



K-12 Comprehensive School Counseling Plan

Draft

2023-2024

Sherburne-Earlville Central School District

Belief Statements regarding the Sherburne-Earlville School Counseling Program:

1. We believe that all students have the ability to achieve at their developmental level.
2. We believe that we can address developmental needs of all students by implementing programs tailored to certain students.
3. The school counselor's role is to reach out, take initiative, stand up and advocate for every student.
4. The school counselors are involved in the planning, managing, delivering, and evaluation of program activities.
5. Data is used to show effectiveness and areas for improvement within the program.
6. Ethical standards guide the work by providing equal opportunities for all students.

Sherburne-Earlville School Counselor Mission Statement

SE Mission in Action Statements:

We will take a student centered-approach.

We will use an evidence-based approach.

We will be a collaborative community.

We will be a community that accepts and appreciates diversity.

We will consider all points of view to make compassionate decisions.

We will communicate with all relevant stakeholders.

We will treat each other with respect.

School Counseling Mission Statement for SE:

As School Counselors, we aspire to provide every student with the opportunity to achieve at their highest potential in the areas of academic, career, and personal/social development. We will work closely and collaboratively with students, parents, teachers, administration, and our community to make compassionate decisions and to provide each student with the opportunity to learn and develop life skills that will lead them to a successful future.

Sherburne-Earlville Central School District

The following are SMART counseling program goals for the 2023-2024 school year, created by Sherburne-Earlville school counselors and social workers:

SMART Goals are:

Specific
Measurable
Attainable
Relevant
Timebased

2023-2024 SMART Goal

Sherburne Earlville Elementary School

Targeted Group: S-E Elementary School Students (K-5)

Will: K-5 teachers will complete the DESSA mini form and DESSA full form if necessary, at the start of the school year and at the end.

By: 95% **From:** 0% **To:** 95%

Supported by ASCA Behaviors and Mindsets:

Mindset 1: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being

Behavior Standard B-SS 2: Create positive and supportive relationships with other students

Behavior Standard B-SS 4: Demonstrate empathy

Behavior Standard B-SS 9: Demonstrate social maturity and behaviors appropriate to the situation and environment

Supported by these NYSSCA regulations:

- Core Curriculum instruction will be provided by certified school counselors in college/career, social/emotional and academic skills development based on multiple student competencies.
- All students have access to a certified school counselor and the school counseling program

Supported by these NYS Social Emotional Learning Benchmarks:


1. Develop self-awareness and self-management skills essential to success in school and in life.

Sherburne-Earlville Central School District

2. Use social awareness and interpersonal skills to establish and maintain positive relationships.
3. Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.

Importance of Data: To provide baseline data in support of implementing SEL curriculum. K-5 Teachers will complete the DESSA assessment on 100% of their class by a predetermined deadline to record baseline data for SEL programming. Teachers will assess students again at the end of the year to determine growth made throughout the year

DESSA mini assessment:



DESSA MINI
DEVEREUX STUDENT
STRENGTHS ASSESSMENT
K-5TH GRADE






Devereux Student Strengths Assessment-mini (DESSA-mini)







Jack A. Naglieri, Paul A. LeBuffe, and Valerie B. Shapiro

FORM 4

Child's Name _____ Gender _____ DOB _____ Grade _____
 Person Completing this Form _____ Relationship to Child _____
 Date of Rating _____ School/Organization _____ Classroom/Program _____

This form describes a number of behaviors seen in some children. Read the statements that follow the phrase: *During the past 4 weeks, how often did the child...* and place a check mark in the box underneath the word that tells how often you saw the behavior. Answer each question carefully. There are no right or wrong answers. Please answer every item. If you wish to change your answer, put an X through it and fill in your new choice as shown to the right.


		 Never	 Rarely	 Occasionally	 Frequently	 Very Frequently	
		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Item #	During the past 4 weeks, how often did the child...	 Never	 Rarely	 Occasionally	 Frequently	 Very Frequently	 Score
1.	look forward to classes or activities at school?	0	1	2	3	4	_____
2.	show appreciation of others?	0	1	2	3	4	_____
3.	encourage positive behavior in others?	0	1	2	3	4	_____
4.	teach another person to do something?	0	1	2	3	4	_____
5.	show an awareness of her/his personal strengths?	0	1	2	3	4	_____
6.	make a suggestion or request in a polite way?	0	1	2	3	4	_____
7.	use available resources (people or objects) to solve a problem?	0	1	2	3	4	_____
8.	seek out additional knowledge or information?	0	1	2	3	4	_____

Raw Score Sum _____

Turn over to finish scoring →

Recommendations: _____



Apperson
SEL+

Copyright ©2016, The Devereux Foundation. All rights reserved.
 No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording, or any information storage or retrieval system, without permission in writing from the publisher.
 Apperson, Inc. 2908 Stewart Creek Blvd., Charlotte, NC 28226 www.apperson.com (800) 438-0162

Product Code 110030

Original DESSA-mini forms are printed in red and black. If this form is only in black and white, it is an unauthorized photocopy, which is a violation of the copyright.

Sherburne-Earlville Central School District

Possible Systematic Issues: New students entering outside of the assessment windows will not be scored until the end of the year assessment window.

Use of data: Data will be used to determine needs for small group counseling in grades K-5.

Method: Teachers will be required to complete the DESSA mini on their class during a window in October and again during a window in May. If the student scores below a certain score, teachers will be required to complete the full DESSA assessment. The data is collected via an online program owned by Aperature Education where counselors and other mental health personnel can access for tier 2 and 3 intervention. The Elementary School Counselors implement the *Second Step* curriculum once per 6 day cycle for tier 1 intervention. Once the baseline assessment is completed in October, the data will be used to support the need for SEL programming in grades K-5.

Identify outcome data (achievement, attendance or behavior) supporting need for this goal: Increasing appropriate social and behavioral interactions amongst students.

Identify supporting contextual (perception) data (from relevant stakeholders) to further understand this goal: Students will complete a pre- and post- test in small group to determine if they have improved on the skills the group is targeting

Identify any possible systemic issues (policies, procedures, school- or districtwide) related to this goal: Students who are new to the district mid year will not be assessed until an open assessment window.

Identify school programs/activities currently employed to address this goal: School counselors run several small groups for grades K-5 based on the data collected through the DESSA.

Identify possible school counselor interventions/strategies to address this goal: Providing small groups to the students who meet the cut-off score for intervention on the assessment.

Sherburne-Earlville Central School District

2023-2024 SMART Goal Sherburne Earlville Middle School

Targeted Group: S-E Middle School Students (6-8)

Goal: By June 2024, 90% of students will complete an individual transition meeting with school counselor

By: 90% **From:** 0% **To:** 90%

Data Source: Interview surveys and counselor notes.

Supported by ASCA Behaviors and Mindsets:

Mindset 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes

Behavior Standard B-LS 4: Apply self-motivation and self direction to learning

Behavior Standard B-SMS 5: Demonstrate perseverance to achieve long- and short-term goals

Behavior Standard B-SMS 10: Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Supported by these NYSSCA regulations:

- Information on college & careers.
- All students have access to a certified school counselor and the school counseling program

Supported by these NYS Social Emotional Learning Benchmarks:

1. Develop self-awareness and self-management skills essential to success in school and in life.
2. Use social awareness and interpersonal skills to establish and maintain positive relationships.
3. Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.

Importance of Data: Data will provide baseline information on effective practices for transition meetings in the future.

Possible Systematic Issues: Students incoming and leaving district mid year or exhibiting poor attendance may not being able to access to scheduling a meeting.

Use of data: Data collected from individual transition meetings will be used to guide career curriculum in the 2020-2021 school year.

Sherburne-Earlville Central School District

Method: Middle School counselors will meet with each student to assess academic goals and career interests. All data collected will be saved in a file for students to access during the remainder of their school career.

Identify outcome data (achievement, attendance or behavior) supporting need for this goal: S-E Middle School students currently have no college/career plans in place.

Identify supporting contextual (perception) data (from relevant stakeholders) to further understand this goal: Students currently do not have counselor meetings regarding their future career options.

Identify any possible systemic issues (policies, procedures, school- or districtwide) related to this goal: Scheduling all students into a meeting before the end of the year may be difficult due to other job responsibilities.

Identify school programs/activities currently employed to address this goal: BOCES visits for 8th graders, Xello Career Interests Surveys, job interview and resume skills in FCS 8, and exploratory courses in agriculture and robotics.

Identify possible school counselor interventions/strategies to address this goal: Middle School counselors will meet with each student to assess academic goals and career interests. All data collected will be saved in a file for students to access during the remainder of their school career.

Sherburne-Earlville Central School District

2023-2024 SMART Goal

Sherburne Earlville High School

Targeted Group: S-E High School Students (9-12)

Goal: by June of 2024, fewer students in grades 9-12 will fail 2 or more classes.

By: 5% **From:** 15% **To:** 10%

Supported by ASCA Behaviors and Mindsets:

Mindset 5: Belief in using abilities to their fullest to achieve high-quality results and outcomes

Behavior Standard B-LS 4: Apply self-motivation and self direction to learning

Behavior Standard B-SMS 5: Demonstrate perseverance to achieve long- and short-term goals

Behavior Standard B-SMS 8: Demonstrate the ability to balance school, home and community activities

Supported by these NYSSCA regulations:

- Information on college & careers.
- All students have access to a certified school counselor and the school counseling program

Importance of Data: Data will reflect the number of students failing specific courses.

Possible Systematic Issues: Attendance

Use of data: Will use data to inform the development of next year's HS goal.

Method: High School counselors will meet with students who are struggling academically to assist them in coming up with a plan to improve performance.

Identify outcome data (achievement, attendance or behavior) supporting need for this goal:

NYS School Report Card

Sherburne-Earlville Central School District

Identify supporting contextual (perception) data (from relevant stakeholders) to further understand this goal:

Identify any possible systemic issues (policies, procedures, school- or districtwide) related to this goal: Grade retention, drop out rate, poor attendance

Identify school programs/activities currently employed to address this goal: Math Labs, Writing Labs, AIS, Study Table, Tutoring programs, Attendance tracking

Identify possible school counselor interventions/strategies to address this goal: Meeting with students who are struggling academically to assist them in coming up with a plan to improve their grades, Parent/teacher conferences as needed

Sherburne-Earlville Central School District

**Sherburne Earlville Central School District Counseling Plan
K-12**

Revised August 2022

Table of Contents

- 1. New York State Part 100 Regulations-School Counseling Programs Requirement**
 - a. The Program
 - b. The Services
 - c. The Plan
 - d. Counseling Advisory
- 2. Sherburne-Earlville's School Counseling Plan**
- 3. Comprehensive Model**
 - a. Define Counseling Department System
 - i. Student Standards
 - ii. Professional Standards
 - b. Counseling Department**
 - i. Program Focus
 1. School District Mission Statement
 2. Counseling Mission Statement
 3. Counseling Vision Statements
 4. Sherburne-Earlville's School Counselor Belief Statements
 - ii. Program Planning**
 1. Data
 2. Lesson Plans
 3. Calendars
 4. Use of Time
 - iii. Deliver Counseling**
 1. Direct Student Services
 - a. Instruction
 - b. Advisement
 - c. Counseling
 2. Indirect Student Services
 - a. Referrals
 - b. Consultation
 - c. Collaboration
 - iv. Assess Counseling Department**
 1. Program Assessment
 2. School Counselor Assessment
 - 4. Scope and Sequence**
 - 5. Appendices**

Sherburne-Earlville Central School District

Introduction

Counseling

The Sherburne-Earlville Central School District comprehensive school counseling plan provides the framework for building

1. New York State Part 100 Regulations-School Counseling Programs

a. The Program

- i. The Sherburne-Earlville Central School District's comprehensive counseling program includes all students K-12
 - ii. All Sherburne-Earlville students, K-12, have access to a certified school counselor
- b. The Services
- c. The Plan

The Comprehensive Model

A. Define:

- a. Student Standards
 - i. Academic Development
 - ii. Career Development
 - iii. Social/Emotional Development
- b. Professional Standards

B. Manage:

- a. Program Focus
 - i. School District Mission Statement:
 1. The Sherburne-Earlville Central School District, in partnership with parents and community, will inspire and empower each learner to reach their full potential.
 - ii. Counseling Mission Statement:
 1. As School Counselors, we aspire to provide every student with the opportunity to achieve at their highest potential in the areas of academic, career, and personal/social development. We will work closely and collaboratively with students, parents, teachers, administration, and our community to make compassionate decisions and to provide each student with the opportunity to learn and develop life skills that will lead them to a successful future.
 - iii. Counseling Vision Statement

Sherburne-Earlville Central School District

- iv. Sherburne-Earlville's School Counselor Belief Statements
 1. We believe that all students have the ability to achieve at their developmental level.
 2. We believe that we can address the developmental needs of all students by implementing programs tailored to certain students.
 3. The school counselor's role is to reach out, take initiative, stand up and advocate for every student.
 4. The school counselors are involved in the planning, managing, delivering, and evaluation of program activities.
 5. Data is used to show effectiveness and areas for improvement within the program.
 6. Ethical standards guide the work by providing equal opportunities for all students.

- b. Program Planning:

C. Deliver:

- a. Direct Student Services
 - i. Instruction
 - ii. Advisement
 - iii. Counseling
- b. Indirect Student Services
 - i. Referral
 - ii. Consultation
 - iii. Collaboration

D. Assess:

- a. Program Assessment:
- b. Program Results

Sherburne-Earlville Central School District

Elementary School Scope and Sequence

Activities	Target Group	Staff Assigned	Resources	Dates
K-Screening	Kindergarten	All K teaching staff and counselors/SW	Support programs provided through SE	August
Second Step Program (including Bullying & Child Protection)	UPK-5 Grade	Counselors	Second Step Program Units	September through June
Character Education	UPK-5 Grade	All staff	Character Education Committee decided activities/agenda	September through June
Open House	UPK-5 Grade	All Staff	Support programs provided through SE	September
Individual Counseling	UPK-5 Grade	Counselors/SW	Various	September through June
Focused Topic Group Counseling	UPK-5 Grade	Counselors	Various	October through June
Conference Days	UPK-5 Grade	All Staff	Teacher & Parent request	November and February
Career Planning	UPK-5 Grade	Counselors	Various	April and May
Parent Group	UPK-5 Grade	Counselors/SW	Nurturing Parenting Group Based Program	October through May

Sherburne-Earlville Central School District

Middle School Scope and Sequence

Activities	Target Group	Staff Assigned	Resources	Dates
6th Grade Orientation	All incoming 6th graders	MS School Counselors, Administration, and Grade 6 Staff		Late August or Early September
Back to School Bash	All students Grades 6-8	All MS Staff	Community Resources	First week of school
Open House?	All students Grades 6-8	All MS Staff		October
Xello - career interest surveys	All students Grades 6-8	MS School Counselors	Xello program	November - January
Second Step lessons	All students Grades 6-8	MS School Counselors	Second Step program	Every other month?
BOCES visit to preview CTE programs	All Grade 8 students	MS School Counselors & 8th Grade Teachers	DCMO BOCES	January - March based on BOCES schedule
Individual student meetings with School Counselor	All students Grades 6-8	MS School Counselors		September - March?

Sherburne-Earlville Central School District

High School Scope and Sequence

Activities	Target Group	Staff Assigned	Resources	Dates
9th Grade Orientation	All incoming 9th graders	High School Counselors Admin 9th Grade Teachers		August
Back to School Bash	All Students 9-12th Grade	All building faculty and staff	-Community Resources	August/September
Open House	Parents and students in grades —	All building faculty and staff		September
Financial Aid Night	Parents & Students in grades 11 & 12	HS Counselors Financial Aid Rep	-Morrisville Financial Aid Rep -Financial Aid Packet	September
Classroom Curriculum: -Graduation Requirements -Scholarship Materials -Testing Information -College Nights/Visitations	All students in Grade 12	High School Counselors	Senior Packet	September
Military and College representatives available in the Counseling office to broaden individual knowledge and perspectives towards career choices	All 11th and 12th grade students on a volunteer basis Announcements/E-mails Made	High School Counselors	Conference room	September-June

Sherburne-Earlville Central School District

Classroom Curriculum -Graduation Requirements -How to be successful in high school	All students in grade 9	High School Counselors	Kahoot	October
Classroom Curriculum -Post secondary planning	All students in grade 11	High School Counselors	Xello Google Slide	September
PSATs and ASVAB testing	Grade 11	High School Counselors	Collegeboard ASVAB	October
Classroom Curriculum -Xello career planning -Create a post-secondary plan	Grade 11	High School Counselors	Xello	November
College Panel	Grade 12	High School Counselors		December
College Day	Grade 11	High School Counselors		April
Junior Parent Night	Grade 11	High School Counselors		April
SAT School day	Grade 11	High School Counselors	College Board	April
Individual college and career planning sessions with students and parents to review steps to post graduation planning	All students in grade 11	High School Counselors	Review Junior Status: Regents, PSAT, SAT, transcript, student permanent record, internet sites relevant to student plans	January-June
Parent	Parents of students	Counselors		Ongoing

Sherburne-Earlville Central School District

conferences for students with academic, behavioral or attendance concerns	in K-12	Teachers Administration (if needed)		
---	---------	--	--	--