

The New Hartford Central School

Counseling Plan



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The Regulations of the Commissioner

Section 100.2 General School Requirements

(j) Guidance programs and comprehensive developmental school counseling/guidance programs.

(2) Comprehensive developmental school counseling/guidance programs. Beginning with the 2019-2020 school year, each school district shall have a comprehensive developmental school counseling/guidance program, for all students in kindergarten through grade 12. Each school district shall also ensure that all students in grades kindergarten through twelve have access to a certified school counselor(s), which for the city school district of the City of New York and the city school district of the City of Buffalo shall include a licensed guidance counselor(s) pursuant to Part 80 of the

Commissioner's regulations.

(i) For all grades kindergarten through twelve, district and building level comprehensive developmental school counseling/guidance programs shall prepare students to participate effectively in their current and future educational programs as age appropriate, and be designed to address multiple student competencies including career/college readiness standards, and academic and social/emotional development standards. The comprehensive developmental school counseling/guidance program ("program") shall include the following activities or services:

(a) In grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with the teaching staff, and any appropriate pupil personnel service providers, for the purpose of preparing students to participate effectively in their current and future educational programs, to provide information related to college and careers, and to assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns, and where appropriate make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports.

(b) For students in grades six through twelve, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans. For a student with disability, the plan shall be consistent with the student's individualized education program;

(c) school counseling/guidance core curriculum instruction for the purpose of addressing student competencies related to career/college readiness, academic skills and social/emotional development by a certified school counselor(s);

(d) other direct student services which may include, but need not be limited to, responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement, for the purpose of enabling students to benefit from the curriculum, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement. Provided that nothing herein shall prohibit certified or licensed school psychologists or certified or licensed school social workers pursuant to Part 80 of the Commissioner's regulations from providing other direct student services within their applicable scope of practice;

(e) indirect student services which may include but need not be limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy, and teaming.

(ii) Each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner in which the district shall comply with the requirements of this subdivision. In the case of the City School District of the City of New York, the Department of Education shall submit separate plans for each community school district, for the High School Division and for the Special Education Division. Such district and building level plans shall be developed by or under the direction of certified school counselor(s) and

be updated annually, available for review at the district offices and each school building, and made available on the district's website.

(a) Each plan shall be developed annually and shall include program objectives, activities, program development and maintenance planning, school counseling curriculum , professional development planning, evaluation methods based on data analysis of program results and closing the gap analysis reports to inform program improvement, and assessment of the resources necessary to support positive student outcomes.

(b) Each plan shall also include the preparation of a program outcomes report that includes an analysis of all systematic components of a comprehensive developmental school counseling/guidance program as defined by this subdivision. Such report shall be annually presented to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

(iii) Each school district shall establish a comprehensive developmental school counseling/guidance program advisory council to be comprised of representative stakeholders (such as parents, members of the board of education, school building and/or district leaders, community-based service providers, teachers, certified school counselors and other pupil personnel service providers in the district including school social workers and/or school psychologists). In the case of the City School District of the City of New York, the Department of Education shall establish a comprehensive developmental school counseling/guidance program advisory council for each community school district. The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program. The advisory council shall create and submit an annual report to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

(3) Nothing in this section shall be construed to authorize any individual to provide professional services where certification is required under Part 80 of the Commissioner's regulations or where licensure is required under Title VIII of the Education Law.

New Hartford Central School District School Counseling Department

New Hartford Central School's counseling program is designed to meet the needs of students' academic, social/emotional, and career growth. School counselors are professionals who serve as student advocates and collaborate with families, school social workers, teachers, other educators, and outside resources. Working in conjunction with these interested parties, school counselors facilitate the acquisition of knowledge and skillsets necessary for students to become productive and contributing members of society. The New Hartford has the following school counselors: 2 at Perry Jr. High School, 3 at the High School, 1 at Bradley Elementary (primarily for the DP program), and a part-time school counselor shared between all 3 Elementary Schools.

The Role of the School Counselor

"Today's school counselors are vital members of the education team. They help all students in the areas of academic achievement; career and social/emotional development, ensuring today's students become the productive, well-adjusted adults of tomorrow." American School Counseling Association, <https://www.schoolcounselor.org/administrators/role-of-the-school-counselor>

Our School Counselors:

Conduct an Individual Annual Review (grades 6-12)

Provide Career Exploration and Planning

- Annual career exploration related activities with each grade level K-12
- Post-secondary planning with students 10-12
- College planning and application process for students 10-12
- Consulting and coordinating with higher education resources

Provide Academic Support

- Academic planning /graduation requirements
- Monitor academic progress
- Connect with support services for struggling students
- Consultation with teaching staff
- Facilitate student/teacher conferences
- Facilitate parent/teacher conferences

Provide Social/Emotional Counseling when personal difficulties impact academic success

- Individual counseling
- Group counseling
- Crisis intervention and response
- Prevention based classroom lessons
- Consult with/refer to school social workers, school nurses, etc.
-

Tasks Performed by the School Counselors

The High School Counseling Calendar (<https://www.newhartfordschools.org/Page/270>) has specific dates of the student activities. The calendar is set up for the upcoming school year by mid-July and updated throughout the year as needed.

Individual Annual Review in Grade 6

The school counselor meets individually with 6th-grade students to provide social/emotional support, academic counseling, and career counseling. During the formal Individual Annual Review, the school counselors review:

- the *Individual Annual Review Survey and Review form* student completed
- the students' academic program and grades
- the students' post-secondary plans
- the students' goals
- the students' extracurricular activities
- how the student feels he/she is doing
- any issues the student would like to discuss.

This Review takes place during academic planning (January – early March).

7-12 Individual Annual Review

The school counselors meet individually with students throughout the school year to provide social/emotional support, academic counseling, and college/career counseling. During the formal Individual Annual Review, the school counselors review:

- the students' progress in Naviance
- the students' academic program and grades
- the students' post-secondary plans
- the students' goals
- the students' extracurricular activities
- how the student feels he/she is doing
- any issues the student would like to discuss.

This Review takes place during academic planning for grades 7 – 11 (January –March) and in late Sept./early Oct. for students in grade 12.

K-12 Career Development Program

The elementary school counselor will work with classroom teachers to make sure age-appropriate Career Development activities take place throughout the school year.

The school counselors at the Junior and Senior High Schools will use Naviance to follow the students Career Development. Below you will find grade level career activities. The following Naviance career activities will take place at Perry: Cluster Finder, Career Key, Learning Style Inventory/AchieveWorks® Learning & Productivity, Do What You Are/AchieveWorks Personality®, and Road Trip Nation. The following Naviance career activities will take place at the HS: Strengths Explorer, Career Interest Profiler, MI Advantage/AchieveWorks Intelligences®, and Cluster Finder. Road Trip Nation will be introduced at Perry and used by the students interested in seeing a video as needed during grades 7-12. The Cluster Finder will be shown at multiple grade levels and used by students as an added tool to help in their career search/research.

Grade 7:

- Horizons Day (October)
- Naviance introduction (December or March)
 - Complete Learning Styles Inventory / AchieveWorks® Learning & Productivity
 - Saving at least 1 Career to Favorites (by end of school year)
- March Madness (end of March)
- Academic Planning Individual Meeting (March)

Grade 8:

- Horizons Day (October)
- Naviance Career Review (December or March)
 - Complete Career Key
 - Review Saved Career Clusters/Careers
 - Saving at least 1 Career Cluster to Favorites (by end of school year)
- March Madness (end of March)
- Academic Planning Individual Meeting (February)
- BOCES Visitation (all students visit BOCES to see what programs will be available to them starting in 11th grade)

Grade 9:

- Horizons Day (October)
- Naviance Career Review (November or February)
 - Naviance College basic introduction
 - Complete Strengths Explorer
 - Cluster Finder
 - Review Saved Career Clusters/Careers
- Academic Planning Workshop (February/March)
- March Madness (end of March)
- Academic Planning Individual Meeting (March)

Grade 10:

- Naviance Workshop (November/December)
 - Naviance Review
 - Complete Career Interest Profiler
- Academic Planning Workshop (February)
 - Post-Secondary Plans as of 10th Grade Survey
 - Naviance Career Cluster Finder
- Academic Planning Individual Meeting (February/March)

Grade 11:

- Naviance Post-secondary Planning Workshop (October)
 - Naviance Review & College Search overview
 - Complete Game Plan
 - Complete Do What You Are / AchieveWorks Personality®
- Academic Planning Workshop (February)
 - Option to complete MI Advantage / AchieveWorks Intelligences®
 - Post-Secondary Plans as of Jr. Year Survey

Academic Planning Individual Meeting (February/March)
Jr. Review Meeting (April)

Grade 12:

Naviance Ready, Set, Apply! Workshops (September)
Naviance Career & College Search Review
Update Game Plan
College application procedures (for students looking at 2 & 4-year colleges)
Military/employment application procedures (for students looking at those options)
Introduction to Working Solutions (for those planning on working after graduation)
Sr. Review Meeting (September)
Confirm Post-secondary Plans (May)

Academic Support

Grades K-6

The counselor works with students, teachers, social workers, and parents/guardians to help students be as successful as they can be academically. The goal is to have all students be successful in the classroom and are able to be promoted. The following activities take place to support students academically:

- Report Cards are issued 4 times a year
- The counselor and social workers work with students who are struggling in classes
- AIS letters are mailed to parents/guardians of students scheduled for AIS services

Grades 7-12

The school counselors work with students in groups and individually to gain knowledge about their strengths, weaknesses, and learning style. Counselors work with students, teachers, social workers, and parents/guardians to help students be as successful as they can be academically. The goal is to have all students meet requirements needed for graduation. The following activities take place to support students academically:

- Report Cards are issued 4 times a year
- Counselors meet with students not passing classes and collaborate with teachers on how to help students
- Counselors work with students who are struggling in classes
- AIS letters are mailed to parents/guardians of students scheduled for AIS services
- "Senior Jeopardy" letters are mailed to parents/guardians of seniors who are in jeopardy of not passing a course required for graduation (December/May)
- Counselors meet weekly with students who are in jeopardy of not graduating to review progress and map out a plan to be successful
- "Low Credit" letters are sent to parents/guardians of students entering grades 10-12 who are below the required number of credits (grade 10 - 5.0+; grade 11 - 10.0+; 12 - 15.5+) earned indicating the student may not graduate on time (August)
- Courses/Regents Exams required for graduation letters sent to seniors and their parents (September)

K-12 Social/Emotional Support

The school counselors and social workers work with students in groups and individually to gain knowledge about themselves and provide social-emotional counseling when personal difficulties impact their academic performance. Counselors often work individually with students on these issues and make referrals to the School Social Worker for ongoing services. The School Social Workers are integral in supporting our students social-emotional needs. The goal is to have all students able to function in school and learn how to manage their social/emotional issues to be successful in life. The following activities take place to support student's social/emotional well-being:

- Individual counseling, as needed
- Group counseling, when appropriate
- Crisis Intervention and response
- Prevention based classroom lessons
 - Monthly Character Education topics integrated into the classes (grades K-6)
 - Monthly Character Education topics presented during forum (grades 7-9)
 - Health classes include mental health topics (grades 7, 9-12)
 - Physical Education classes include healthy lifestyle topics (grades 7-12)
 - Counselor and Social Workers will do in-class presentations when requested by teachers
- Consult with/refer to school social workers, school nurses, etc.
- School Counselors, Social Workers, and School Nurses provide support strategies for teachers to use in the classroom

Advisory Council

The Advisory Council will meet at least 2 times during the school year and make adjustments to the Counseling Plan as needed. The Advisory Council is made up of:

- The Counseling Department Chairperson
- The High School Principal
- 1 Elementary Principal
- The Perry Social Worker
- 1 Elementary Social Worker
- 1 Elementary School Counselor
- 1 School Counselor from Perry
- 1 School Counselor from the High School
- 1 Teacher from the High School
- 1 Teacher from Perry
- 2 High School Students
- 2 Perry Students

New Hartford School District

SUPERINTENDENT'S REGULATION

PERSONNEL

8600.3

JOB DESCRIPTION: SCHOOL COUNSELOR

The Guidance Counselor will serve under the direct supervision of the Building Principal and Counseling Department Chairperson and shall have the following duties:

1. Develop and implement counseling interventions that address academic, personal and career development issues;
2. Counsel individual students and families for educational and vocational planning;
3. Serve as a team member with other school professionals for review of student progress and other issues related to student success;
4. Be responsible for collection, recording and storage of all pupil academic records;
5. Act as a consultant in curriculum review;
6. Keep abreast of developments in all areas pertinent to the role of school counselor; current educational issues affecting students such as graduation requirements, human development, career development, post secondary learning;
7. Other duties as may be assigned by the Building Principal or the Counseling Department Chairperson
8. Department Chairperson

Board Adopted: 09/83 Board Revised: 05/07, 06/19/07
Approved by Superintendent: 08/14/12, 04/03/18

New Hartford School District

SUPERINTENDENT'S REGULATION

PERSONNEL

8600.7

JOB DESCRIPTION: SOCIAL WORKER

Social Work Services will be provided in all schools in the New Hartford Central School District. Social Workers will be under the general supervision of the building principal and direct supervision of the Director of Student Services.

The Social Worker's role is to:

1. Work with parents both at school and at home concerning problems which exist in both environments;
2. Work directly with teachers in interpreting individual student's problems;
3. Direct assessment and counseling of individual and or groups of students in the personal social-behavioral area;
4. Work with school personnel as a liaison between school and community agencies and assist families in referral to those agencies;
5. Serve as an effective behavioral consultant to building principals, building Instructional Support Teams and the Student Services Staff to develop appropriate intervention plans.
6. Participate on building Instructional Support Teams.
7. Assist in the screening process for special education placements including assessments and other services requested by the Committee on Special Education;
8. Participate in District and building level Crisis Teams;
9. The Social Worker provides assessment and counseling to those students referred who:
 - (a) demonstrate aggressive behavior;
 - (b) maintain a record of underachievement due to behavioral or social issues;
 - (c) fail to participate in normal activities;
 - (d) are deemed "at risk" due to: substance abuse, suicidal ideation or gestures, self-destructive behavior, assaulting behavior, child abuse, or sexual abuse.
10. The Social Worker will provide a written report on an annual basis documenting services provided and recommendations which will be kept in the student's confidential file.
11. The Social Worker will perform other related duties as assigned by the building principal and the Director of Student Services.

Adopted: 09/83

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Approved by Superintendent:

08/14/12, 04/03/18

New Hartford School District

SUPERINTENDENT'S REGULATION

PERSONNEL

8600.11

JOB DESCRIPTION: SCHOOL NURSE

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The National Association of School Nurses Board of Directors defines school nursing as a specialized practice of professional nursing that advances the well-being, academic success, and life-long achievements of students. The primary role of the school nurse is to support student learning. The school nurse must be a Registered Professional Nurse. The school nurse works under the direct supervision of the Assistant Superintendent for Business, Building Principal, and the Health Services Department Chairperson.

The School nurse:

1. Provides nursing care to students and staff within the scope of nursing practice.
2. Intervenes with actual and potential health problems and provides case management to support student growth and learning.
3. Uses the nursing process to identify, assess, plan, implement, and evaluate care for students with health concerns, chronic or acute, to positively impact learning.
4. Provides health counseling, assesses mental and physical health needs, provides interventions and refers as appropriate to school staff or community agencies.
5. Promotes health through disease prevention by monitoring immunizations and assuring appropriate compliance with NYS Education Law.
6. Reports communicable diseases as required by NYS Law and ensures control measures by consulting with Public Health to ensure optimal health.
7. Provides leadership in implementing precautions and training for blood borne pathogens and other infections diseases.
8. Administers medication and skilled nursing services within the scope of nursing practice and Guidelines from NYS Education Dept. & NYS Law.
9. Assists the school physician with state mandated student physicals, special assessments, and bus driver physicals.
10. Reviews preliminary team lists and notifies the Athletic Department of athletes who are in need of a current physical.
11. Performs state mandated screenings such as vision, hearing and scoliosis and assesses factors impacting student education.
12. Impacts disease prevention and management through student, family and staff instruction, referrals, collaboration with family, students, health care professionals and community agencies.
13. Provides illness and injury assessments and interventions for students and staff within the scope of nursing practice. Contacts parents as necessary for illness, injury or other conditions as warranted. As needed, coordinates transportation home in conjunction with parents, bus garage or EMS.

New Hartford School District

SUPERINTENDENT'S REGULATION

PERSONNEL

8600.11

JOB DESCRIPTION: SCHOOL NURSE

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14. Carries out the districts emergency care policies and procedures.
15. Communicates significant incidents and significant health information on a need to know basis to building principals, the Health Services Department Chairperson, employees, and parents.
16. Manages the Health Office by ordering supplies, maintaining confidential health records, and complying with state regulations and guidelines.
17. Acts as a resource for students and employees on health concerns and disease prevention and monitoring.
18. Serves on various school committees such as crisis team, safety team, and IST.
19. Is a mandated child abuse reporter.
20. Promotes wellness through prevention programs such as vaccine administration to employees such as flu and Hepatitis B.
21. Assess the physical environment to improve health and safety.
22. Performs other duties as required by the Assistant Superintendent for Business, Building Principals, and the Health Services Department Chairperson.

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