



**Franklin Central School District
School Counseling Program Plan
2020-2021**



New York State School Counseling Regulations

§100.2(j) School Counseling

AMENDMENT TO THE REGULATIONS OF THE COMMISSIONER OF EDUCATION

Subdivision (j) of section 100.2 of the Regulations of the Commissioner of Education shall be amended, effective July 1, 2017, to read as follows:

(j) Guidance programs and comprehensive developmental school counseling/guidance programs.

(1) Guidance programs for public schools for school years prior to the 2019-2020 school year and for non-public schools.

(i) Public Schools. Each school district shall have a guidance program for all students.

[(i)](a) In grades K-6, the program shall be designed in coordination with the teaching staff to 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.

[(ii)](b) In grades 7-12, the guidance program shall include the following activities or services:

[(a)](1) 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;

[(b)](2) 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;

[(c)](3) other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors, or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and

[(d)](4) the services of personnel certified or licensed as school counselors.

[(iii)](c) Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

[(2)](ii) Nonpublic schools. Each nonpublic secondary school shall provide a guidance and counseling program for students in grades 7-12.

(2) Comprehensive developmental school counseling/guidance programs. Beginning with the 2019-2020 school year, each school district shall have a comprehensive developmental school counseling/guidance program, for all students in kindergarten through grade 12. Each school district shall also ensure that all students in grades kindergarten through twelve have access to a certified school counselor(s), which for the city school district of the City of New York and the city school district of the City of Buffalo shall include a licensed guidance counselor(s) pursuant to Part 80 of the Commissioner's regulations.

(i) For all grades kindergarten through twelve, district and building level comprehensive developmental school counseling/guidance programs shall prepare students to participate

effectively in their current and future educational programs as age appropriate, and be designed to address multiple student competencies including career/college readiness standards, and academic and social/emotional development standards. The comprehensive developmental school counseling/guidance program (“program”) shall include the following activities or services:

- (a) In grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with the teaching staff, and any appropriate pupil personnel service providers, for the purpose of preparing students to participate effectively in their current and future educational programs, to provide information related to college and careers, and to assist students who may exhibit challenges to academic success, including but not limited to attendance or behavioral concerns, and where appropriate make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports.
 - (b) For students in grades six through twelve, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans. For a student with disability, the plan shall be consistent with the student’s individualized education program;
 - (c) school counseling/guidance core curriculum instruction for the purpose of addressing student competencies related to career/college readiness, academic skills and social/emotional development by a certified school counselor(s);
 - (d) other direct student services which may include, but need not be limited to, responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement, for the purpose of enabling students to benefit from the curriculum, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement. Provided that nothing herein shall prohibit certified or licensed school psychologists or certified or licensed school social workers pursuant to Part 80 of the Commissioner’s regulations from providing other direct student services within their applicable scope of practice;
 - (e) indirect student services which may include but need not be limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy, and teaming.
- (ii) Each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner in which the district shall comply with the requirements of this subdivision. In the case of the City School District of the City of New York, the Department of Education shall submit separate plans for each community school district, for the High School Division and for the Special Education Division.

Such district and building level plans shall be developed by or under the direction of certified school counselor(s) and be updated annually, available for review at the district offices and each school building, and made available on the district's website.

(a) Each plan shall be developed annually and shall include program objectives, activities, program development and maintenance planning, school counseling curriculum, professional development planning, evaluation methods based on data analysis of program results and closing the gap analysis reports to inform program improvement, and assessment of the resources necessary to support positive student outcomes.

(b) Each plan shall also include the preparation of a program outcomes report that includes an analysis of all systematic components of a comprehensive developmental school counseling/guidance program as defined by this subdivision. Such report shall be annually presented to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

(iii) Each school district shall establish a comprehensive developmental school counseling/guidance 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, teachers, certified school counselors and other pupil personnel service providers in the district including school social workers and/or school psychologists). In the case of the City School District of the City of New York, the Department of Education shall establish a comprehensive developmental school counseling/guidance program advisory council for each community school district. The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program. The advisory council shall create and submit an annual report to the board of education, or in the case of the City School District of the City of New York, the Chancellor of the City School District of the City of New York, or to the extent provided by law, the board of education of the City School District of the City of New York.

(3) Nothing in this section shall be construed to authorize any individual to provide professional services where certification is required under Part 80 of the Commissioner's regulations or where licensure is required under Title VIII of the Education Law.

Mission, Vision, and Core Beliefs



Franklin Central School District
DELAWARE LITERARY INSTITUTE



Mission:

Educate and empower all students to maximize their potential as learners and citizens.

Vision:

Provide an innovative, world-class education that propels each student to grow and succeed.

Core beliefs:

- All students have an equal opportunity to learn.
- We provide a safe and secure environment.
- Students thrive in a positive, nurturing environment that encourages learning and creativity.
- We treat all with respect.
- We value and practice open, honest communication.
- We work hard and are responsible for our actions.
- Our educators and staff continuously strive to enhance their knowledge and skill.
- A partnership among school, family and community is essential to our success.
- Our school is the heart of the community.

Counseling Services

The guidance department at Franklin is responsible for addressing the academic, career, and personal/social needs of all students. Some of the services offered by our school counselor and/or school social worker include individual planning with students, career guidance and exploration, individual counseling, group counseling, crisis mediation, and consultation between the students, parents, and teachers when necessary. Services offered through the Guidance Department are available to all students and are assumed to be permissible to the parent unless we receive specific verbal or written requests not to provide the services. We believe in advocating for all students to help them become successful, responsible individuals in the community.

Rationale for School Counseling Program

The primary goal of school counseling programs is to promote and enhance student learning through three broad and interrelated areas of student development. 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 preventive in its 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.

School counselors provide direct services (counseling, guidance curriculum) as well as indirect services (consultation and collaboration with administrators, teachers and families; coordinating of program activities). School counselors are student advocates who promote the development of the whole child. Research studies continue to demonstrate that healthy social emotional development is necessary for students to learn in school.

Components of the Program

The components of the comprehensive school counseling program include individual student planning, school counseling curriculum, responsive services, and system support.

Individual Student Planning: Counselors monitor students' progress so they may achieve success in academic, personal/social, and career areas. This may be accomplished through:

- Individual or Small Group Advisement: Work directly with students on achieving success in personal/social, academic, and career areas. Work with students in analyzing and evaluating abilities, interests, skills, and achievement. Provide advisement and support provided during post-secondary planning, including the college selection and application process, military and employment.
- Assessment: Coordinate student assessments
- Student Progress: Coordinate 5-week progress reports and report cards every 10 weeks.
- Placement: Collaborate with school staff in determining the proper educational setting for students as they meet their academic and social goals.
- Case Management: Monitor individual students' progress.

School Counseling Curriculum: The counseling curriculum provides developmental activities that address academic, career and personal/social needs of students K-12. This is accomplished through:

- Classroom Activities: School counselors present lessons in the classroom
- Group Activities: School counselors conduct group activities outside of the classroom to address students' particular needs

Responsive Services: School Counselors provide support and interventions to meet the needs of students. This is accomplished through:

- Individual and Small Group Counseling: Short-term counseling is provided for students experiencing social, emotional, personal, or academic difficulties.
- Crisis Counseling: Short term counseling that is provided to students, families or staff as an immediate intervention to a crisis.
- Referrals: Counselors connect families to appropriate resources as needed (Mental health, substance abuse, social services, housing, etc.).
- Consultation: School counselors collaborate with families, school staff and community agencies to develop interventions for students.

System Support: School counselors assess the effectiveness of the counseling program. This is accomplished through:

- Collaboration: School Counselors participate in district wide and building committees.
- Professional Development: School counselors regularly participate in training, conferences, and meetings to update knowledge and skills.
- Program Promotion: School Counselors provide orientation and information regarding the programs to the greater community via meetings, counseling newsletters and presentations, and parent nights.

- Coordination of School-Wide Events: The Guidance office coordinates the 7-11 school wide awards ceremony and graduation each year
- Data Management: School Counselor oversees the Student Management System (School Tool)

Covid 19 Implications

The Counseling office by design is prepared to address all academic, professional, and social/emotional needs of students. In response to Covid-19 the following bullet points will be of particular focus:

- Franklin CSD has formed an advisory committee of multiple stakeholders that will address all Social Emotional needs. We will be cognizant of preventive and intervention measures to ensure the mental health needs of our students are served.
- Social Emotional support will be available for all students. Virtual, Individual, Small Group, and Classroom delivery will be used strategically to best address the student needs.
- An anonymous reporting form will be available on the guidance web page to share any and all mental health related concerns.
- The Counseling office will be the first point of contact for any and all student concerns pertaining to earning credits, fulfilling graduation requirements (both credit and exam based) and professional planning.
- Professional Learning opportunities will be available to assist staff in supporting the needs of our students.

Current School Counseling Office Staff

(607) 829-3551 extension 304

Brendan Coyle, School Counselor

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Jennifer Potrzeba, School Psychologist

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Jayne Bolton, School Counseling Office Secretary/ School Registrar

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School Counseling Plan

Individual Student Planning

1. Advisement:

- a. Annual Review of education planning and New York State Career Plan document (Grades 6-12)
- b. Student/parent post-secondary planning meetings 11th-12th
- c. Academic Planning, including individual student course selection and schedule development
- d. Facilitate all activities related to the college selection and application process, including:
 - i. Coordinate college visits, attendance at regional College Fair events (SUNY Cobleskill, SUNY Delhi), and representative visits to school
 - ii. Guide students through all aspects of the college application process, including fee waiver applications, coordinating student requests for recommendations from teachers,
 - iii. Write School Counselor recommendations to accompany college applications
 - iv. Collaborate with local colleges (SUNY Delhi, SUNY Broome, and Hartwick) to offer college information both in class and on college campuses.
 - v. Oversee activities related to paying for college, including providing scholarship information and guiding students through the application process, and planning events such as Senior Parent Night.
- e. Facilitate all activities related to military and employment post-secondary options, including:
 - i. Arrange job shadowing opportunities
 - ii. Coordinate with CDO Workforce to offer students summer employment opportunities
 - iii. Coordinate with Access VR
 - iv. Coordinate military recruiter visits, and participate in meetings with students

2. Assessment:

- a. Assist with coordination and administration of NYS Regents Testing (Developing the proctor scheduling, and planning for testing accommodations)
- b. Communicate with parents in writing about assessment results, including information about Academic Intervention Services (AIS). Meet with parents as needed to discuss results and plan for student services.
- c. Coordinate administration of PSAT, including facilitating student registration and waiver applications, arranging approved accommodations, and proctoring examinations. Assist students with interpretation and decision-making related to assessment results.

3. Placement:

- a. Screen all new students for proper placement, including request for documentation from prior districts
- b. Coordinate visitations to BOCES Career and Technical Education (CTE) and assist students with decision-making and application process.
- c. Oversee student access to College in the High School Program and College Now program with SUNY Delhi and TC-3 including student registration in course offerings
- d. Facilitate student access to enrichment opportunities, including, SAT Preparation course, 8th and 11th grade leadership conferences, STEM, Summer camps and other related activities
- e. Coordinate student enrollment in summer school

School Counseling Curriculum

- 1. Classroom Activities:
 - a. Coordinate the delivery of curriculum from service providers, including:
 - i. Alcohol and Drug Abuse Council of Delaware County, and Too Good For Violence and Drugs (grades K-12)
 - b. Deliver classroom guidance lessons on a variety of topics, including:
 - i. Bullying Prevention lessons
 - ii. Personal Safety Lessons (K-6)
 - iii. Second Step life skills program (gr. 6-8)
 - iv. College Entrance Exams: SAT, ACT (Grade 11)
 - v. College and Career Lessons: Various in collaboration with English teachers and senior seminar teacher (grades 9-12)
- 2. Large Group Activities:
 - a. Coordinate assemblies on a variety of school-counseling related topics, such as Cyber safety, Anti-Bullying, Health and Wellness, (FBI, State Police, AVP)
 - b. Host and Coordinate parent nights for incoming high school students and seniors.
 - c. Dignity Day: Support programming with AVP

Responsive Services

- 1. Individual and Small Group Counseling
 - a. Provide short-term counseling for students experiencing social, emotional, personal, or academic difficulties.
- 2. Crisis Counseling
 - a. Provide short term counseling student and families as an immediate intervention to a crisis.
- 3. Referrals
 - a. Coordinate referrals to community agencies, including providers of mental health counseling, substance abuse services, and grief support services (camp).

- b. Refer families to Department of Social Services as appropriate, for financial support, Person In Need of Supervision (PINS) program, and support services
4. Consultation
 - a. Consult with parents, teachers and community agencies to develop interventions with students
 - b. Attend Committee for Special Education (CSE) meetings to participate in decision-making and planning to meet students' needs
 5. Coordinate and attend parent conferences as requested by parent, teacher, administrator

System Support

1. Teaming
 - a. Participate in team meetings to meet the needs of students, including Committee for Special Education (CSE) and Crisis Team, Middle School Team
 - b. Coordination of Academic Intervention Services 7-12
 - c. Member of the LINKS
 - d. Member of the crisis team
 - e. Member of the Superintendents Advisory Council
2. Professional Development
 - a. Attend Counselor meetings locally every month and state wide every year, to stay abreast of current issues and trends in the area of school counseling.
 - b. The Delaware County Counselor's Association hosts a spring college fair every year. Franklin is one of the coordinators of the fair using google docs for registration and program promotion
 - c. Attend semi-annual Counselor Meetings in regard to Career and Technical Education at the DCMO Harrold Campus
 - d. Provided resources and training opportunities for teachers and staff in regard to relevant curriculum (Social/emotional health, Bullying prevention, suicide prevention, etc.)
 - e. Dignity Act Coordinator Training: Attend and turnkey workshops in regard to promoting a positive school climate free from harassment on a variety of issues.
3. Program Promotion
 - a. Develop various materials for distribution, including Guidance Notices to be distributed with report card mailings, newsletter, email and informational releases for the Board of Education.
 - b. Email parents in regard to relevant programs, resources and reminders
 - c. Attend annual Open House
4. Coordination of School-Wide Events
 - a. Plan, coordinate, and oversee annual academic awards ceremonies for Middle School, High School,
 - b. Coordinate Graduation. Present awards to students during events.

5. Data Management:

- a. Oversee PowerSchool Student Management System
 - i. Provide teacher support
 - ii. Coordinate grading and report card distribution
- b. Coordinate the scheduling component in PowerSchool SMS
 - i. Maintain courses in PowerSchool
 - ii. Enter student course selections
 - iii. Print and mail student schedules

Calendar of Responsibilities

September

- Schedule Changes (first two weeks)
- Academic & Career Planning Senior Meetings with parents and students held
- 8th Grade Leadership Conference-Vote/Permission
- PSAT Promotion to 10th and 11th. Classroom presentation

October

- PSAT given on Campus
- “College Day” field trip is scheduled for Seniors and Juniors
- DAR Good Citizen Award Memo to faculty and students for vote
- Support AVP activities and workshops

November

- Update and review files of new students after 1st quarter. Check progress
- End of Marking period/Report Cards
- CASSC Leadership Conference for juniors
- Nominate two Seniors for Regents Academic Excellent Scholarship

December

- Academic & Career Planning Sophomore Meetings with students held
- Mail out Progress Reports and Letters to parents for notification and calendar of midterms and regents

January

- Academic & Career Planning Freshman Meetings with students held
- End of Marking period, print Report Cards
- Final Ranking/GPA for Senior Class-announce Val & Sal
- Coordinate BOCES 8th & 10th grades visit with BOCES

February

- HOBY Promotion (solicit candidates)

March

- BOCES informational visit for 8th grade students
- BOCES CTE visit for interested 10th grade students
- Academic & Career Planning Junior Meetings with parents and students held
- Print and Mail Progress Reports (grades 4-12)
- Boys State (solicit and apply)

April

- End of the 3rd quarter Marking Period/Report Cards
- American Legion Good Citizen Award-Vote 8th grade class/top 3 to faculty
- Award Lists to 7-12 grade faculty for Awards Ceremony
- College Day Field Trip hosted by Delaware County Counselors Assoc.
- Elementary Early College Awareness Project

MAY

- Scholarship meetings held 1st week of May. Note: send letters to families and Scholarship members of selection of students.
- ACCES-VR: check that all referrals of qualifying students have been made
- Middle School Student Meetings

- Mail 3rd quarter potential course failure list with averages to all students at risk in grades 7-12 home to parents
- Finalize Master Schedule

June

- Promote and Collect CDO Workshop Summer Youth applications
- Plan and run awards assembly for grades 7-12
- Plan and run Graduation ceremony
- Coordinate summer school enrollment.
- Student schedules