

York CSD

Description of the School District:

York Central School District (YCS) is located in a rural area of Western New York, 5 miles west of Geneseo, 35 miles southwest of Rochester and 70 miles east of Buffalo. The district includes the hamlets of Cuylerville, Fowlerville, Greigsville, Leicester, Linwood, Piffard, Retsof, Wadsworth, and York. Total enrollment in grades K-12 is less than 1,000 students.

Counseling Vision:

Our vision is that every student can learn, grow and succeed. This is achieved by a collaborative effort with students, families, the mental health team and school community to assist students to become lifelong learners and productive citizens.

Counseling Mission:

Our mission is to provide a comprehensive counseling program for all students in an effort to support personal, academic, career and social-emotional development. Our goal is to provide a safe, caring and encouraging environment that promotes excellence, loyalty and responsibility.

Counseling Goal:

To provide comprehensive, developmental counseling services for all students in an effort to support academic, career and personal/social development.

Rationale for School Counseling Programs:

The primary goal of school counseling programs is to promote and enhance student learning through three broad and interrelated areas of student development. Each of these areas encompass a variety of desired student learning competencies, which in turn are comprised of specific knowledge, attitudes and skills, which form the foundation of the developmental school counseling program. The three areas of student development are academic development, career development, and personal/social development. A comprehensive school counseling program is developmental and systematic in nature, sequential, clearly defined, and accountable. The program is proactive and preventative in focus and it assists students in acquiring life-long learning skills. School counseling programs are developed by focusing on needs and issues related to various stages of student growth. There is a commitment to individual uniqueness and the maximum development in the three major areas, academic, career, and personal/social. (From American School Counselor Association).

* **M**- Mindsets; * **BLS**- Behavior Learning Strategies; * **BSMS**- Behavior Self-Management Skills; * **BSS**- Behavior Social Skills

Objective	NYSED Guidelines 100.2.j.1	ASCA Standards/ Mindsets *	SEL Benchmarks	Mental Health Instruction Standards	CDOS Standards
1: To prepare students and families to participate effectively in the current educational programs and in lifelong pursuits.	100.2.j.1a 100.2.j.1b 100.2.j.1c	M: 3, 4, 6 BLS: 1, 3, 6, 8, 10 BSMS: 3 BSS: 3, 6, 7	1.B; 1.C; 2.A; 2C; 2.D 3.A; 3.C	1A; 1B 2A; 2B 3A; 3B; 3C; 3D	1.1 2.1
2: To promote and encourage student attendance.	100.2.j.1a 100.2.j.1b 100.2.j.1c	M: 6 BLS: 10 BSMS: 1,2 BSS: 9	3.B; 3.C		2.1
3: To promote and encourage academic growth and success.	100.2.j.1a 100.2.j.1b 100.2.j.1c	M: 3, 4, 5, 6 BLS: 3, 7, 8 BSMS: 1, 5, 6, 8 BSS: 1, 2	1.B; 1.C 2.A; 2.B; 2.C; 2.D 3.A; 3.B; 3.C	1A; 1B 2B 3A; 3B; 3D	2.1 3a.1; 3a.2
4: To promote, support and preserve the social and emotional health of all students.	100.2.j.1a 100.2.j.1b 100.2.j.1c	M: 1, 2, 5 BLS: 2, 4, 7, 10 BSMS: 1-10 BSS: 1-9	1.A; 1.B; 1.C 2.A; 2B; 2.C; 2.D 3.A; 3.B; 3.C	1A; 1B; 1C 2A; 2B; 2C 3A; 3B; 3C; 3D	3a.3
5: To provide collaboration and consultation services to teachers, parents and administration in understanding and meeting the individual needs of students.	100.2.j.1a 100.2.j.1b 100.2.j.1c	M: BLS: 9 BSMS: BSS: 2, 3, 7,	2.A; 2B 3.C	2A; 2B 3A; 3B; 3C	

6: To develop and maintain facilitative working relationships with outside agencies involved with students.	100.2.j.1a 100.2.j.1b 100.2.j.1c	M: 1, 3, BLS: 9 BSMS: BSS: 3, 6, 7	2B; 2.C 3.A; 3.C	2A 3A; 3B; 3C	
7: To provide career exploration opportunities for students at each grade level.	100.2.j.1a 100.2.j.1b 100.2.j.1c	M: 4, 5, 6 BLS: BSMS: BSS:	3.A; 3.B; 3.C		1.1 2.1 3a.1-8 3b
8: To share relevant information with the school community.	100.2.j.1a 100.2.j.1b 100.2.j.1c	M: 3 BLS: 5 BSMS: BSS: 1, 3, 5, 6, 7, 9	2.C 3.C	2A	

K-12 Programs

K-12	Individual Counseling	Assist students with academic, social emotional and personal concerns.
K-12	Small Group Counseling	Assist students with academic, social emotional and personal concerns.
Pre K-5	Second Step	Social-emotional learning curriculum.
6-12	Habits of Mind	Character education program.
Pre K- 5	PBIS Knights Way	Positive Behavioral Intervention Strategies designed to reach and motivate the entire student population. Character education program
K-5 6-8 9-12	IST Grade Level Team Meetings Student Team Meetings	Instructional Support Team, Grade level educators that use data to assign Tier 1 and Tier 2 Interventions
K-5 6-12	ESST CST	Elementary Student Support Team meet monthly to review individual student assessments from IST. The meetings include mental health team members, administrators and other necessary parties as needed in an effort to develop strategies/plans/referrals
K-5	CST	Child Study Team, a group of school professionals whom problem-solve around a student's social, emotional and/or academic needs and recommend interventions.
6-12	Naviance	Comprehensive career and college readiness program. Scope & Sequence
K-12	Circles	A community building restorative justice model used to build relationships, address conflict holistically, and learn through a collective group process.
K-8	60 Seconds Program	Self Regulation Strategy
Pre K- 12	Outside Agencies	Communication with professionals/agencies in the community regarding student and family supports and resources.
Pre K- 12	Family Support Program	Providing information to families on a variety of academic, social/emotional, and safety topics through: distribution of informational handouts, counselor websites, open house participation, on-going communication through phone calls, emails, and letters regarding student performance and functioning.

Pre K-12	Backpack Program	Program designed to provide food to students in need prior to each weekend.
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Components of School Counseling Program

The comprehensive school counseling program integrates academics, career, social emotional and personal development. Counseling, consultation, collaboration, coordination, case management, guidance curriculum, and program evaluation are the primary delivery methods in an effective school counseling program. The purpose of a counseling program in a school setting is to promote and enhance the learning process. *(From the American School Counselor Association, the National Standards for School Counseling Programs).*

York Central School Administrative Team

Lindsey Peet- MS/HS Principal
Mary Kate Hoffman- Elementary Principal
Ameigh Coates- Director of Pupil Personnel Services

York Central School Mental Health Team

Christina Boss- Elementary School Counselor
Julie Gilman- Middle School Counselor
Na’Lisa Husser- High School Counselor
Sheri Nevinger- School Social Worker
Erica Miller- K-12 School Psychologist

York Central School Advisory Council

York School Counseling Curriculum Map (K-12)

Delivery		Management	Foundation		Accountability
Program Or Service	Tier Support & Program Implementation/Objective	Implementation Timeline	Objective	Staff & Resources	Assessments
Individual Counseling K-12	Tier 3: Assist students with academic, social emotional and personal ongoing development	Ongoing	1,2,3,4	K-2 Counselor 3-5 Counselor 6-8 Counselor 9-12 Counselor	Records
Group Counseling K-12	Tier 2: Assist students with academic, social emotional and personal ongoing development	Ongoing	1,2,3,4	K-2 Counselor 3-5 Counselor 6-8 Counselor 9-12 Counselor	Records
Crisis Counseling and Interventions K-12	Tier 3: SPOA, Peer/Family Mediation, CPS, PINS	As Needed	1,2,3,4,6	K-2 Counselor 3-5 Counselor 6-8 Counselor 9-12 Counselor	Notes, plan review
Circles K-12	Tier 1,2,3: Working with students in large and small groups to build community,problem solve A community building restorative justice model used to build relationships, address conflict holistically, and learn through a collective group process.	Ongoing	1,4	K-2 Counselor 3-5 Counselor 6-8 Counselor 9-12 Counselor	Records

Collaboration with outside agencies K-12	Tier 3: Mobilizing county Services to address student needs Communication with professionals/agencies in the community regarding student and family supports and resources.	Ongoing	1,2,3,6	K-2 Counselor 3-5 Counselor 6-8 Counselor 9-12 Counselor	Process Notes, Records, plans, family communication, feedback
Parent/ Team Conferences K-12	To increase communication between parents and teachers regarding a student's academic and social progress	As Needed	1,2,3,4,5,8	K-2 Counselor 3-5 Counselor 6-8 Counselor 9-12 Counselor	Meeting Notes, review plans & report cards
Holiday Sharing Program PreK-12	Tier 1: Collaborative school & Community gift program for students & families	Ongoing	1,2,4-6,8	K-2 Counselor 3-5 Counselor 6-8 Counselor 9-12 Counselor	Feedback
Faculty Meetings K-12	Tier 1: Attend & participate in faculty meetings	Monthly	5	K-2 Counselor 3-5 Counselor 6-8 Counselor 9-12 Counselor	Records
Department Meeting K-12	Tier 1: Attend & participate in department/grade chair/PPS meetings	Monthly	5	K-2 Counselor 3-5 Counselor 6-8 Counselor 9-12 Counselor	Records
Open House K-12	Tier 1: Participate/host student family event	Annually	1-8	K-2 Counselor 3-5 Counselor 6-8 Counselor 9-12 Counselor	Records

Elementary Counseling (K-5)

Delivery		Management	Foundation		Accountability
Program Or Service	Tier Support & Program Implementation/Objective	Implementation Timeline	Objective	Staff & Resources	Assessments
Second Step PreK-5	Tier 1 Social-emotional learning curriculum.	Ongoing	2,3,4	K_2 C. Boss 3-5 S. Nevinger	Teacher Counselor Records
PBIS - Positive Behavioral Intervention Strategies PreK-5	Tier 1 Positive Behavioral Intervention Strategies designed to reach and motivate the entire student population.	Ongoing	1,2,3,5,8	C. Boss S. Nevinger	Records
Knight's Way PreK-5	Tier 1 Character Education Program -Character Ed Assemblies -Operation Cooperation -Character Carnival -Family Fun Night -Good Manners Luncheon	Ongoing	1,2,3,4,5,7,8	C. Boss S. Nevinger	Teacher Counselor Records
IST K-5	Tier 1, 2 Instructional Support Team, Grade level educators that use data to assign Tier 1 and Tier 2 Interventions Character education through classroom activities, school wide initiatives	Monthly	2,3,4,5,8	C. Boss S. Nevinger	Records
ESST K-5	Tier 2,3 Elementary Student Support Team meet	Monthly	2,3,4,5,6,8	C. Boss	Records, Notes

	monthly to review individual student assessments from IST. The meetings include mental health team members, family members, administrators and other necessary parties as needed in an effort to develop strategies/plans/referrals			S. Nevinger	
CST K-5	Tier 1-3 Child Study Team, a group of school professionals whom problem-solve around a student's social, emotional and/or academic needs and recommend interventions.	Weekly	2,3,4,5,6,8	C. Boss S. Nevinger	Records
60 Seconds Fix PreK-8	Tier 1 Self-Regulation Strategy	Ongoing	1,3,4	C. Boss S. Nevinger	Records

Middle/High School Counseling (6-12)

Delivery		Management	Foundation		Accountability
Program Or Service	Resources & Implementation	Implementation Timeline	Objective	Staff & Resources	Assessments
Habits of Mind 6-8 Character Strong 9-12	Tier 1: Character Education Program	Ongoing	2,3,4	6-8 J. Gilman 9-12 N. Husser	Teacher and counselor lesson records
Grade Level Team Meetings 6-9	Tiers 1-3: Collaborative meetings with team members to create student interventions	Bi-Weekly	2,3,4,5	J. Gilman N. Husser	Pre and Post intervention notes provided by Team Leaders
CST 6-12	Tier 3: Mental health team members, administrators and other necessary parties as needed in an effort to develop strategies/plans/referrals	Bi-Weekly	2,3,4,5,6	J. Gilman N. Husser	Records, Review intervention plans
Career Exploration/ Career Development 6-12	Tier 1: Naviance (as stated in the attached Scope & Sequence) Activities within FACTS classes, Field Trips, Career college fairs, Alumni Day,	Ongoing	7	J. Gilman N. Husser	Recorded Pre/Post tests in Naviance
Marking Period Academic Evaluation	Review and distribute marking period reports and organize/participate in academic progress meetings	Every 5 weeks	2,3,5	J. Gilman N. Husser	Academic Progress Meeting Records Principal/ Counselor

6-12					
Scheduling 6-12	Tier 1: Individual course/career planning meetings with students. Utilize & gather team recommendations Schedule changes throughout the year.	Annually/as needed	2,3,5,7	J. Gilman N. Husser	Academic /Career Plan
Master Schedule Building 6-12	Tier 1: Maintain course description Book, Input Student Course Requests and Build Staff and Student Schedule	Annually/as needed		J. Gilman N. Husser	Master Schedule

References

- ❖ American School Counselor Association: Rationale for School Counselors
- ❖ American School Counselor Association: National Standards for School Counseling Programs
- ❖ New York State Counselor Association Guidance Plan Development: Within a P-12 Comprehensive School Counseling Framework
 - <http://nyssca.org/wp-content/uploads/2018/06/Guidance-document-100.2j-6-15-18.pdf>

Links

- ❖ American School Counselor Association: Counselor Competencies
 - <https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>
- ❖ American School Counselor AssociationL Ethical Standards for School Counselors
 - <https://www.schoolcounselor.org/school-counselors-members/legal-ethical>
- ❖ American School Counselor AssociationL Mindset and Behaviors for Student Success
 - <https://www.schoolcounselor.org/school-counselors/about-asca/mindsets-behaviors>
- ❖ NYSED Career Development and Occupational Studies (CDOS) Student Standards
 - <http://www.p12.nysed.gov/cte/cdlearn/cdosresourceguide.html>
- ❖ NYSED Commissioners Regulations Section 100.2
 - <http://www.p12.nysed.gov/part100/pages/1002.html>