

**TUPPER LAKE CENTRAL SCHOOL DISTRICT
COMPREHENSIVE DEVELOPMENTAL GUIDANCE PLAN**



Tupper Lake Central School District

294 Hosley Avenue

Tupper Lake, New York, 12986

(518) 359-3322

TUPPER LAKE CENTRAL SCHOOL DISTRICT STAFF

Superintendent

Seth McGowan

Elementary Principal

Michele Pinard

Middle- High Principal

Russell Bartlett

Elementary School Counselor

Kristin Skiff

Grade 7-9 School Counselor

Brian Bennett

Grade 10-12 School Counselor

Lisa Gillis

School Social Worker

Martha Schultz

Mental Health Services

VACANT

Prevention Counselor

VACANT

Elementary School Nurse

April McClain

Middle-High School Nurse

Joan Stuart

School Psychologist

Tara Wright

Student Coordinator

Daniel Brown

Tupper Lake Middle-High School Guidance Department Goals

To promote SCHOOL SUCCESS SKILLS

To provide COLLEGE and CAREER READINESS

To promote SOCIAL / PERSONAL development

To promote clearer understanding of DASA (Dignity for All Students Act)

To promote understanding of EDUCATIONAL REQUIREMENTS

To provide COUNSELING SERVICES

To provide CONSULTATION SERVICES

To provide COORDINATION OF SERVICES

To increase COMMUNICATION BETWEEN HOME AND SCHOOL

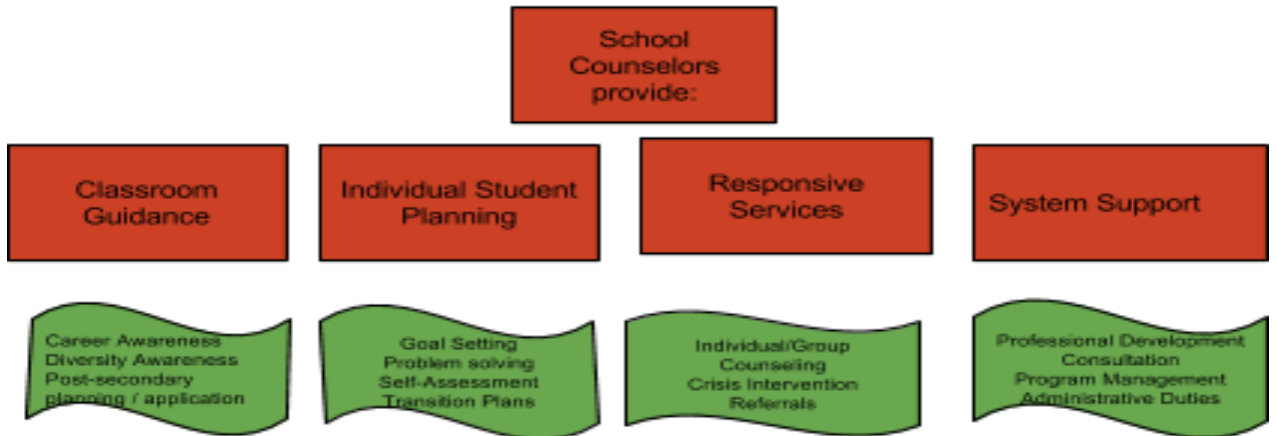
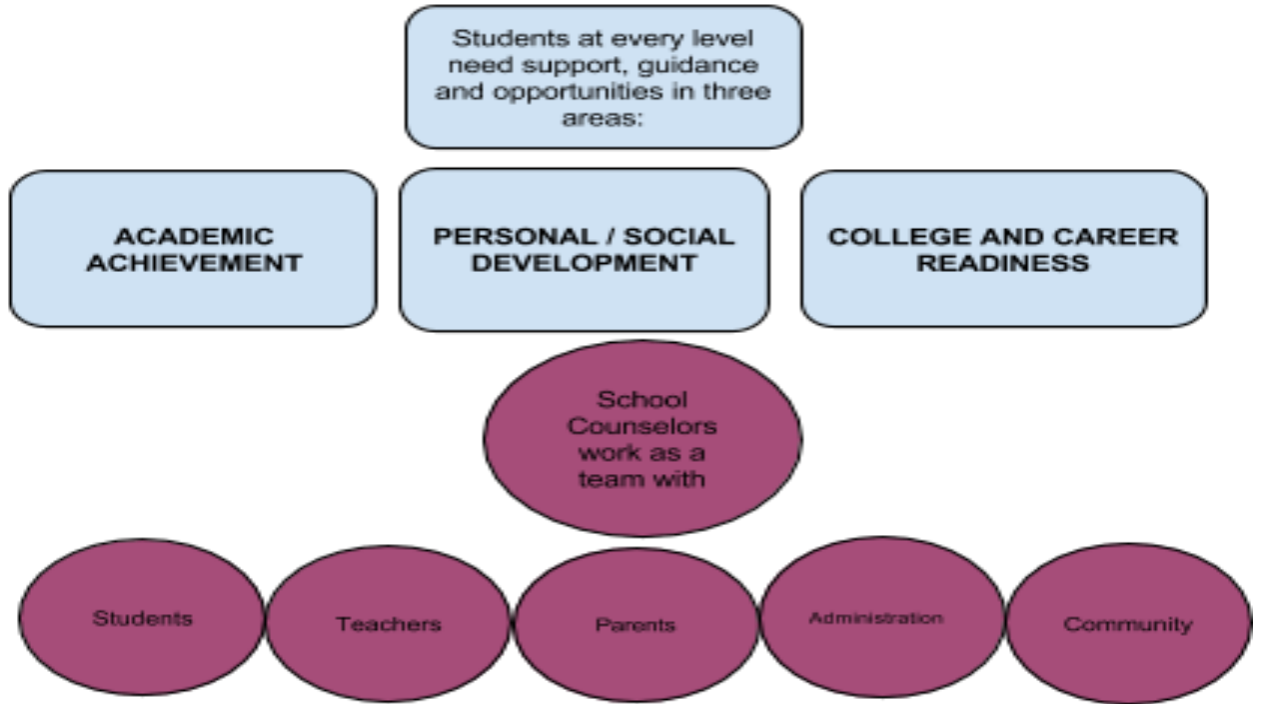
To increase TEAMING AND COLLABORATION

To increase COMMUNITY INVOLVEMENT

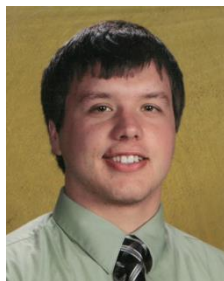
To utilize DATA DRIVEN techniques that are RESULTS BASED

To promote appropriate USE OF TECHNOLOGY

Tupper Lake Central Middle High School Counseling Program



Mrs. Kristin Skiff
Elementary School Counselor



Mr. Brian Bennett
School Counselor Grades 7-9



Mrs. Lisa Gillis
School Counselor Grades 10-12

Tupper Lake School Counseling Philosophy and Belief Statement

The Tupper Lake School Counselors believe every student can learn and all have an equal right to access a certified school counselor and to participate in a comprehensive school counseling program designed to ensure student success.

Counselors of the twenty-first century must move beyond the limitations of the name “guidance counselor” to the holistic name of “school counselor”. School counselors integrate personal/social, educational and career development goals into a new comprehensive developmental counseling vision for the future.

The following principles are the foundation for the Tupper Lake School Counseling Program:

The Tupper Lake School Counselors believe:

- All students can learn and should be given the opportunity to do so.
- All students have dignity and worth and have a right to a safe, mutually respectful, healthy and orderly learning environment.
- Learning involves the education of the whole person and is a continuous lifelong process.
- All students have the right to participate in the school counseling program.
- Learning requires the active participation, mutual respect and individual accountability of students, teachers, staff, parents and community members.
- Diversity is to be respected and appreciated as we foster unity among our students, faculty, staff and community.

The Tupper Lake School Counseling Program will:

- ...be student-centered and based on specified goals and developmental student competencies.
- ...include education that extends beyond the classroom environment and allows students to develop lifelong skills that can assist them in the pursuit of their life goals.
- ...consider all students’ ethnic, cultural, racial, sexual orientation and special needs when planning and implementing the school counseling program.
- ...will use data when assessing the needs and effectiveness of the school counseling programs, driving future program development and evaluations.
-

The Tupper Lake School counselors:

- Will be full-time employees who hold state certification and have a Master’s Degree in School Counseling,
- They will deliver the school counseling programs as outlined in the New York State Counseling Standards of academic, career and personal/social domains.
- Will abide by the professional school counseling ethics as advocated by the American School Counselor Association.
- Will participate in professional development essential to maintaining a high-quality school counseling program.

School Counseling National Domains and Standards

The National Standards for School Counseling Programs facilitate student development in three board areas: academic development, career development and personal/social development. Following are the nine national standards adopted by New York State.

Academic Development

Standard A

Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the life span.

Standard B

Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Standard C

Students will understand the relationship of academics to the world of work and to life at home and in the community.

Career Development

Standard A

Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decision.

Standard B

Students will employ strategies to achieve future career success and satisfaction.

Standard C

Students will understand the relationship between personal qualities, education and training and the world of work.

Personal/Social Development

Standard A

Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

Standard B

Students will make decisions, set goals and take necessary action to achieve goals.

Standard C

Students will understand safety and survival.

Delivery System

The Tupper Lake Central School District's Comprehensive School Counseling Program is based on the core beliefs, philosophies and missions identified in the foundation. The delivery system describes the activities, interactions and methods necessary to deliver the programs to the school community. Tupper Lake's Comprehensive School Counseling Programs integrate academic, career and personal/social development. The components of a comprehensive school counseling program include the school counseling curriculum, individual planning, responsive services, and systems support.

School Counseling Curriculum: The guidance curriculum consists of structured developmental lessons to assist students in achieving the desired competencies, and to provide all students with the knowledge and skills appropriate for their developmental level. The guidance curriculum is infused throughout the school's overall curriculum and is presented systematically through K-12 classroom instruction and group activities.

- **Classroom activities:** School Counselors present lesson in the classroom setting.
- **Interdisciplinary activities:** School Counselors participate in teams to develop curriculum across content areas.
- **Individual Student Planning:** School Counselors coordinate ongoing systematic activities designed to assist students individually in establishing personal goals and developing future plans.
- **Case Management:** School Counselors monitor individual student progress.
- **Individual Appraisal:** School Counselors use test information and other data to assist students in analyzing and evaluating their interests, skills, and abilities.
- **Individual Advisement:** School Counselors work directly with students on developing an appropriate educational plan.
- **Placement:** School Counselors assist students in determining the proper educational setting as they meet their academic and career goals.
- **Responsive Services:** Responsive services, which are the traditional duties of school counselors, consist of activities meeting individual student's immediate needs, usually necessitated by life events, situations and/or conditions in the student's life. These needs require counseling, consultation, referral, peer mediation and/or information.
- **Consultation:** School Counselors work with parents, teachers, students and other involved parties to develop strategies to assist students.

- **Personal Counseling:** Provides a student maximum privacy in which to freely explore ideas, feelings, and behaviors.
- **Crisis Counseling:** Provides prevention and interventions. Such counseling, is short term in nature addressing a particular student's concern.
- **Referral:** Counselors refer students and their families to appropriate community agencies when needed.
- **Professional Development:** School Counselors must update knowledge and skills by participating in training, professional meetings ,conferences and relevant course work.
- **Program Promotion:** School Counselors provide orientation and information regarding the programs to the greater community via websites, counseling newsletters, and periodic press releases.
- **Consultation with teachers and staff:** School Counselors work with teachers and other staff members to provide information regarding the needs of a student. School Counselors should participate in district committees and in-service programs.
- **Program Evaluation:** School Counselors collect and analyze data to evaluate the program and continue updating program activities.

School Counseling Program Calendar

Tupper Lake Middle High School

Academic (Red)

Career (Green)

Personal/Social (Blue)

<p><u>July/August</u></p> <ul style="list-style-type: none"> · Summer School Registration · End of School Year Reports · Report NYS Cohort Data · Summer School Report Cards · Finalize Master Schedule · Update Guidance Plan · Update Master Schedule · Update Guidance Handbook · Update Website · Update Scholarships · Revise/ Schedule Classroom Presentations · Revise/ Schedule Parent Presentations · Update “Almost Graduates” List · Update School Profile · 7th Grade Orientation · Update Course Descriptions 	<p><u>September</u></p> <ul style="list-style-type: none"> · Orientation/Open House · Parent Meetings · Team Meetings · College Planning · SAT/ACT Registration · Schedule College Visits · Group Guidance/Guidance Direct* · Group Guidance/College Prep* · Work Study Placements · DASA Presentation · Senior Privileges · Senior Contracts · BOCES Credit Requests · PSAT Packets & Sign-off letters · Staff Development Day -Counselor/Grade level Cross Over Meeting K-6 -Foster Grandparent Orientation -21st Century Referral Meetings -High School Tutor Placement -Kindergarten Open House
<p><u>October</u></p> <ul style="list-style-type: none"> · College Fair*^ · PSAT/NMSQT* · 7th Grade College Visit · Red Ribbon Week · Individual Meetings with 5 Week Reports · College/ Scholarship Recommendation · ASVAB Packets and Sign-Off Letters · Character Education Intro 	<p><u>November</u></p> <ul style="list-style-type: none"> · ASVAB* · Open House*^ · Financial Aid Workshops · 7-12 Honor Roll · Academic Breakfast · January State Exam List · Selection for Enrichment Programs · Correspondence with Quarter 1 Report Card · Mandated Reporter Refresher

December

- SAT/ACT Score Interpretation
- PSAT/NMSQT Score Interpretation
- Request Updated Course Offerings for next year
- ASVAB Interpretation & Follow Up
- Individual Meetings with Seniors
- Individual Meetings with Students and Parents
- Financial Aid Night*
- College Planning for Students with Disabilities
- Parent/Teacher Conferences K-6

January

- Annual Reviews
- 4 year High School Plan
- BOCES Assembly*
- Regents Exams
- Meet with Parents and Students
- College Student Panel*
- New Vision Informational Meeting*
- Student Course Requests
- Review Transcripts
- Correspondence with Quarter 2 Report Card

February

- National School Counselor Week
- 1st Semester Course Schedule Adjustment
- Failure lists to BOCES
- 7-12 Honor Roll
- Update RTI & Learning Center Rosters
- Review midyear grades and attendance
- Individual Meeting for Course Requests
- BOCES Career Day*
- Guidance Direct Interest Inventory*
- Public Scholarship Process on School Website
- Academic Breakfast
- 6th Grade Cyber bullying Education

March

- Build Master Schedule
- CTEDS Report to NYSED
- College Gear Day*
- Shadow Day*^
- Correspondence with Quarter 3 Report Card
- Order AP Materials
- Prepare Rooms & Proctors for AP Exams
- Grade 8 Parent/ Student Schedule Meetings
- Parent/Teacher Conferences K-6
- Relational Aggression Education

April

- ELA & Math State Assessments
- Review Report Cards & Meet with Students
- Prepare Final Exam Schedule & Proctors
- Update & Distribute Exam Retakes
- Review Local Scholarships with Seniors
- Register for SAT Test Accommodations for SWD
- 7-12 Honor Roll

May

- Organize Scholarship Committees
- SUNY Road Show
- 8th Grade College Visit
- Summer School dates set
- Build Master Schedule
- Review RTI & Learning Center Lists
- Academic Breakfast
- 4th & 8th Grade Science Assessment
- Kindergarten Open House
- Otis Lennon Grades 2 & 5
- Kindergarten Spring Boehms

June

- Science 8 State Assessment
- NYS Common Core Exams
- Regents Exams
- Award Assemblies
- Review Report Cards & Summer School Rosters
- Update Transcripts
- Review BOCES credits & graduation requirements ·
- Correspondence with Quarter 4 Report Card
- Regents Reports/BED Data
- Summer School Notification
- Build Master Schedule
- 7-12 Honor Roll
- Crossover Meetings Grades K-6
- 6th Grade Middle School Orientation
- 6th Grade Moving Up Ceremony
- Kindergarten Screening

Weekly Tasks

- Master Schedule Development
- SST Meetings
- Keep National Scholarships updated
- Individual Counseling
- Crisis Management
- Consult with Teacher, Family, and Agencies
- Letters of Recommendation
- Teacher Meetings
- Parent Meetings
- Meeting with Outside Resources
- Child Study Team Meetings
- RTI Meetings
- Group Counseling
- Full Classroom Guidance
- Parent Meetings
- Manage DASA referrals/investigations

^Refer to Timeline

* Set Dates in August

Program Component / Responsibility	K-6	7-9	10-12	ASCA Standards	Delivery System
Provides information concerning school orientation, curricula courses of study, further education, occupational information and related topics.	X	X	X	A:A2 A:A3 A:B1 A:B2	C
Provides counseling that will lead students to increased personal growth, self-understanding, and maturity	X	X	X	PS:A1 PS:A2 PS:A3	R
Works with teachers and other staff members to familiarize them with the general range of services offered by the Guidance Department, and to improve the educational prospects of individual students	X	X	X	A:A:2 A:A:3 A:B:1 A:B:2 A:C:1	S
Prepares and supervises the maintenance of students' cumulative records, interprets accurate cumulative process records and competency test status, and encourages their effective use by members of the school.	X	X	X	A:A:1 A:A:3 A:B:2	I
Analyzes the record of the progress of students and discusses significant aspects with appropriate faculty members, students and parents.	X	X	X	A:A:1 A:A:2 A:A:3 P:S:A1	S
Counsels with students individually and in groups on matters related to their educational, career and personal development.	X	X	X	A:A1 A:A2 A:A3 A:B1 A:B2 A:C1 C:A1 C:A2 C:B2 C:C1 C:C2 PS:A1 PS:A2 PS:B1	I
Refers students to other services, both in and out of school, that seem to be needed and deemed appropriate.	X	X	X	PS:B1 PS:C1	R
Meets with parents, teachers, staff members on particular students' needs.	X	X	X	A:A1 A:A2 A:A3 A:B1 A:B2	R

Initiates and assists in the scheduling and testing processes	X	X	X		N
Member of SST (Student Support Team) or CST (Child Study Team)	X	X	X		S
Assists students in making successful transitions from school to school, school to employment, and from school to further education	X	X	X	A:B2 A:C1 C:A1 C:A2 C:B1 C:B2 C:C1 C:C2	C
Carries out any other assigned duties and/or responsibilities which may be deemed appropriate by the Superintendent of Schools and the Board of Education.	X	X	X		N
Counsels any and all students who need individual assistance with any problem. Helps these pupils evaluate their experiences and behavior in relation to these experiences.	X	X	X	PS:A1 PS:A2 PS:B1 PS:C1	I
Interprets and analyzes standardized tests and inventories such as achievement, intelligence, aptitude and interest, and personality inventories to students, parents, teachers and others. Works with the appropriate agency regarding students who need additional help.	X	X	X	A:A1 A:A2 A:A3 A:B1 A:B2 A:C1 C:A1 C:A2 C:B1 C:B2 C:C1 C:C2 PS:A1	R
Coordinates and supervises testing for large groups	X	X	X		N
Conducts group guidance meetings, e.g., college planning, career exploration, decision-making, etc.	X	X	X	A:A3 A:B1 A:B2 A:C1 C:A1 C:A2 C:B1 C:B2 C:C1 C:C2 PS:A1 PS:A2 PS:B1 PS:C1	C

Assists teachers in interpretation of data in the cumulative record folder so as to better understand and meet the needs of the individual student.	X	X	X	A:A2 A:A3 A:B1 A:B2	R
Meets periodically with classroom teachers for the purpose of assessing the educational program of students and to make the necessary changes beneficial to the individual student.		X	X	A:A2 A:A3 A:B1 A:B2	R
Assists in emergency / crisis situations	X	X	X	PS:C1	S
Assumes responsibility for recommendations on college and job applications.			X	AB:2 A:C1 CA:2 CB:2 CC:1 CC:2	I
Authorizes all changes of schedules, including summer school enrollments		X	X	A:A3 A:B1	I
Establishes a working relationship with area businesses and industry for the purpose of College and Career Readiness activities, e.g. work-study, shadow day, internships, possible employment			X	AC:1 CA:1 CA:2 CB:1 CB:2 CC:1 CC:2	S
Conducts follow-up studies on graduates and drop-outs				A:A3 A:B1 A:B2 A:C1	R
Assumes responsibility for the total scheduling of all students	X	X	X	A:A3 A:B1	I
Studies the needs of the students and the goals of the school, so as to be prepared to make suggestions in regard to changes or innovation in the curriculum.				A:A2 A:A3 A:B1 A:B2	S
Maintains accurate and up-to-date records about the students, which may be requested by parents, teachers, colleges, employers, government agencies: Army, Navy, FBI, etc., Administration: Principal, Superintendent, etc. Courts, welfare.	X	X	X		N

Helps the student pursue his educational goal to the limit of his abilities and interests by recognition and encouragement of the unique talents of each child.	X	X	X	PS:A1 PS:B1 PS:C1	I
Assists students in the selection of courses by: a. Annual review and revision of the four year plan. b. Verification of proposed changes with parent. c. Alignment of sequences to meet high school and college requirement		X	X	A:C1 C:C2 PS:A2 PS:B1	I
Aids students in the selection of courses leading to future educational and vocational goals. The counselor must be acquainted with and use many sources of information, including printed and Internet material.	X	X	X	AC:1 CA:2 C:C2	I
Helps the student determine the next step after high school by: a. Arranging for interviews for apprentice programs. b. Suggesting steps to be taken in job applications. c. Being aware of need for financial aid and assisting in the securing of scholarships.			X	AC:1 CA:2 C:C2	I
Helps all students assess their own abilities with a view of making the wisest choice of career training by use and interpretation of various test instruments, e.g. Guidance Direct, ASVAB, Career Zone, etc.	X	X	X	A:C1 C:A1 C:A2 C:B1 C:B2 C:C1 C:C2 PS:A1 PS:B1	C
Attempts to enable every student to finish high school with a satisfying self-image and sense of personal worth, including the opportunity to experience the satisfaction of success in some endeavor either within the curriculum or through some service such as ACCES-VR, BOCES, etc.	X	X	X	A:A1 A:A2 A:A3 A:B2 A:C1 C:C2 PS:A1 PS:A2 PS:B1	I
Orients new students by interpretation of school policies and the functioning of the personal guidance program.	X	X	X	A:A3 A:B1 A:B2 PS:C1	I
Coordinates the complete school experience and its meaning for each child and his/her parents.	X	X	X	PS:A1 PS:A2 PS:B1 PS:C1	I
Promotes in each child a sense of responsibility for his/her actions in order that he/she may become a positive force in society.	X	X	X	PS:A1 PS:A2 PS:B1	I

				PS:C1	
The person-to-person interview with parent and child and related follow-up interviews in the succeeding year. The counselor is the number one contact between the school and the parent.	X	X	X	A:A3 A:B2 A:C1 C:B2 C:C1 C:C2	I
Middle School Parent/Teacher Conference Days		X		A:A3 A:B2	I
Eleventh and Twelfth grade Higher Education Nights and other parent meetings, open house, financial aid night, etc.			X	A:A3 A:B2 A:C1 C:B1 C:B2 C:C1 C:C2	S
Stand ready to help in the establishment of an alternative course of action in the event of failure to graduate or to gain college admittance.			X	A:B2 C:C1 PS:A1 PS:B2	I
College visits – the counselor helps to create the image of the school for college representatives and admissions officers			X	C:C1	S
Counselors need to provide transition activities between grades 6- 7 and 8 -9.	X	X		A:A1 A:A3 A:B2 PS:A1 PS:A2	C
Counselors need to act as parent educators and provide parents with access to their expertise and the information and direction needed to help meet the needs of their children.	X	X	X	A:A2 A:A3 A:B2 PS:B1 PS:C1	R
Provide early intervention for at-risk students	X	X	X	A:A2 PS:C1	I
Readily available to school, staff, students and families in a time of crisis	X	X	X	PS:C1	R
Counselors will design and administer a needs assessment in each school to help plan the types of services needed	X	X	X	A:B1	S
A central area for curriculum materials will be established	X	X	X		N

Counselors will take responsibility for creating and expanding the number of prejudice-reduction activities, cultural diversity activities in accordance with DASA.	X	X	X	PS:A1 PS:A2 PS:B1 PS:C1	C
Prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.	X	X	X	A:A2 A:A3 A:B1 A:B2 A:C1 C:A2 PS:A1 PS:A2 PS:B1 PS:C1	I
An annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors.		X	X	A:B1 A:B2 C:B2 C:C1	I
Instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;		X	X	C:A2 C:A2 C:B1 C:B2 C:C2	C
Other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement post-secondary education and career plans, to help students who exhibit any attendance, academic, behavioral, or adjustment problems and to encourage parental involvement.		X	X	A:A1 A:A2 A:A3 A:B1 A:B1 A:C1 C:A1 C:A2 C:B1 C:B2 C:C1 PS:A1	I
Assist students in the application process, preparation for and interpretation of standardized tests (ASVAB, PSAT, SAT, ACT, etc.)			X	A:B2 C:C2	C
Maintain work-study program placements and evaluations		X	X	C:A2 C:C1 C:C2 PS:A2	C
Manage Peer Tutor Program	X			A:A2 A:A3 A:B1	C

Instruct parents and students on financial aid and scholarship information			X	C:C2	C
Prepare and maintain all state and year-end reports			X		N
Organize Scholarship Committees, schedule meetings and file appropriate forms			X		N