

Hancock Central School District

K-12

Comprehensive School Counseling Program

2021-2022



Hancock Central School District's Comprehensive School Counseling Program Committee

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I. New York State Part 100 Regulations-School Counseling Programs Requirement

The Hancock Central School District's Comprehensive School Counseling Program aligns with the Commissioner's [Regulation §100.2\(j\)](#).

A. The Program

The Hancock Central School District's Comprehensive School Counseling Program is developmental in nature and is available for all students in Kindergarten through grade 12. Our district ensures that all students have access to a certified school counselor(s). The comprehensive school counseling program is designed to effectively prepare students in their current and future educational programs as age appropriate. Our program addresses multiple student competencies including career/college readiness standards, academic and social/emotional development standards.

B. The Services

Hancock Central School District's Certified school counselors design and deliver this program through direct and indirect services. Direct services may include responsive and crisis services, group and individual counseling, and appraisal and advisement. While encouraging parental involvement, counselors assist students in developing and implementing postsecondary educational and career plans along with supporting those who may exhibit attendance, academic, behavioral or adjustment concerns.

C. The Plan

Under the direction of the Hancock Central School District's certified counselors, this district-wide and building level school counseling comprehensive plan will be updated annually and presented to the Board of Education in addition to being made available on the district's website. This plan guides our district in an ongoing process of gathering, assessing, and reviewing data such as achievement, attendance, and discipline program outcomes reports. School data summaries and annual student outcome goals are revised yearly which help inform counseling goals, activities, and interventions.

D. Counseling Advisory Council (CAC)

The Hancock Central School District will develop and maintain a counseling 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, social workers, school psychologists, teachers, certified school counselors and other pupil personnel service providers). The CAC shall meet no less than twice a year for the purpose of providing feedback on program goals, review program results, make recommendations and serve as advocates for the program.

E. Certification

Although primarily provided by school counselors, the comprehensive program often includes the services of other certified individuals such as school psychologists, social workers, and teachers. Hancock Central School District ensures that school counselors continue to be assigned duties within the scope of their certification and not beyond. The school counselor's job title, certification, and responsibilities within the district help support role clarity and reduce role confusion.

II. Hancock Central School District's 21st Century School Counseling Plan

This plan is designed to provide “one vision and one voice” for the school counseling program. A 21st Century Counseling Program is one that is results-based, comprehensive, developmentally appropriate, proactive in nature and designed to reach every student. When developing and implementing a program, it is necessary that school counselors maintain a wide range of skills that go beyond the essential counseling skills. To provide a data driven program that aims to improve student achievement, school counselors must demonstrate leadership, advocacy, collaboration, and systematic change in outcomes. The Hancock school counselors have used and will continue to use a variety of professional learning opportunities to further develop their skills. By focusing on these areas, they are also capable of carrying out the needs of a 21st Century School Counseling Plan.

Hancock school counselors are divided between two buildings: the elementary and the middle school high school building. The school counselors are viewed as leaders, advocates, and essential educators in not only their assigned building but throughout the entire community. The school counselors are held to high standards of collaboration, and coordination to plan and implement the Hancock Central School Districts Comprehensive School Counseling Program. This collaboration is guided by the belief in a student-centered approach, a belief that has been integrated into each aspect of the school counseling plan. By promoting student success and working together to close existing achievement gaps, the comprehensive plan incorporates a variety of direct and indirect support services, academic advising, skill development support and classroom activities.

Our comprehensive school counseling model values content, process, and assessment. School counselors are integral participants in collaborative programs that guide student achievement. Collaborating with teachers, administrators, community members and families provides school counselors with information that impact and drive their programs. New York State school counselors with the support of superintendents, principals and local boards of education can analyze and assess school counseling programs, implement programs through a variety of delivery systems, and maintain an assessment system that demonstrates effectiveness. This comprehensive and developmental program focuses on academic, career, and personal-social development for each child in grades K-12.

The comprehensive school counseling program at Hancock continues to meet the demand for the 21st century educational system and will increase the continuity of services that are provided to all the students in both buildings. These services provided the school counselors play significant roles in closing the variety of achievement gaps and are a benefit to student learning. Our program will continue to adapt with educational changes and data results in our pursuit of striving for excellence.

III. School Counseling Comprehensive Model- American School Counseling Association (ASCA) National Model / Four Components

The comprehensive school counseling program is a framework for the systematic development, implementation, and evaluation of school counseling programs. Hancock Central's comprehensive school counseling plan was designed and based on the ASCA Model in a way that:

- acknowledges the work of school counselors as advocates for students
- creates results-based counseling programs that support diverse student populations
- helps to close learning gaps
- aims to reach all student's using exemplary strategies that assess academic, career, and social emotional progress
- is guided by developmentally appropriate and goal-oriented student competencies

The process for the delivery of the National Standards linked to the Common Core Standards is accomplished by utilizing each of the four components of the ASCA national model. The four main components of the model are:

A. Defining our Counseling Department Services- This component identifies two sets of standards that define the school counseling profession: Student Standards and Professional Standards

1. Student Standards: Student Mindsets and Behaviors

As a result of a comprehensive counseling program, Hancock Central's students should demonstrate the following mindsets and behaviors as outlined by ASCA:

- Academic Development- Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn
- Career Development – Standards guiding school counseling programs to help students understand the connection between school and the world of work, and to plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the lifespan
- Social -Emotional Development- Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills

2. Professional Standards

a) Professional Competencies- School counselors use the standards to assess student growth and development, guide the development of strategies and activities and create a program that helps student achieve their highest potential. The Hancock School Counselors will reference the ASCA School Counselor Professional Standard and Competencies as an outline of the knowledge, abilities skills and attitudes necessary to plan, organize, implement and evaluate their comprehensive, developmental, results-based school counseling programs. To carry out the standards, Hancock Central's school counselors select competencies that align with the specific standards which become the foundation for classroom lessons, small groups and activities addressing student developmental needs. The competencies directly reflect the

vision, mission and goals of the comprehensive school counseling program and align with our Hancock Central's academic mission.

b) **Counselor Competencies and Ethics** - Hancock Central School District's counselors will reference the ASCA Ethical Standards for School Counselors which specifies the obligation to the principles of ethical behavior necessary to maintain the high standards of integrity, leadership and professionalism. School counselors are advocates, leaders, collaborators, and consultants who create systemic change by providing equitable educational access and success by connecting their school counseling programs to the district's mission and improvement plans. School counselors demonstrate their belief that all students have the ability to learn by advocating for an education system that provides optimal learning environments for all students.

B. Managing our Counseling Department Services- The managing component of the ASCA National Model provides organizational tools and assessments designed to guide, target, structure and construct a school counseling program to get results. The assessments and tools help Hancock Central School District's counselors develop, implement, and assess their school counseling program based on clearly defined priorities reflecting student needs. This includes two sections: program focus and program planning.

1. Program Focus

a) **Hancock Central School District's School Counselor Belief Statements**

Aligning with Hancock Central's core beliefs, our certified school counselors believe that every student can learn and succeed. All students should have access to a school counseling program and an opportunity for a high-quality education where they graduate from high school prepared for postsecondary opportunities. Hancock Central School District's school counselors are innovative leaders in the school, district, state, and nation creating this school counseling program to promote and enhance student academic, career and social-emotional outcomes. We believe to be an effective school counselor, our process is collaborative involving other school counselors, students, families, teachers, administrators, and education stakeholders. By having an adaptable student-centered approach to individual needs, together we innovatively promote ongoing trust, respect, support, and care for one another.

b) **Hancock Central's Vision and Mission Statement**

Hancock Central School District's pledge is to nurture and empower each learner's unlimited capacity to become a responsible citizen with a promising future while striving for excellence as an innovative, advanced, and reflective school community.

c) **Counseling Vision and Mission Statement**

Our mission is to ensure all student's at Hancock Central School benefit from a school counseling program which emphasizes equity, access, success, and long-range results. The nurturing services provided by the Hancock Central School Districts school counselors empower students to develop responsibility needed to pursue their individual goals and become contributing members of our society. Our advanced comprehensive school counseling program practices with the goal of education to be the development of reflective, creative, and responsible individuals.

2. Program Planning

a) Data

Data defines the who, what and why of school counselors' work with students. To document how students are different because of our school counseling program, there are three data types that show how the counseling program is effectively managed, delivered and assessed:

- **Participation data** (Who)- This data describes the effects of the targeted population impacted by activities delivered, how much time was devoted and how many sessions were conducted.
- **Mindsets and Behaviors Data** (What)-This data describes the attitudes, knowledge, and skills as identified by the ASCA Mindsets & Behaviors usually recognized in student behavior and assessed through student self-reports.
- **Outcome Data** (Why)- This data describes the impact of instruction, advisement, appraisal and counseling on achievement, attendance, and discipline. Data collected can include reading levels, absenteeism, discipline referrals, GPA, graduation rate and standardized tests.

b) Annual Student Outcome Goals

Annual student outcome goals identify the measurable impact our school counseling program will have on student achievement, attendance, and/or discipline. They guide implementation of school counseling activities and interventions and promote our school counseling program's vision and mission. Annual student outcome goals are written to be implemented at the beginning of the school year using the ASCA SMART goal template.

c) School Data Summary

The school data summary provides an annual starting point for initializing school counseling program priorities and is the source for creating annual student outcome goals and can, in turn, help select ASCA Mindsets & Behaviors that need to be addressed. It also helps focus our commitment to matching the school counseling program to our school's unique needs. The school data summary:

- identifies who can help the school counselor access, collect, and understand school data
- determines what trends are evident across multiple years of data according to school data reports in achievement, attendance, and discipline
- determines how our school data compares with district and state data and similar schools
- identifies and prioritizes data points to be addressed through the school counseling program

d) Action Plans

To efficiently and effectively deliver Hancock Central School District's school counseling program requires the development of two types of action plans:

- **Classroom and Group Mindsets & Behaviors Action Plan-** This plan helps our school counselors create an effective plan to teach students the knowledge, attitudes and skills appropriate for their developmental level, informed by specific ASCA Mindsets & Behaviors, in classroom, large and small groups and individual settings.
- **Closing-the-Gap Action Plan / Results Report-** This plan serves as a guide to address academic, attendance or disciplinary discrepancies, often referred to as gaps, which are identified through the review of disaggregated data. Hancock Central’s school counselors develop detailed action plans indicating activities and resources leveraged to close the gaps.

e) **Lesson Plans**

Lesson plans help school counselors plan effective classroom or large group sessions by outlining what information will be delivered, to whom it will be delivered, how it will be delivered and how student attainment of the lesson’s plans goals will be assessed. Lesson plans include the ASCA Mindsets & Behaviors standards, learning objectives, materials, evidence base, procedure, assessment plan and follow-up.

f) **Calendars**

School counselors develop and publish calendars of school counseling events to inform students, parents, teachers, and administrators of what, when and where activities will be held whereby encouraging community involvement as partners in student education. Calendars serve as an advocacy tool for our role and accountability for delivery of services. Publicizing this calendar encourage stakeholders. Two types of calendars are developed:

- **Annual Calendar** – The school counseling program has one annual calendar that includes all major school counseling activities which helps to provide focus on events or activities of value for students, parents, and staff. This annual calendar includes activities such as classroom lessons, back to school night, open house, parent/ teacher conferences, or college nights (See Section IV. Scope and Sequence).
- **Weekly Calendars** – The school counselors develop a weekly calendar that provides a detailed plan of their activities for the week such as classroom lessons, groups and individual counseling, special events, consultation, data analysis. Although the weekly calendar is flexible due to crises or unexpected student needs, it provides a source for monitoring time spent on delivery of a school counseling program and as documentation of contacts with students.

g) **Advisory Council**

An advisory council is a representative group of stakeholders who reflect the community’s values, concerns, and interests. The advisory council functions as a communication link between the school counseling program and the various groups in the school and community. Ideally, members include students, parents, teachers, school counselors, administrators, school board members and business and community members of approximately 10-12 people altogether. The council meets twice a year, usually in the Fall and Spring, assisting school counselors with the purpose of:

- providing feedback on school counseling program goals
- reviewing program results based on data
- making recommendations about the school counseling program
- advocating and engaging in public relations for funding and resources

h) **Annual Administrative Conference**

The Annual Administrative Conference is a formal discussion between school counselors and the administrator in charge of the school counseling program held within the first two months of school. This discussion can increase and administrator’s understanding of the program in regards to the district’s priorities, how the school counseling goals align with the school’s goals, how the school counselor uses their time, ratios and caseload, direct and indirect services to be delivered, advisory council dates and members, plans for professional development and the school counselor’s role on committees or other professional work. ASCA recommends school counselors spend at least 80% of their time in direct and indirect services to students as well offering a delineation of appropriate and inappropriate school counseling activities.

C. Delivering our Counseling Department Services- This component defines the methods Hancock Central’s school counselors use to provide activities and services to our students through two broad categories: direct and indirect student services.

1. Direct Student Services

a) **Instruction** – Through the lens of the ASCA Mindsets and Behaviors, the intent of instruction is to help students maximize their potential by enhancing academic, career and social/emotional development and improving the outcomes of achievement, attendance, and discipline. This is accomplished through:

- Classroom Instruction: Our school counselors deliver academic, career, bullying prevention, and social/emotional lessons.
- Small-Group Instruction: Our school counselors conduct group activities outside of the classroom to address student’s particular needs.
- Individual Instruction: Our school counselors work with individual students to provide additional mastery of ASCA Mindsets and Behaviors based on specific needs.

b) **Appraisal and Advisement-** Hancock Central’s school counselor’s monitor students’ progress so they may achieve success in academic, personal/social, and career areas. This is accomplished through:

- Appraisal: Our school counselors work with students to analyze and assess their abilities, interests, skills, and achievements.
- Advisement: Our school counselors make recommendations based on appraisal of tests, inventories, and other data to help students make decisions for their future.

c) **Counseling-** Hancock Central’s school counselors provide support and interventions to meet the needs of students. This is conducted by:

- Individual and Small Group Counseling: Our schools counselors provide short-term, proactive and/or responsive services to help students make decisions and take appropriate actions. (See Appendix A: Parent and Teacher Counseling Assessment Requests)

- **Crisis Counseling:** Our school counselors provide support to students during and after a crisis making referrals to outside community services when long term counseling is required.

2. Indirect Student Services

a) **Consultation-** Hancock Central’s school counselors serve as student advocates by providing information, opinions and recommendations to individuals who can support a student’s need or seeking information from an expert about student needs

b) **Collaboration-** Hancock Central’s school counselors work toward a common goal and share responsibility with a variety of individuals to make informed decisions and design strategies to support student success. It occurs in a variety of situations:

- **Teaming and partnering:** Our school counselors work with families, administrators, teachers, school staff, businesses, and community organizations to support improvement of achievement, attendance, and discipline and fulfill the annual student outcome goals.
- **School/district committees:** Our school counselors regularly serve on committees or advisory boards to promote student success and assist in generating schoolwide and district support for the school counseling program.
- **Community partnerships:** Our school counselors establish partnerships with community members and organizations to strengthen the school, the school counseling program, and the community.
- **Crisis Response:** Our school counselors work with administrators, teachers, other school staff, families, and community members to provide immediate and follow-up intervention to meet urgent needs and prevent situations from becoming more severe.

c) **Referral-** Hancock Central School counselor’s refer students and parents to school or community services for additional assistance or information when students need support beyond short-term services or counseling.

D. Assessing our Counseling Department Services – Assessment helps school counselors demonstrate the effectiveness of their work in measurable terms such as impacts over time, performance evaluation and a program audit. Hancock Central’s school counselors engage in assessments to inform potential improvements to our program design and delivery and to show how students are different because of our school counseling program.

1. **School Counseling Program Assessment** -This school counseling program assessment is used to analyze progress toward full implementation of a comprehensive school counseling program. After completing the assessment, our school counselors analyze the responses to determine program strengths, areas for improvement and short- and long- range plans for improvement.

2. **Annual Results Report-** Reports are an essential component of a data-informed school counseling program to ensure effectiveness and program improvement. There are two types of annual results reports:

a) **Classroom and Group Mindsets & Behaviors Results Report** - Hancock Central’s school counselors analyze the results report to determine the effectiveness of classroom and group activities by reviewing if topics match Mindsets and Behaviors skills and if lessons support desired change in achievement, discipline, and/or attendance data.

b) [Closing-the-Gap Action Plan / Results Report Template](#) - Hancock Central's school counselors organize, analyze, and deliver the results report to determine effectiveness of targeted, multifaceted closing-the-gap activities and interventions to inform future practice through this organization system.

3. School Counselor Assessment and Appraisal – This process will include self-assessment, individual reflection, and a review of the school counseling program by a qualified administrator.

a) [ASCA School Counselor Professional Standards & Competencies Assessment](#) - Hancock Central School District's counselors use the ASCA School Counselor Professional Standards & Competencies assessment to continually self-assess skills, knowledge and attitudes which help to formulate professional development plans and benchmarks for training. This assessment is a self-report of the acquisition of the mindsets and behaviors school counselors need to meet Hancock Central School District's students' needs.

b) [School Counselor Performance Appraisal](#) - Annually a qualified administrator completes the school counselor appraisal to evaluate a school counselor's overall program. Essential components of an appraisal include evidence of data informed annual goals of the comprehensive school counseling program, small-group and closing-the-gap activities and interventions, and calendars that reflect appropriate use of time aligned with the ASCA National Model recommendation of 80% of time in direct and indirect services to students.

4. Reporting Results – School counselors share data from results reports to show how students benefit from a school counseling program. The program results can be used to educate stakeholders about the program's impact on student achievement, attendance, and discipline. Reviewing data over time identifies strengths, gaps and systemic issues and helps our school counselors prioritize annual goals.

IV. Scope and Sequence

A. Annual Calendar: Hancock Elementary and Middle / High School

Academic Year: 2021-2022

A minimum of 80% of time recommended for direct and indirect student services and 20% or less in program planning and school support

Delivering		Program Planning and School Support <i>(Defining, Managing, Assessing)</i>	
Direct Student Services Activities <i>(Include dates of school counseling initiatives or events, classroom and group activities, career or college nights, schoolwide academic support events, etc.)</i>	Indirect Student Services Activities <i>(Significant collaborations, leadership, and advocacy activities)</i>		
Ongoing Services	<ul style="list-style-type: none"> -Individual counseling -Small group counseling -Crisis counseling -Second Step® Social Emotional Classroom Lessons (Grades PreK-5) -Career Development & Occupational Studies Classroom Lessons -Dignity for All Students Act (DASA) -Response to Intervention (RTI) -School Wide Positive Behaviors Interventions and Supports (PBIS) -Parent and student meetings -Collaboration and consultation with students, families, administration and outside agencies to identify and resolve student areas of concern -IEP/ 504 counseling -Consult with individual students to address needs, concerns, and barriers to success -Consult with individual students to address attendance and school performance -Check in with students to identify progress (brief contacts) -Morning program monthly events (i.e. Gold Slip, Student of the Week, Koality Kid Awards, Perfect Attendance Awards, HCEF Scholar of the Month) (Grades PreK-5) -Collaborate with Honors Awards / Assemblies each quarter -Scheduling (Grades 5-12) -Digital Citizenship (Grades 5-6) 	<ul style="list-style-type: none"> -Student Support Team meetings (SST) -Collaboration for Success meetings (CFS) -Maintain counseling caseload -Consultation with teachers, parents, community organizations -Organize and conduct parent and team meetings -Office meetings -Attend CSE / 504 meetings -Administrative counseling monthly meetings -Consultations regarding attendance concerns -Member of the Incident Command Team -Liaison to outside agencies -Report card reviews -Coordinate distance learning courses, schedules, enrollment and meetings (Grades 11-12) -Consult with college and military representatives (Grades 9-12) -Coordinate scholarships (Grade 12) -Coordinate College Now Program (Tompkins Cortland Community College) (Grades 9-12) -Fulfill Letters of Recommendations and transcript requests (Grade 12) -Student monitoring at risk for not graduating (Grades 11-12) -Hancock Community Education Foundation After-School Program (Grades K-9) -Member Scheduling committee (Grades 5-12) 	<ul style="list-style-type: none"> -Student and Professional Standards are reviewed and implemented -School data is analyzed and prioritized -Annual student outcome goals created and reviewed -Weekly calendars and lesson plans are designed, implemented and maintained -School counselors and administration assess the school counselor's performance and program delivery -Professional development activities

B. Monthly Annual Calendar: Hancock Elementary School

Academic Year: 2021-2022

A minimum of 80% of time recommended for direct and indirect student services and 20% or less in program planning and school support

Month	Delivering		Program Planning and School Support <i>(Defining, Managing, Assessing)</i>
	Direct Student Services Activities <i>(Include dates of school counseling initiatives or events, classroom and group activities, career or college nights, schoolwide academic support events, etc.)</i>	Indirect Student Services Activities <i>(Significant collaborations, leadership, and advocacy activities)</i>	
August	-PreK / Kindergarten orientation	-Coordinating with administration and teacher orientation events	-Review of school data -Weekly calendar development
September	-Morning program introductions -Individual counseling caseload review and scheduling -DASA Bullying Prevention kickoff -Sept 8 th -10 th School counselor introductions -Sept 21 st Honor of International Gratitude Day -Social Emotional Classroom Guidance Lessons PreK-4 (Second Step)	-Student Support Team meetings (SST) -Collaboration for Success meetings (CFS) -Initiating counseling caseload -Administrative counseling monthly meetings	-Review school data -Development of Annual Student Outcome Goals -Consulting with teachers to schedule and present school counseling curriculum based on developmental needs and identified data -Weekly calendar development -School Counseling Program Assessment
October	-Anti-bullying month -Oct 3 rd -9 th Fire Prevention Week -Oct 25 th -29 th Halloween Safety Week -Individual counseling sessions -Small Group "A" Sessions 1-4 (Grade / Topic Based on student's needs) -Social Emotional Classroom Guidance Lessons PreK-4 (Second Step)	-Student Support Team meetings (SST) -Collaboration for Success meetings (CFS) -Maintain counseling caseload -Referrals to outside agencies -Consultation with teachers, parents, community organizations -Organize and conduct parent and team meetings -Member of the Incident Command Team -Field trips -Administrative counseling monthly meetings	-Advisory Council Meeting 1 -Classroom and Group Mindsets and Behavior Action Plans -Weekly calendar review
November	-Week of Nov 8 th Veteran's Day Celebration -Nov 13 th Honor of International Kindness Day -Holiday food drive -Parent/Teacher conferences	-Member of the Incident Command Team -Student Support Team meetings (SST) -Collaboration for Success meetings (CFS) -Maintain counseling caseload	-Tracking student progress -Closing-the-Gap Action Plan/Results Report -Weekly calendar review

	<ul style="list-style-type: none"> -1st Quarter awards -Individual counseling sessions -Small group “A” sessions 5-6 (Grade / Topic Based on student’s needs) -Social Emotional Classroom Guidance Lessons PreK-4 (Second Step) 	<ul style="list-style-type: none"> -Referrals to outside agencies -Consultation with teachers, parents, community organizations -Organize and conduct parent and team meetings -Administrative counseling monthly meetings 	
December	<ul style="list-style-type: none"> -Holiday toy drive cont’d -Individual counseling sessions -Social Emotional Classroom Guidance Lessons PreK-4 (Second Step) 	<ul style="list-style-type: none"> -Prepare annual budget -Maintain counseling caseload -Student Support Team meetings (SST) -Collaboration for Success meetings (CFS) -Administrative counseling monthly meetings 	<ul style="list-style-type: none"> -Annual calendar review -Weekly calendar review
January	<ul style="list-style-type: none"> -2nd Quarter awards -Individual counseling sessions -Small group “B” sessions 1-4 (Grade / Topic Based on student’s needs) -Bullying Prevention Classroom Guidance Lessons PreK-4 (Second Step) 	<ul style="list-style-type: none"> -Student Support Team meetings (SST) -Collaboration for Success meetings (CFS) -Maintain counseling caseload -Referrals to outside agencies -Consultation with teachers, parents, community organizations -Organize and conduct parent and team meetings -Administrative counseling monthly meetings 	<ul style="list-style-type: none"> -Weekly calendar review
February	<ul style="list-style-type: none"> -Test preparation focused strategies for NYS assessment -Feb 7-11 Honor of National School Counselor Week -Week of Feb 17th Honor of National Acts of Kindness Week -Feb 19th 100th Day of School Celebration -Feb 22nd National Bus Driver Appreciation Day -Individual counseling sessions -Small group “B” sessions 5-6 (Grade / Topic Based on student’s needs) -Bullying Prevention Classroom Guidance Lessons PreK-4 (Second Step) -Career Awareness and Development Classroom Guidance Lessons Prek-4 (Second Step) 	<ul style="list-style-type: none"> -Student Support Team meetings (SST) -Collaboration for Success meetings (CFS) -Maintain counseling caseload -Referrals to outside agencies -Consultation with teachers, parents, community organizations -Administrative counseling monthly meetings 	<ul style="list-style-type: none"> -Use-of-Time Calculator -Weekly calendar review

March	<ul style="list-style-type: none"> -CSE Annual reviews -Individual counseling sessions -Career Awareness and Development Classroom Guidance Lessons Prek-4 (Second Step) -Child Protections and Safety Classroom Guidance Lessons Prek-4 (Second Step) 	<ul style="list-style-type: none"> -Student Support Team meetings (SST) -Collaboration for Success meetings (CFS) -Maintain counseling caseload -Referrals to outside agencies -Administrative counseling monthly meetings -CSE/504 Plan's annual reviews 	<ul style="list-style-type: none"> -Weekly calendar review
April	<ul style="list-style-type: none"> -3rd Quarter awards -April 27th National Administrative Professional's Honor Day -Individual counseling sessions -Small group "C" sessions 1-3 (Grade / Topic Based on student's needs) -Child Protections and Safety Classroom Guidance Lessons Prek-4 (Second Step) -Social Emotional Classroom Guidance Lessons PreK-4 (Second Step) 	<ul style="list-style-type: none"> -Reviewing student placements for the upcoming year -Student Support Team meetings (SST) -Collaboration for Success meetings (CFS) -Administrative counseling monthly meetings 	<ul style="list-style-type: none"> -Develop Advisory Counseling Agenda -Weekly calendar review
May	<ul style="list-style-type: none"> -Week of May 2nd-6th Honor of Teacher Appreciation Week -Individual counseling sessions -Small group "C" sessions 3-6 (Grade / Topic Based on student's needs) -Social Emotional Classroom Guidance Lessons PreK-4 (Second Step) 	<ul style="list-style-type: none"> -CSE annual reviews -Collaboration for Success meetings (CFS) -Student Support Team meetings (SST) -Review counseling caseload for continuation of services for upcoming school year -Administrative counseling monthly meetings 	<ul style="list-style-type: none"> -Advisory Council Meeting 2 -Annual Administrative meeting -Weekly calendar review -Review of school data -Classroom and Group Mindsets & Behaviors Results Report
June	<ul style="list-style-type: none"> -4th Grade student orientation and visitation to the MS -4th Quarter awards -June 6th - 24th Summer Safety Weeks -Field days and assemblies -Retention meetings -Individual counseling sessions -Social Emotional Classroom Guidance Lessons PreK-4 (Second Step) 	<ul style="list-style-type: none"> -Student Support Team meetings (SST) -Collaboration for Success meetings (CFS) -Field Trips -Compile summer school information 	<ul style="list-style-type: none"> -Annual Results Report -Update School Counseling Program -Compiling data for student retention -School Counselor Performance Appraisal

C. Monthly Annual Calendar: Hancock Middle / High School

Academic Year: 2021-2022

A minimum of 80% of time recommended for direct and indirect student services and 20% or less in program planning and school support

Month	Delivering		Program Planning and School Support <i>(Defining, Managing, Assessing)</i>
	Direct Student Services Activities <i>(Include dates of school counseling initiatives or events, classroom and group activities, career or college nights, schoolwide academic support events, etc.)</i>	Indirect Student Services Activities <i>(Significant collaborations, leadership, and advocacy activities)</i>	
August	<ul style="list-style-type: none"> -Fall scheduling -Distance Learning Coordination 	<ul style="list-style-type: none"> -Scheduling -Summer school liaison -Review summer school completion and progress -Regent's review -Summer mailings 	<ul style="list-style-type: none"> -Review of school data -Weekly calendar development
September	<ul style="list-style-type: none"> -Fall scheduling -Sept 8th-10th School counselor introductions -Classroom Check In / Check Out -Individual counseling sessions -Incoming Grade 9 Orientation -Incoming Grade 5 Orientation 	<ul style="list-style-type: none"> -Reviewing summer school grades and ensuring proper placements in coursework -Student Support Team meetings (SST) -Collaboration for Success meetings (CFS) -Maintain counseling caseload -Administrative counseling monthly meetings 	<ul style="list-style-type: none"> -Review school data -Development of Annual Student Outcome Goals -Weekly calendar review
October	<ul style="list-style-type: none"> -Fall scheduling -Preston School visitation -Classroom Check In / Check Out -Individual counseling sessions 	<ul style="list-style-type: none"> -PSAT grades 9-11 -College Day (Binghamton) -Manufacturing Career -8th Grade Career Day -ASVAB assessment -Student Support Team meetings (SST) -Collaboration for Success meetings (CFS) -Field trips -Member Scheduling committee (Grades 5-12) -Maintain counseling caseload -Administrative counseling monthly meetings 	<ul style="list-style-type: none"> -Advisory Council Meeting 1 -Classroom and Group Mindsets and Behavior Action Plans -Weekly calendar review
November	<ul style="list-style-type: none"> -Parent teacher conferences -College night -Week of Nov 8th Veteran's Day Celebration 	<ul style="list-style-type: none"> -Update course catalog -Student Support Team meetings (SST) -Collaboration for Success meetings (CFS) 	<ul style="list-style-type: none"> -Tracking Student Progress -Closing-the-Gap Action Plan/Results Report

	<ul style="list-style-type: none"> -Nov 13th Honor of International Kindness Day -Quarterly Honors Awards assembly -Individual counseling sessions 	<ul style="list-style-type: none"> -Maintain counseling caseload -Administrative counseling monthly meetings 	<ul style="list-style-type: none"> -Weekly calendar review
December	<ul style="list-style-type: none"> - Senior student consultations re: meeting deadlines -Student PSAT Score review and discussion -Individual counseling sessions 	<ul style="list-style-type: none"> -Prepare annual budget -Student Support Team meetings (SST) -Collaboration for Success meetings (CFS) -Maintain counseling caseload -Administrative counseling monthly meetings 	<ul style="list-style-type: none"> -Annual calendar review -Weekly calendar review
January	<ul style="list-style-type: none"> -Staff consultations to begin scheduling process -Jan. 4th -8th Honor of National School Counselor Week -Quarterly Honors Awards assembly -Individual counseling sessions 	<ul style="list-style-type: none"> -Regents exams -Student Support Team meetings (SST) -Collaboration for Success meetings (CFS) -Referrals to outside agencies -Maintain counseling caseload -Administrative counseling monthly meetings 	<ul style="list-style-type: none"> -Weekly calendar review
February	<ul style="list-style-type: none"> -Individual academic, personal, social & emotional meeting with students -Feb 7-11 Honor of National School Counselor Week -Boys State coordination -Individual counseling sessions 	<ul style="list-style-type: none"> -Reviewing senior status -Student Support Team meetings (SST) -Collaboration for Success meetings (CFS) -Maintain counseling caseload -Administrative counseling monthly meetings -Updated training for computer software 	<ul style="list-style-type: none"> -Use-of-Time Calculator -Weekly calendar review
March	<ul style="list-style-type: none"> -Senior Scholarship awarded -Coordination & Consultations with 8th grade parents and students -Individual parent / student meetings with Wayne Highlands SD -Individual counseling sessions 	<ul style="list-style-type: none"> -CSE/504 Plan's annual reviews -Scholarships -Student Support Team meetings (SST) -Collaboration for Success meetings (CFS) -Maintain counseling caseload -Administrative counseling monthly meetings 	<ul style="list-style-type: none"> -School Counseling Development and Program Assessments -Weekly calendar review
April	<ul style="list-style-type: none"> -Career planning -Counseling caseload review -April 27th National Administrative Professional's Honor Day -Quarterly Honors Awards assembly -Individual counseling sessions 	<ul style="list-style-type: none"> -Jr. College Day (Location TBD) -Student Support Team meetings (SST) -Collaboration for Success meetings (CFS) -Maintain counseling caseload -Administrative counseling monthly meetings 	<ul style="list-style-type: none"> -Develop Advisory Counseling Agenda -Weekly calendar review

May	<ul style="list-style-type: none"> -Scholarship review -Preparing for “Moving Up” days -Finalizing assembly presentations -Week of May 2nd-6th Honor of Teacher Appreciation Week -Individual counseling sessions 	<ul style="list-style-type: none"> -Collaboration with outside agencies -Student Support Team meetings (SST) -Collaboration for Success meetings (CFS) -Review counseling caseload for continuation of services for upcoming school year -Maintain counseling caseload -Administrative counseling monthly meetings 	<ul style="list-style-type: none"> -Advisory Council Meeting 2 -Annual Administrative Meeting -Weekly calendar review -Review of school data
June	<ul style="list-style-type: none"> -Retention and placement consultations -June 6th - 24th Summer Safety Weeks -8th Grade Graduation collaboration -MS Class Day collaboration -4th Grade student orientation and visitation to the MS -8th Grade acceleration meetings -Academic Honors Celebration -Individual counseling sessions -Quarterly Honors Awards assembly 	<ul style="list-style-type: none"> -Community Education Foundation Scholarship information -Regents Exams -Compile summer school information -Compiling data for student retention -Student Support Team meetings (SST) -Collaboration for Success meetings (CFS) 	<ul style="list-style-type: none"> -Annual Results Report -Update School Counseling Program
July	<ul style="list-style-type: none"> -Consultations regarding summer school -Consultations with student and parents regarding schedules and course selection 	<ul style="list-style-type: none"> -Scheduling students -Summer school coordination -Distance learning information 	<ul style="list-style-type: none"> -School Counseling Development and Program Assessments

D. Second Step® Classroom Guidance Curriculum Description

1. Social Emotional Learning

At Hancock Elementary grades PreK-4, our school counselors want your child to be successful in school and that means supporting and encouraging their whole development. While excelling in academic classes is important, children also need skills to take on learning challenges, make good decisions, manage strong emotions, and get along with others. We will be using Second Step®, a research-based social-emotional learning program designed to improve children’s social-emotional skills. Second Step® skills and concepts are designed to help children both in and out of school. Four units of weekly, age-appropriate lessons for each grade will cover the following:

- a) **Unit 1: Growth Mindset & Goal-Setting-** Hancock Central’s students learn how to develop a growth mindset and apply research-based goal-setting strategies to their social and academic lives. This unit’s content helps create classrooms that are connected and encouraging by helping students set and achieve collective and personal goals and learn from challenges and mistakes.
- b) **Unit 2: Emotion Management-** Hancock Central’s students learn how to build their emotion vocabularies, practice identifying their own and others’ emotions, and recognize the importance of labeling and processing their emotions. This unit’s content helps students understand and explore how past experiences as well as unique perspectives influence how they feel and respond to situations. Students set and achieve collective and personal goals and learn from challenges and mistakes.
- c) **Unit 3: Empathy and Kindness-** Hancock Central’s students learn how to recognize kindness and act kindly toward others, and how to develop empathy by learning strategies to take others’ perspectives. This unit’s content helps students understand others’ points of view. Students set and achieve collective and personal goals and learn from challenges and mistakes.
- d) **Unit 4: Problem Solving-** Hancock Central’s students learn how to process strong emotions, describe a problem, identify the wants and needs of others, think of and explore the outcomes of potential solutions, and pick the best solution. This unit’s content helps students ask, listen, and empathize with all parties involved during problem-solving.

The Second Step® Social Emotional PreK-5 Full Scope and Sequence of Lessons and Objectives can be accessed here: [Social and Emotional Development](#)

2. Bullying Prevention

At Hancock Elementary grades PreK-4, our school counselors use the Second Step® Bullying Prevention Unit. This Bullying Prevention program teaches children important skills for getting along with others and doing well in school. It also helps our school be a safe, respectful place where everyone can learn. In the lessons, students will learn specific skills to help stop bullying. They will learn how to:

- Recognize when bullying is happening
- Report bullying to a caring adult
- Refuse to let bullying happen to themselves or others
- Be a bystander who stands up and is part of the solution to bullying

The Second Step® Bullying Prevention PreK-5 Full Scope and Sequence of Lessons and Objectives can be accessed here: [Bullying Prevention](#)

3. Career Awareness and Development

At Hancock Central School District, our school counselor's feel that it is especially important to connect knowledge and skills so that our students can see how they will use them. Our counselors grades preK-12 will provide students with the opportunities to apply knowledge to real-life situations. The Core Curriculum of the Career Development and Occupational Studies (CDOS) is a tool Hancock Central's counselors reference for implementing powerful lessons that will connect our Hancock students' academic world with the "real world". The New York State Career Plan, kept within each student's cumulative folder, records attainment of knowledge and skills and documents a history of achievement that students build from elementary school to high school. The career development model used to create the New York State Career Plan aligns with the CDOS standards.

Grades K-12 Core Curriculum's and sample lesson plans can be accessed in the links below:
[\(Elementary\) Standard 1-Career Development and Standard 3a-Universal Foundation Skills](#)

[\(Elementary\) Standard 2-Integrated Learning](#)

[\(Grades 5-8\) Standard 1- Career Development and Standard 3a-Universal Foundation Skills](#)

[\(Grades 5-8\) Standard 2-Integrated Learning](#)

[\(Grades 9-12\) Standard 1-Career Development and Standard 3a-Universal Foundation Skills](#)

The following Career Plans as developed by the New York State Education Department can be accessed below:

[Career Plan Grades K and 1](#)

[Career Plan Grades 2 and 3](#)

[Career Plan Grades 4 and up](#)

E. Second Step® Classroom Guidance Schedules PreK - Grade 4

Hancock Central School District

2021 to 2022

Sep 2021						
S	M	T	W	T	F	S
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5	6	7	8	9	10	11
12	13	14	15	16	17	18
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Oct 2021						
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31						

Nov 2021						
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Dec 2021						
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Jan 2022						
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Feb 2022						
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Mar 2022						
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Apr 2022						
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May 2022						
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Jun 2022						
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Jul 2022						
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Aug 2022						
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28	29	30	31			

Social Emotional Learning Units 1 & 2
Bullying Prevention Full Unit
Career Awareness & Development
Social Emotional Learning Units 3 & 4

V. Appendix

A. Teacher Counseling Assessment Request

Hancock Central School District

The Wildcat Pledge: We nurture and empower each learner's unlimited capacity to become a responsible citizen with a promising future.

Our Vision: Striving for excellence as an innovative, advanced and reflective school community.

Core Beliefs:

- Our mindset: We do whatever it takes to ensure continuous growth because we believe each of us can learn.
- Collaboration: We work better together, always.
- Innovation: We embrace creativity and advancing technology.
- Integrity: We trust, respect, support and care for one another.
- Learning environment: Our approach is engaging, learner-centered and adaptable to individual needs.
- Student centered: We put students first.

Counseling Assessment Request – Teacher 2021-2022

Student Name: _____ Grade: _____

Recommending Teacher _____ Date: _____

Prior to any recommendation being made for informal or formal (CSE, Section 504) counseling for a student, a counseling assessment must take place. The assessment is conducted by the school counselor, and a summary recommendation will be provided to the recommending party (teacher,) and presented by the counselor to the CSE.

In order to recommend a student for a counseling assessment, please complete the following questions, which will assist us in conducting the assessment. Upon receiving this recommendation, the **counselor** will:

- complete an initial set of sessions with the student to assess the level of services needed,
- *if warranted*, recommend counseling services (schedule TBD),
- provide any other appropriate recommendations 1) for other support services, either within the school environment (such as AIS), or through outside referrals, and/or 2) for family intervention services.

Please complete all questions below thoroughly, to the best of your ability:

1) What is the nature and length of your relationship with this student?

Cont'd

2) What *specific* areas of concern are you recommending be addressed and why?

3) In what ways are the areas of concern impacting themselves or others as it relates to academics or social/emotional proficiency?

4) Have the student's parents been notified of your concerns? Please comment on the parent's response.

5) Has the student been notified that you are recommending a counseling assessment? Please comment on the student's response.

Other information that may be helpful in working with this student.

This form should be completed and returned to the school counselor's office. If you

have questions, please do not hesitate to ask.

V. Appendix

B. Parent Counseling Assessment Request

Hancock Central School District

The Wildcat Pledge: We nurture and empower each learner's unlimited capacity to become a responsible citizen with a promising future.

Our Vision: Striving for excellence as an innovative, advanced and reflective school community.

Core Beliefs:

- **Our mindset:** We do whatever it takes to ensure continuous growth because we believe each of us can learn.
- **Collaboration:** We work better together, always.
- **Innovation:** We embrace creativity and advancing technology.
- **Integrity:** We trust, respect, support and care for one another.
- **Learning environment:** Our approach is engaging, learner-centered and adaptable to individual needs.
- **Student centered:** We put students first.

Counseling Assessment Request - Parent 2021-2022

Student Name: _____ Grade: _____

Recommending Parent _____ Date: _____

Prior to any recommendation being made for informal or formal (CSE, Section 504) counseling for a child, a counseling assessment must take place. The assessment is conducted by the school counselor, and a summary recommendation will be provided to the recommending party (parent) and presented by the counselor to the CSE.

In order to recommend a child for a counseling assessment, please complete the following questions, which will assist us in conducting the assessment. Upon receiving this recommendation, the **counselor** will:

- complete an initial set of sessions with the student to assess the level of services needed,
- *if warranted*, recommend counseling services (schedule TBD),
- provide any other appropriate recommendations 1) for other support services, either within the school environment (such as AIS), or through outside referrals, and/or 2) for family intervention services.

Please complete all questions below thoroughly, to the best of your ability:

1) What is the nature of your relationship with your child?

2) What *specific* areas of concern are you recommending be addressed and why?

3) In what ways are the areas of concern impacting themselves or others as it relates to academics or social/emotional proficiency?

4) Has your child been told that you are recommending a counseling assessment?
Please comment on your child's response.

Other information that may be helpful in working with your child.

This form should be completed and returned to the school counselor's office. If you have questions, please do not hesitate to ask.

This assessment does not guarantee counseling services.

Parent Signature _____