-6h.

Homebound Instruction Coordination

Target Grade: 9-12

Time Frame: Year Round

Preparation Time: 15 minutes

Activity: 60 minutes per student

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
Circumstances sometimes dictate that students are unable to attend school. It is therefore required that the school obtain home instruction for students identified and approved by Asst. Superintendent.	To coordinate with the nurse and hall principal about the provision of home / hospitalization instruction for students unable to attend regular classes because of illness or other legitimate reasons.	Counselors inform teachers that tutoring is being coordinated, request work and follow-up as needed. Counselors trouble shoot any problems that may arise.	*Homebound students will receive required instruction assuring their academic success. *Students have access to the required amount of time to work with tutor. Teacher comments and tutor, parent, and student feedback.	School counselor, teacher, tutor, Hall principal, school nurse, counseling secretary.	Student's schedule, outside tutor list, tutor work request form, tutor table/work folder.	Discuss with parent/answer questions, coordinate with teachers.	<u>Student Standards</u> A:B1.4 <u>Counselor Standards</u> I-B-2. I-B-4. I-B-4 I-B-5. c. I-C-2.

Counseling Center Newsletter/Website/Bulletin Board/Naviance

Target Grade: 9-12

Time Frame: Year Round

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
Students and parents need to be kept aware of ongoing events, standardized testing, and available scholarships as related to the counseling center.	To provide parents and students with information regarding upcoming events, important dates, and resources available to receive.	School counselors will develop a counseling newsletter, website and bulletin board outlining scholarship opportunities, important testing dates, school-to-work information, evening programs and various other helpful information. Counselors will also utilize Naviance and ASPEN to distribute pertinent information to families.	*Parents and students will become aware of all information regarding standardized testing, scholarship opportunities, Career Portfolio classes, school-to-work options, and other programs. *More students and parents will utilize the Counseling Center and attendance will increase at student services-related functions.	School counselors, Counseling Center support staff, and Communications Specialist	College Entrance Examination Board (CEEB), scholarship resources, military resources, any timely information, handouts, Naviance, ASPEN, etc.	<u>Student Standards</u> <u>Counselor Standards</u> III-A-6. IV-A-6. IV-B-1a. IV-B-2d. IV-B-2e. II-C-3. I-C-2.

Scholarship Process

Target Grade: Primarily 12 (Some 9-11)

Time Frame: Year Round September-May, as scholarships come in, approximately 150 scholarships are posted each year.

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
<p>Students need to be aware of the scholarship opportunities available from Bethlehem High School and community agencies.</p>	<p>To help students research potential scholarship opportunities.</p>	<p>Students are made aware of scholarships through morning announcements, referral to on-line resources such as Fast Web, and do research through Counseling Center resources such as Naviance. Counselors will also serve on the Bethlehem Scholarship Committee with one counselor acting as Chairperson of the committee.</p>	<p>*Students will become aware of and apply for various scholarships and recognitions. *Students are recognized at the Bethlehem High School Awards Night at the end of the school year. They are awarded scholarships given them by the Bethlehem Scholarship Committee and other community agencies. *End of year questionnaire.</p>	<p>School counselors, scholarship committee</p>	<p>Naviance, advertisements from community agencies, morning announcements, guidance newsletter, scholarship websites.</p>	<p>Gather student transcript, resume, and other helpful information to share with committee.</p>	<p><u>Student Standards</u> A:B1.4 PS:C1.6 <u>Counselor Standards</u> I-B-1g. II-C-3. II-B-4a. II-B-4g.</p>

Bi-Weekly Department Meetings

Target Grade: 9-12

Preparation Time: 20 minutes weekly

Time Frame: Year Round

Activity: 80 minutes

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
<p>Counselors need to maintain a process consistent from counselor to counselor within the department. Maintain regular agenda items and set priority items that change regularly and often. The department needs to meet weekly to ensure communication of all weekly projects and concerns.</p>	<p>To provide counselors with a weekly forum to address changes, projects and problems and ensure clear communication between all counselors.</p>	<p>Counselors meet weekly to review concerns, plan projects and events and share information pertinent to counselors and secretaries. Deans, social workers, and assistant principal meet with counselors for an update in each area.</p>	<p>*All students will receive consistent services and information from the Counseling Center. *Improved communication between counselors and other counselors as well as counselors and administrators</p>	<p>All counselors, deans, social workers, vice principal, and principal.</p>	<p>Calendars, reports, paperwork</p>	<p>E-mail agenda items, planning for upcoming events throughout department.</p>	<p><u>Student Standards</u> <u>Counselor Standards</u> I-A-1. I-A-2. I-A-8. I-B-1. I-B-1d. I-B-1f. I-B-2. II-A-1. II-A-2. II-B-1. II-B-2c. II-B-4. IV-B-1e.</p>

Graduation Prep and Ceremony

Target Grade: 12

Time Frame: May-June

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
To ensure accurate grades, transcripts, GPA and diploma type for our students.	To successfully maintain integrity of grades in ASPEN.	Reviewing grades, keeping an eye for any remaining “Incompletes” and failing grades. Counselors will meet with students regarding failing grades	*Information sent to colleges and other high schools will accurately reflect student achievement. *Accurate information in ASPEN.	Counselors, Secretaries, Computer staff	Computer, report cards, calculator.	Verify graduation for each student.	<u>Student Standards</u> <u>Counselor Standards</u> I-B-2. I-B-3. I-C-1. I-C-2

College Congratulations

Target Grade: 12

Time Frame: Year round

Preparation time: 5 minutes

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
Students need encouragement during the stressful time of college acceptances	For students to gain encouragement from counselors	Counselors will write Congratulations post cards sent to homerooms for students who were accepted to chosen colleges, military, or jobs.	*Students will have a positive experience with counselors and be grateful for help they have received *Feedback from students	Counselors	Congratulations post cards, Naviance college acceptances	Hand written note to each senior with college acceptance.	<u>Student Standards</u> PS:A1.5 PS:A2.6 PS:B1.2 PS:B1.4 PS:C1.6 PS:C1.10 PS:C1.11 <u>Counselor Standards</u> I-B-2. I-B-3. I-C-1. I-C-2.

Career, Technical and College Planning

It is the responsibility of the Bethlehem's 9-12 Counseling Program to prepare students for life after high school. This involves making parents and students aware of academic requirements as well as providing appropriate and rewarding experiences and skills to students that will prepare them for college and careers. The high school counselors provide transitional programming at every stage, with the ultimate goal being the student making the successful adjustment from high school to college, the military, or post-secondary employment.

Counselors develop appropriate schedules for students in accordance with the state and local learning standards as implemented by the New York State Department of Education. A variety of activities are offered to students and their families in order to develop career and college awareness and facilitate post-high school planning.

Course Selection 9th-11th Grade

Target Grade: 9-12

Time Frame: February, Year Round

Preparation Time: 20 Hours

Activity: 2 Weeks

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
<p>Students require assistance in selecting courses appropriate for their educational plans and graduation requirements.</p>	<p>To individually help students design a realistic and challenging class schedule to meet requirements and promote post-secondary success.</p>	<p>*Students are given course selection information prior to course advisement day. On course advisement day students review course recommendations with their current teachers. *During homeroom students are given passes for an individual appointment with their school counselor. Their appointments are during their lunch, study hall, free period or gym class *Counselors meet with each student to indicate their courses for the following year based on requirements and interests *Students are given a request form that needs to be signed by their parent and returned to the counseling center if there are any changes, or if the schedule should stay as is *Course selections can be changed due to failures throughout the year or summer school. *Course Adjustment is also done as needed.</p>	<p>*Students will have a schedule that supports their vocational and educational plans, while assuring district and state compliance. *Students will meet their academic goals with only minor schedule changes. The number of Regents/Advanced Regents' Diploma recipients and the number of students accepted into post-secondary education or the military will be considered.</p>	<p>Counselors, support staff, intern(s)</p>	<p>Course selection sheets, parent signature sheets, computer with Aspen, course selection passes</p>	<p>*Meet with departments to discuss course offering. *Update course selection sheet and send to central copy * Schedule individual student meetings *Send course selection sheets to homeroom</p>	<p><u>Student Standards</u> A:A1:2 A:A3.3 A.B2.1 A.B2.6 A.C1.1 A.C1.4 C.B1.1 C.B2.4</p> <p><u>Counseling Standards</u> A.1.b A.3.a A.3.b A.9.g D.1.a</p>

College Application Completion Workshops

Target Grade: 12

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
Parents and students need assistance completing college applications.	To provide help and answer questions about the college application process.	*Two lunch time and one evening workshop offered by counseling staff and a local college representative.	*Parents and students will understand the steps to completing their college applications.	Counselors, college admissions personnel	Room, computers, hand-outs, evaluations	*Contact college representative. *Send information to parents and students *Prepare hand-outs *Prepare meeting space	<u>Student Standards</u> A:B.27 <u>Counseling Standards</u> A.5 B.1.c C.3 C.5

Financial Aid Night

Target Grade: 11, 12

Time Frame: January

Preparation Time: 2 hours

Activity: 2 ½ hours

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
Parents and students need information regarding financial planning for college and how to complete financial aid forms.	To provide financial planning information and support for parents and students for the complex process of applying for financial aid.	Parents and students will be invited to attend financial aid evening program with an area college financial aid representative.	*Parents and students will better understand and successfully complete the college financial aid application process. *Written evaluation from participants.	Counselor, financial “expert” speaker	Room, flyers to advertise, evaluations, other literature	Contact College / Financial Planning Service Representative. Send information to parents. Prepare handouts. Contact higher education (FAFSA) - Free Application For Federal Student Aid.	<u>Student Standards</u> C.B1.8 <u>Counselor Standards</u> A.1.c A.1.e A.3.b B.1.a D.2.a

Freshman Naviance Introduction

Target Grade: 9

Time Frame: February

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
Students need to be aware of how their interests may be related to the activities provided at the high school.	To assist students in transitioning to the high school	Freshmen will meet with counselors and get an overview of Naviance. They will receive their passwords and a list of school activities.	*Students will become aware of the programs on Naviance and connection to careers and their learning style.	counselors	Naviance, computers, classroom, PowerPoint	*Schedule sessions *Passwords *PowerPoint	<u>Student Standards</u> A.B1.5 C.A1.1 C.B1.6 <u>Counselor Standards</u> A.1.b D.1.a

9th/10th Grade “Jump Start”

Target Grade: 9 and 10

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
Parents and students need information to begin the college planning process.	To provide college planning information early enough for families to begin effective planning.	* Parents and students will be invited to attend an evening program with an area college representative and counseling staff.	*Parents and students will understand the steps they need to take to best prepare for college. *Written evaluation from participants	Counselors, college admissions director	Room, flyers, hand-outs, evaluations	*Contact college representative *Send info to parents and students *Prepare handouts *Prepare meeting space	<u>Student Standards</u> A.B2.1 A:B2.3 A:B2.7 <u>Counselor Standards</u> A.5 B.4 C.3

Sophomore Naviance Career Exploration Program

Target Grade: 10
Time Frame: January

Preparation Time: 1 Hour
Activity: 43 minutes

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
<p>Students need to understand how their interests and strengths relate to the college selection process and career search.</p>	<p>To give students the resources needed to integrate their interests with research related to their career, college and scholarship opportunities.</p>	<p>*Students will come to the LMC during a scheduled English class to complete the Career Interest Profiler Activity on Naviance *After the completion of the activity, students will fill out a worksheet given by the counselor that will list their Holland Code *After students have found their Holland Codes, they will be able to explore different careers based on their interests and fill out different questions on the given worksheet about these careers *Students will be able to meet with the counselors year round to discuss college and career planning</p>	<p>*Students will access relevant college and career information as they continue to formulate their educational goals and post-secondary plans. *Students will select appropriate careers, colleges, college majors. *Students will complete a brief survey.</p>	<p>Counselors and English teachers, Interns</p>	<p>Computers, Naviance, Prezi, worksheets</p>	<p>*Arrange time with English teachers *Print handouts</p>	<p><u>Student Standards</u> A.B2.1 C.A1 C.B1.2 C.B1.5 C.B1.6 C.B2.1 C.C2.1 PS.A1.2</p> <p><u>Counselor Standards</u> A.1.b A.1.c A.1.e A.3.a A.3.c D.1.a</p>

Junior Career/College Program

Target Grade: 11

Time Frame: November, December

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
<p>Students need to be knowledgeable about careers and the educational requirements necessary to qualify for jobs in those fields.</p>	<p>To have students explore careers that fit their interests and abilities, facilitating their college selection process.</p>	<p>*Students will come to the counseling center during two USHAG periods for a PowerPoint presentation from a leading counselor *Counselors will engage students to ask questions and to participate during the presentation *Students will break into small groups and act as mock admissions counselors evaluating applicant folders *On the second day of the presentation, students will then be handed a college planning worksheet to fill out based on their proposed college majors/careers interests and locations, hobbies, etc. *Students will break into small groups with their assigned counselor for discussion about the college process *Students are able to come to the counseling center to meet with their counselors year round to discuss college and career planning *11-3 students will attend a program @ HVCC with counselor to explore career and major options.</p>	<p>*Students will be knowledgeable of career and college information, expectations and requirements. *Students will enter into post-secondary training in a career/major that fits their interests and abilities. *Students will complete a survey</p>	<p>Counselors</p>	<p>Computer, Naviance, PowerPoint, college planning worksheet</p>	<p>*Schedule sessions for each class, create PowerPoint, make copies of college planning worksheet</p>	<p><u>Student Standards</u> C:A1.3 C:A1.6 C:A1.7 C:A2.8 A:C1.5 A:C1.6 C:C1.3 PS:A1.3</p> <p><u>Counselor Standards</u> A.1.b A.1.c A.1.e A.3.a A.3.c D.1.a</p>

Junior Conferences

Target Grade: 11

Preparation Time: 4 hours

Time Frame: February-May

Activity: 43 minutes-1hr/per Junior

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
<p>Juniors and their families need information regarding careers, college majors, the college/career application process and their progress toward graduation and their goals.</p>	<p>To explain the college/career application process, gather information on future plans, and give information on colleges.</p>	<p>*Counselors will create a Sign Up genius with a schedule of times they are available to meet with each student and family *Counselors will then send out an email to all junior parents and students describing the Junior Conference and attach the Sign Up Genius link *Parents will then sign up for a time slot to come in to meet *Counselor will prepare a folder with college searches based on the students interests listed on their college planning worksheet, transcript. Graduation worksheets, parent and student perspectives, and other college planning worksheets *Counselors will meet with each student and/or family to go over the college planning process and junior folder</p>	<p>*Students will have the necessary information to begin/continue the college career search process. *Students will be aware of graduation requirements and importance of academic success. *Observation during junior conferences allows counselors to assess preparedness for post high school transition. *Parents and students will be surveyed.</p>	<p>Counselors</p>	<p>Junior Folder, transcript, graduation worksheet, student and parent perspectives, college planning worksheets, sign up genius</p>	<p>*Prepare Junior Conference folder materials *Perform a preliminary college search based on Naviance *Review transcript, graduation worksheet * Create Sign Up Genius schedule</p>	<p><u>Student Standards</u> A:B2.1-7 A:C1.6 C:A2.6 C:B1.3 C:B1.8 C:B2.1 C:B2.2</p> <p><u>Counselor Standards</u> A.1.b A.1.c A.1.e A.2.a A.2.b A.2.c B.1.a B.1.c B.1.d B.1.f</p>

Junior Family Night

Target Grade: 11
Time Frame: October

Preparation Time: 5 hours
Activity: 2 1/2 hours

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
Students and their parents require additional information and assistance as they continue to plan post high school activities at this juncture.	To inform parents and students of available college and career resources in the high school and to help facilitate their post-secondary school career and educational search.	An evening meeting will be held with parents and students to reinforce an organized approach to actualizing their college and career plan. Speakers will be invited to share perspectives on how to select a college and best utilize financial opportunities. Parents and students will pick two presenters to go to.	*Parents and students will become greater informed on how to proceed with their college and career plans. *Parent and student evaluations following the program.	Counselors, college representatives	Appropriate handouts, auditorium, PowerPoint presentations, computers	*Arrange presenters *Schedule rooms for presenters *Create and print handouts / room assignments	<u>Student Standards</u> A:B1.5 A:B2.6 A:C1.2 A:C1.5 A:C1.6 C:A2.6 C:B1.8 <u>Counselor Standards</u> A.1.b A.3.b A.3.c B.1.f D.2.a

Senior Information Meeting

Target Grade: 12
Time Frame: August

Preparation Time: 5 hours
Activity: 1½ hours

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
12 th graders and their parents come to review the college application process and deadlines in a large group presentation.	To dispense college application process information to parents and students as a review of that process.	Counselors present information on the application process, financial aid, the college fair, graduation requirements and demonstrate Naviance. Question and answer session follows presentation. Families meet in small groups with child's counselor.	*Seniors and their parents understand the college application process. Applications are handed in on time and students apply to appropriate colleges. *Parents and students fill out evaluations.	counselors	PowerPoint, computer, mailings, handouts Common Application, Naviance	*Update flyer *Send home to seniors. *Review power-point presentation and update with changes. *Collect possible handouts, consolidate and draft them as necessary, decide on final handouts. *Copy handouts and evaluations.	<u>Student Standards</u> A:C1.5 A:C1.6 A:B2.1 C:B1.8 C:B2.1 C:B2.2 <u>Counselor Standards</u> A.1.b A.1.c A.1.e A.2.a A.2.b A.2.c B.1.a B.1.c B.1.d B.1.f

Military Advisement

Target Grade: 9-12

Time Frame: Year Round

Preparation Time: 5 minutes

Activity: 43 minutes

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
Students who are interested in the military as a career need to gain information and access to recruiters.	To provide the most up-to-date information regarding opportunities in the military.	Advisement sessions with members of the armed forces. Military representatives, regarding ROTC and admission to the service academies, conduct seminars at the high school. All branches attend the career fair.	*Students will receive information regarding possible options in the military service. *Number of students who attend the advisement sessions and who ultimately pursue a career in the military *Feedback from recruiters and students.	Counselors, military personnel, Counseling Center support staff	Information packets, meeting room.	*Phone conversations with recruiters to set up visitations.	<u>Student Standards</u> C:A2.8 C:B1.1 C:B1.5 C:B2:1 C:B2.2 <u>Counselor Standards</u> A.1.a A.3.c B.1.a D.2.a D.2.b

Career & Technical School Student Visitations

Target Grade: 10-11

Time Frame: March

Preparation time: 2 hours

Activity: half a school day

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
Students need exposure to vocational opportunities to make informed decisions with regard to their future participation in CTE programs.	Counselors will facilitate exposure to technical education opportunities for students in grades 11 and 12.	Counselors will plan a half day visitation to Albany CTE for students to tour programs available to them for the following school year. Students will be informed via announcements and information sheets and will then sign up for the trip. Students will bring in signed permission slips to participate. Students and a counselor will take a bus to CTE for the half-day tour. Arrangements are made for interested student visits.	*Students will select appropriate CTE programs to attend for their next school year. *Students will complete the one or two year CTE program and make decisions to continue on or change career direction based on their participation in the CTE program. *Students will complete an evaluation of the trip.	School counselors, counseling secretary, CTE personnel, bus driver, Dean, and social worker.	Parents' permission slips, information sheets, sign-up sheet, bus.	Obtain transportation for trip, secure date with CTE school, obtain permission slips, and coordinate with staff.	<u>Student Standards</u> C.A1.8 C.A1.9 C.B1.1 C.B1.2 <u>Counselor Standards</u> A.1.b A.1.e A.3.a A.3.b A.3.c D.2.a

Career Fair

Target Grade: 9-12
Time Frame: April

Preparation Time: 4 Months
Activity: 3 hours

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
<p>Students become aware of what specific careers entail and what training they will need in order to get to secure a field of study.</p>	<p>Students will learn more about careers of their choice and be introduced to local and community business representatives.</p>	<p>Counselors will plan a career fair by contacting local business, creating floor plans, collaborate with students to create advertisements, promote to school staff and students, order food donations for the participants, create pre/post surveys to handout to specific classes that will be attending. *Students will be able to attend the career fair during the lunch periods on the central/front foyers. They will be able to collect handouts, ask questions and speak to career representatives</p>	<p>*All participants will have enhanced perspectives about future career options. *Presenters will be given an evaluation form to fill out</p>	<p>Counselors, presenters, maintenance staff, student helpers</p>	<p>Food for presenters, laminator, color printer, phone, large tables, foyers,</p>	<p>*Contact career professionals to present *Book foyer space, and tables *Prepare flyers, and advertise to schools *Secure food and water for presenters *Prepare signs and name tags for presenters *Create pre/post surveys *Present in specific classes that will be attending prior</p>	<p><u>Student Standards</u> C:A1.2 C.A2.7 C.A2.8 C:B1.2 C:B1.4 C:B1.5 C:C1.1 C:C1.2 C:C1.3 C:C2.1</p> <p><u>Counselor Standards</u> A.1.b A.3.b A.3.c D.2.a D.2.b</p>

Instant Decision Days

Target Grade: 12

Time Frame: November and March

Preparation Time: 5 hours

Activity: 1½ hours

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
Students who would like to attend to HVCC, Sage and St. Rose will meet with representatives at the High School	Students will have the opportunity to interview and apply for admission and receive a decision that day.	Students will sign up to attend the Instant Decision Days and will fill out an application prior. They will be given a time slot to come down to the Counseling Center when they will interview with an admissions representative and find out their decisions.	*Students will receive material about the school and program of their choice once accepted. If deferred the representative will give information on improving the student profile for future enrollment. Improve access for students to apply and save on additional costs.	Counseling Center support staff	Transcripts, report cards, water for presenter, meeting room		<u>Student Standards</u> A.B1.1 A.C1.4 C:B1.1 <u>Counselor Standards</u> A.1.a A.1.b A.3.b A.8.a D.2.a D.2.b

College Representative Visits

Target Grade: 11-12

Time Frame: September-December

Preparation: 1 hour weekly

Activity: 40 minutes per college

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
Students need to be able to sit down for an extended period of time with a representative from a potential college.	Students will gain a clearer perspective of whether a college will be a good match for them.	College representatives make appointments beginning in August with guidance secretary. Students are informed of upcoming visits through a weekly announcement and Naviance. Students will sign up to attend the visit through their Naviance account.	*Students will be able to assess a school's compatibility in a timely, efficient manner. *Students make informed choices regarding applying to and visiting colleges.	Counselors, counseling support staff, counseling intern, College reps.	Meeting room. Naviance	*Find out dates from colleges when they will be attending the school *Upload information on to Naviance	<u>Student Standards</u> A.B1.1 A.C1.4 C:B1.1 <u>Counselor Standards</u> A.1.a A.1.b A.3.b A.8.a D.2.a D.2.b

College Fair & College Caravan

Target Grade: 11-12

Time Frame: September-December

Preparation: 1 hour

Activity: 1-2 hours

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
College representatives visit the high school to meet with students and share information about their institutions, and the college search process.	Students will gain information about college admissions requirements. Students also have an opportunity to ask college representatives questions.	<p>A School counselor schedules the college fair and publishes the event. Students and parents attend the evening program (2 hour event).</p> <p>The College Caravan is scheduled during 1 lunch period. Local colleges and a few from the Northeast region meet with students in the Central Foyer.</p>	<p>*Students will be able to learn new information about the colleges.</p> <p>*Students can ask questions and meet representatives from various admissions offices.</p>	School counselors, counseling support staff, counseling intern, College reps.	Gymnasium or Central Foyer	<p>*Schedule events and book rooms</p> <p>*Invite community members.</p>	<p><u>Student Standards</u></p> <p>A.B1.1 A.C1.4 C:B1.1</p> <p><u>Counselor Standards</u></p> <p>A.1.a A.1.b A.3.b A.8.a D.2.a D.2.b</p>

Testing

Target Grade: 9-12

Time Frame: September-June

Preparation: 1-2 hours weekly

Activity: 3-4 hours

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
<p>Students are required to take a number of National Standardized tests for college admissions including the SAT, SAT Subject Test(s), ACT. The PSAT is also needed to help students prepare for the SAT.</p>	<p>Students will take a standardized test to prepare for the application process.</p>	<p>A School counselor schedules testing throughout the academic year. Students come to the high school to take the standardized test. Students with disabilities who are qualified by the testing agencies receive accommodations. Counselors share information about SAT IIs with students in a classroom presentation.</p>	<p>*Students will receive scores and receive valuable information through score reports.</p>	<p>School counselors, support staff, interns</p>	<p>Gymnasium, classrooms</p>	<p>*Schedule exams *Publicize events *Hire staff including proctors</p>	<p><u>Student Standards</u> A.B1.1 A.C1.4 C:B1.1 <u>Counselor Standards</u> A.1.a A.1.b A.3.b A.8.a D.2.a</p>

PROFESSIONAL DEVELOPMENT

The Bethlehem Central Counseling Center staff understand and promote the importance of professional development. Activities such as attending local, state and national professional organization meetings and workshops (i.e. technology, suicide awareness) and staying current with best practices help provide counselors with new and innovative suggestions for evaluating and improving the program.

Counselors are committed to supporting the counseling profession by sponsoring internships through area universities. Counselors take advantage of after-hours training to enhance their career exploration skills in order to support the high school's 21st century learning goals.

Annual Update of Counseling Plan

Target Grade: 9-12

Time Frame: Fall-School Year

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
An up-to- date Counseling Plan is needed.	Clarify role and responsibilities of the school counselor. Educate the community regarding counselor roles, responsibilities and time on task.	Counselors meet with the Advisory Council, and administrators to develop a time line for updating the plan and any additional responsibilities such as presentations to the Board of Education. Counselors review the current plan and note any changes to be made.	*A document that describes counseling responsibilities comprehensively. *Current Counseling Plan is in place & adopted by the Board.	Counseling Committee, Counselors, Administrators.	Counseling plan. ASCA	Meeting with Advisory Council to determine time line of meetings. Updates and any other requirements they may need explaining / discussing.	<u>Counselor Standards</u> A.3.a A.9.g D.1.g F.1.e F.1.c F.2.c

Counseling Association Meetings

Target Grade: 9-12

Time Frame: School Year

Activity: 2 hours

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	ASCA Standards Met
Counselors need current information in order to best assist students and counselors gain professional knowledge	To remain current and increase knowledge. To provide School Counselors with information and program ideas to better serve students	Counselors attend local, state, and national counseling and admission association meetings on relevant topics and get updated information as well as exchanging ideas with counselors from other districts and colleges.	*Counselors remain current on new information and topics in the field. *Counselors will implement new ideas and programs that will benefit high school students/parents. *Counselors evaluate effectiveness of each meeting through verbal exchange.	School Counselors	CDCA registration	<u>Counselor Standards</u> D.2.a E.1.f E.1.g F.2.a F.2.b F.4

Counselor College Tours

Target Grade: 9-12

Time Frame: September-June

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
Counselors need to continue to update knowledge base with regard to post-secondary options for students and share information with students so they can make informed decisions.	To improve knowledge base of secondary options for all students and enhance communication of this knowledge.	High school counselors attend college tours hosted by various colleges improve the knowledge base of all high school counselors with regard to post-secondary options.	*Counselors will be able to speak more knowledgably about specifics of colleges. *Counselors exchange important information with college admissions staff.	High school counselors, college admissions counselors.	High school counselors, college admissions, counselors, college speakers, transportation, mailings, fee	*Send in confirmations for tours	<u>Counselor Standards</u> A.1.a A.3.c C.1.a D.1.c D.2.a F.1.b F.2.a

Supervision of Counseling Interns

Target Grade: 9-12

Time Frame: September-June

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
School counseling graduate students need supervision by certified school counselors.	Provide students with an opportunity to be exposed to the school counseling profession. To supervise graduate students and expose them to the responsibilities of middle and/or high school guidance counselors.	Graduate students are expected to fulfill the requirements of a CACREP (Council for Accreditation of Counseling and Related Educational Programs).A New York State Certified school counselor will supervise students.	Interns will develop a thorough understanding of the varied responsibilities and duties of a school counselor. Graduate students will successfully complete the internship program and attain a job as a school counselor.	High school counselors.	Counseling Center, Counseling plan, graduate university expectations	Develop comprehensive schedule and training plan for intern Monitor progress and supervise daily Provide supervision meetings for intern to give and receive feedback. Meet once per semester with the student's school supervisor	<u>Counselor Standards</u> F.1.b F.3.a F.3.b F.3.c F.3.d F.3.e

Committee Membership: Curriculum, Technology, Scholarship, Transcript, Safety

Target Grade: 9-12

Preparation time:

Time Frame: Year-round

Activity:

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
To maintain a voice.	To ensure students have a variety of curriculum paths to graduation.	Attend meetings during the year.	New high school courses will be offered and existing ones amended. The course selection process will indicate student interest.	High school counselors and department supervisors, principal.	Compare curriculum to other suburban districts.		<u>Counselor Standards</u> A.1.a A.1.b A.3.a

Continuous Improvement

Target Grade: 9-12

Preparation time: 20 minutes

Time Frame: As designated by administration

Activity: 1-2 hours

Need	Objective	Activity	Outcome and Evaluation	Staff	Resources	Preparation	ASCA Standards Met
Staff needs a set time to come together to discuss department improvement	To discuss new and improve on existing department activities	High school counseling center meet and discuss various department activities and brainstorm new activities to add to student improvement	Department activities will be honed and new activities that will add to student success will be created.	High school counselors	*dependent on subject	*department supervisor will decide what will be discussed	<u>Counselor Standards</u> A.1.a C.2.e C.2.b D.1.b D.1.d D.1.g F.1.a