



Averill Park Central School District Guidance Plan 2024-2025

Presented to the Board of Education

DATE

INTRODUCTION:

The Averill Park Central School District Guidance Plan has been developed in compliance with the New York State Education Department Commissioner's Regulations 100.2(j) and in alignment with the Averill Park Board of Education Mission Statement and Student Exit Standards. Other resources utilized to ensure our program remains current with all relevant professional standards includes: New York State Career Development and Occupational Studies (CDOS) standards, The American School Counselor Association (ASCA) National Standards for School Counseling Programs, The American School Counselor Association Ethical Standards for School Counselors, and The New York State School Counselor Association Guidance Program guidelines. Per NYS Education Department Commissioner's Regulations, this plan will be reviewed and updated annually.

AVERILL PARK CENTRAL SCHOOL DISTRICT BOARD OF EDUCATION DISTRICT MISSION STATEMENT:

The Averill Park Central School District, through active school and community partnering, will ensure diverse educational opportunities for every student in a safe, respectful, student-centered environment empowering each to become a self-sufficient productive member of their community.

PROGRAM OVERVIEW:

The Averill Park K-12 Counseling Program has evolved over the years in response to the needs of our students, parents, and community. Our program is aligned with both the NYSED requirements and American School Counselor Association (ASCA) national standards.

The School counselors meet student needs through whole class instruction, small group, and individual sessions. Classroom lessons support the ASCA Domains, Student NYSED, CDOS and behavioral standards. Small group counseling covers an array of topics such as family change, social skills, making and keeping friends, anxiety, and self-regulation, post high school planning. Individual counseling is offered to students who have a need identified through a collaboration with families and professionals within the building. Counselors play a vital role in their building's Informal Child Study Team (CST) and Committee on Special Education. They support preparing APCSD Students to be College, Career and Life Ready.

CURRENT STUDENT:COUNSELOR RATIOS:

The American School Counselor Association (ASCA) recommends a counselor to student ratio of **not more than** 250:1. Per ASCA, the national average is 470:1 and the NYS average is 624:1.

APCSD School District

SCHOOL	COUNSELOR FTE	STUDENT ENROLLMENT	APCSD COUNSELOR:STUDENT RATIO
Miller Hill/ Sand Lake	1.0	385	385:1
Poestenkill	1.0	348	348:1
West Sand Lake	1.0	374	374:1
Algonquin Middle School	2.0	587	294:1
Averill Park High School	4.0	880	220:1

AVERILL PARK CENTRAL SCHOOL DISTRICT ELEMENTARY SCHOOL COUNSELING PLAN

Kindergarten -5th Grade

Delivery	Foundation				Management		
Goal 1:	Students will graduate college and career ready						
Goal 2:	Students will productively engage in their school community						
Goal 3:	Students will be digitally fluent by demonstrating the ability to live productively and safely in a technology-influenced society.						
Program Activity or Service	Program Objectives	ASCA Domain(s) (ACADEMIC,S/E, CAREER)	Student Standard (ASCA mindsets & behaviors, NYSED, CDOS)	Timeline	Student Focus/ Tier	Staff & Resources	Assessment & Evaluation Methods (process, perception, outcomes)
Social Emotional Learning Curriculum (Second Step, Kelso’s Choices. Zones of Regulation, eg.)	-Emotional regulation -Empathy -Problem Solving -Skills for learning/student behaviors	S/E	ASCA: MI B-SMS 2 B-SMS 7 B-SMS 10 CDOS: 3a.4	September- June	Tier 1: grades Kindergarten - 5th grade	-Elementary School Counselor -Teacher - “Second Step” Program Materials -Kelso’s Choices Materials -Zones of Regulation Materials	Participation as measured by number of lessons per grade/classroom.
Erin’s Law	-Identify Types of Abuse -Identify Trusted Adults -Provide awareness, assistance, referral & resource information	S/E		Winter	Entire Kindergarten-5th grade: Tier 1	Presenter	Observation

Character Education	-Allow students the opportunity to explore character strengths, social emotional learning concepts and how they impact academic success	S/E, ACADEMIC	ASCA: M1 CDOS: 3a.3	September-June	-Kindergarten-5th: Tier I -Delivered classroom in small groups: Tier I	Elementary School Counselor/Classroom Teacher	Observation
Group Counseling	-To provide support -Introduce strategies and skills that will help students to be successful within the school	S/E, ACADEMIC	ASCA: B-SMS 1 M1 CDOS: 3a.3	September-June	-Entire Kindergarten population- 5th grade: Tier 1	Elementary Counselor	Observation
Bullying Prevention/ Conflict Resolution	-Become familiar with what constitutes bullying as opposed to conflict - Provide students with information and strategies that will empower them in their personal response to bullying behavior/conflict resolution	S/E	ASCA: B-SS 2 CDOS: 3a.6 3a.7	September-June	Kindergarten-5th grade students: Tier I	-Elementary School Counselor - Elementary School Teachers -Building Principal	Observation
Building Transition Support	-Support students in transition into	S/E, Academic	ASCA: MS B-SMS 10	September and June	Kindergarteners in September; 5th grade in June	-Elementary School Counselor -Elementary and Middle	Number of meetings completed

	Kindergarten and onto Algonquin Middle School					School Teachers - Building Administration -other support staff/service providers	
Individual Counseling	-Short term counseling in order to build positive supports and individual skills	S/E	ASCA: B-LS 4 B-SMS 7 M2	September-June	Kindergarten-5th grade students: Tier III	-Elementary School Counselor -School Psychologist	Number of students seen
Career Day	- Virtual or in person presentations from community members of various occupations	CAREER	ASCA: B-LS 7 B-SMS 5 B-SS 7	April-June	Kindergarten-5th grade students: Tier I	-Elementary School Counselor -Presenter	Observation

Delivery	Foundation					Management	
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Program Activity or Service	Program Objectives	ASCA Domain(s) (ACADEMIC, S/E, CAREER)	Student Standard (ASCA mindsets & behaviors, NYSED, CDOS)	Timeline	Student Focus/Tier	Staff & Resources	Assessment & Evaluation Methods (process, perception, outcomes)
Eighth Grade Transition Plan	-Coordination of classroom presentation and distribution of high school program of studies -Student visit to high school -Nighttime curriculum presentation for parents at APHS -Students will learn skills for drawing on their ability to be resilient	College and Career Readiness	ASCA: B-SMS 7 B-SMS 10 CDOS: 3a.3 3a.6	January-June	8th grade Tier I	-8th grade school counselors, social worker, school psychologist -High School counselors	Measure number of invitations against number who attend
Fifth Grade Transition Plan	-Coordination of evening program for parents of incoming fifth grade students to become	College and Career Readiness	ASCA: B-SMS 7 B-SMS 10	May-June	6th Grade Tier I	-Middle school and elementary school counselors, middle school and elementary building administration	Measure number of invitations against number who attend

	familiar with the middle school program -Understand the expectations of the middle school, and develop skills for implementation -Coordination of fifth grade visit to middle school						
Goal 2:	Students will productively engage in their school community						
Team Build Tuesday	-Students engage in community circles followed by an activity based on the topic presented. -Community circles provide students with a sense of community and belonging.	Social Emotional	ASCA: B-SS 1 B-SS 2 B-SS 4 B-SS 6	September-June	6-8 Tier I	-Middle School Faculty	Observation
Second Step	Students engage in weekly lessons and discussions on the	Social Emotional	ASCA: MI B-SMS 2 B-SMS 7 B-SMS 10	September-June	6-8 Tier I	-Middle School faculty	-Pre and post test Assessments

	following topics: -Mindset and goals -Recognizing bullying and harassment -Thoughts, emotions and decisions -Managing relationships and social conflict		CDOS: 3a.4				
Goal 3:	Students will be digitally fluent by demonstrating the ability to live productively and safely in a technology-influenced society.						
Student Assistance Counselor Classroom Lessons	Rensselaer County Student Assistance counselor provides an evidence based program, Too Good for Drugs. -Lessons are provided to students in 6-8 including topics on good decision making, healthy relationships,	Social Emotional and Academic	ASCA: B-SMS 7 B-SS 5 B-SS 6	September-June	6-8 Tier I	Rensselaer County Student Assistance Counselor	-Pre and Post test Assessments

	and social emotional well being.						
6th Grade Counselor Cyber Safety Unit	-Presentation done by school counselors. -Discuss cyber bullying and how it impacts peers at school -Discuss safety precautions -Discuss positive and negative ways to use social media -Discuss how negative social media use can impact their future and their digital footprint	Social Emotional And Academic	ASCA: B-SS 2 CDOS: 3a.6 3a.7	October	6th Grade Tier I	Middle School Counselor	Observation
Erin's Law	-Identify Types of Abuse -Identify Trusted Adults -Provide awareness, assistance, referral & resource information	Social Emotional		Fall/Winter	6-8	Presenter	Observation

Delivery	Foundation				Management		
Goal 1:	Students will graduate college and career ready						
Program Activity or Service	Program Objectives	ASCA Domain(s) (ACADEMIC,S/E, CAREER)	Student Standard (ASCA mindsets & behaviors, NYSED, CDOS)	Timeline	Student Focus/ Tier	Staff & Resources	Assessment & Evaluation Methods (process, perception, outcomes)
College Representative Visits	*Provide 11-12 grade students with direct contact of college admission professionals	Career & College Readiness	ASCA: B-LS1,7; B-SS1;3;8 CDOS 3a. C1;2	September - May	Juniors and Seniors Tier 2	*HS Counseling Staff *Admissions Staff *Naviance	*Management of Rep. Visits page in Naviance *Monitor number of students who sign up for visits
Program Planning	*Students will meet with their HS Counselor and review transcript and post highschool plans *Review course recommendations, and prerequisites *Select courses for the upcoming school year.	Academic, Career and College Readiness	ASCA: B-LS1;4;7; B-SS 1;3;8; CDOS: 3a C. 1	Start Preparation in December Meet with Students January - June	Grades 9-11 Tier 1	*HS Counselors *HS Support Staff *Naviance *Current Transcript	*Total Number of Students With Completed Course Selections.

Academic Counseling	*Develop appropriate plan of action in order to assist students who are failing 2 or more subjects	S/E, Academic	ASCA: B-LS 3; 4; 7; 10; B-SM 1;2; 3;5;6;7;8;B-SS 1;2;6;8;9CDOS: 3a. C.1;2;7	September - June	Grades 9-12	*HS Counselors *Academic and SPED Teachers *HS Administration *School Psychologist, SPED Counselor *Report Cards *Progress Reports *Structured Study Hall, AIS and Interventions *School Tool and Google Classroom *SST	*Measured number of students who were discussed and planned for as well as report cards and passing courses for involved students.
Goal 2:	Students will productively engage in their school community						
Ninth Grade & New Student Orientation	*Students will become familiar with the high school building, staff, schedule and staff *Students will be introduced to expectations, code of conduct, graduation requirements and curriculum *Students will be introduced to clubs and sports that are available to theme throughout high school	S/E, Academic, Community and School Involvement	ASCA: B-LS 7;9;10 B-SMS 10 B-SS 9 CDOS: 3a.C.1;2	First Week of September	All 9th Grade Students Tier 1 All new students Tier 1	*HS Counselors *HS Administrators *Club Advisors *HS Teachers *Student Leaders	*Observational *Note of how many students attend (can tell by number of schedules NOT handed out)

Goal 3:	Students will be digitally fluent by demonstrating the ability to live productively and safely in a technology-influenced society.						
College Application Preparation	*HS Counselors will aid students by preparing materials necessary for specific college applications. *Counselors will work with individual students on specific application and overall post high school plan	Academic, career & college readiness while supporting digital fluency	ASCA: B-LS 1;3;4;5;7;9 B-SMS 8;6; 10 B-SS 1;3;9 CDOS: 3a. A.2;3; B. 3;4;5;	Ongoing August - May	*Entire 12th grade population Tier 1 &2	*Naviance *HS Transcript and Transcript Request Google forms *Common Application *SUNY Application *HS Profile *Individual Colleges Application *NCAA Eligibility	*Complete Application Reports in Naviance for Common Application and/or Suny Application Manager and/or specific college applications online. *Monitor number of application processes and overall Transcript Requests.

Each plan shall include preparation of a program outcomes report that is presented to the Board of Education annually. This report needs to include an analysis of all systematic components of the comprehensive developmental school counseling/guidance program. It provides evaluation of the effectiveness of program activities and informs program improvement decisions. The result is a data informed comprehensive developmental school counseling/guidance program with focused programming, effective interventions and increased responsiveness.

The program outcomes report focuses on district goals addressed by the comprehensive developmental school counseling/guidance program including attendance, academic, behavioral and/or adjustment program data. It is also important to address ESSA1 indicators such as school climate, graduation rates, chronic absenteeism, and college/career and civic readiness.

APCSD will utilize a Program Assessment chart to assess its current programming. This assessment will assist APCSD with important feedback on where services areas insufficient and/or continued development is needed.

Program Assessment				
This scored list can help assess implementation of the amended Part 100.2(j) of the Commissioner's Regulation with related American School Counselor Association National Model components				
Implementation Rating	1 None	2 Beginning	3 Developing	4 In Full Practice
1	2	3	4	
Foundation				
				All students K-5 have access to a certified school counselor and the comprehensive program
				All students 6-8 have access to a certified school counselor and the comprehensive program
				All students 9-12 have access to a certified school counselor and the comprehensive program
				Program vision and mission are developed in alignment with district vision and mission
				Program focus and annual goals are developed in alignment with district goals
				Relevant student competencies and standards K-12 are adopted to provide measurable knowledge, attitude and skill outcomes
				School counselor professional competencies and ethical standards are regularly reviewed and applied
Management				
				Program delivery is mapped including district goal, activities and services, students served, timeline, student standards, program objectives, staff and resources, evaluation and assessment methods
				Program monthly and annual calendars are provided for communicating about the program
				Advisory Council meets twice annually to review program goals and results, and provide advisement

Implementation Rating 1 None 2 Beginning 3 Developing 4 In Full Practice	1	2	3	4
Delivery				
An annual individual progress review is provided to all students 6-12 to review each student's career/college planning and readiness, academic progress and social/emotional development				
Core curriculum instruction is provided by a certified school counselor to all students K-5 addressing student competencies in career/college readiness, academic skills and social/emotional development				
Core curriculum instruction is provided by a certified school counselor to all students 6-8 addressing student competencies in career/college readiness, academic skills and social/emotional development				
Core curriculum instruction is provided by a certified school counselor to all students 9-12 addressing student competencies in career/college readiness, academic skills and social/emotional development				
Direct and indirect student services are provided K-5 to assist students with academic, attendance and behavior needs such as individual and group counseling, advisement, consultation, and referral				
Direct and indirect student services are provided 6-8 to assist students with academic, attendance and behavior needs such as individual and group counseling, advisement, consultation, and referral				
Direct and indirect student services are provided 9-12 to assist students with academic, attendance and behavior needs such as individual and group counseling, advisement, consultation, and referral				
information on college and careers is provided to all students in grades K-5				
information on college and careers is provided to all students in grades 6-8				
information on college and careers is provided to all students in grades 9-12				
Implementation Rating 1 None 2 Beginning 3 Developing 4 In Full Practice	1	2	3	4
Accountability				

Program data is analyzed annually resulting in gap action plans and program adjustments				
A program outcomes report is presented to the district board of education annually				
The Advisory Council provides a report to the district board of education annually				
The Program is posted on district and school websites				