

WHITEHALL CENTRAL SCHOOL DISTRICT

COMPREHENSIVE SCHOOL COUNSELING PROGRAM



Document Submission May 2025 for adoption and implementation during the 2025-2026 Academic Year

Original Document Submission: May 2019 for adoption and implementation during the 2019-2020 School Year

I. INTRODUCTION

Recognizing the value of school counseling in our schools, the Whitehall Central School District has agreed to adopt a comprehensive school counseling and guidance program.

An effective developmental comprehensive school counseling and guidance program provides a solid framework for ensuring that our students are well prepared to meet the academic, social/emotional and career challenges presented to them. These efforts support students in meeting academic standards, are integral to providing a safe and secure environment for learning, reduces dangerous and counterproductive risk taking behaviors, and enhances student resiliency. This plan will support the goals delineated in the district's shared decision making plan and will comply with all state guidelines and curriculum frameworks.

Highlights of New York State Part 100 Regulations - School Counseling Programs	
A school counselor's role is central to the success of students. School Counselors support students through individual and group counseling, college and career exploration instruction, assistance in crisis situations, and referrals to social workers, school psychologists or other professionals when specialized interventions are required for student success in school.	
Old Requirements	New Requirements
Each school district shall have a guidance program for all students	Beginning with the 2019-2020 school year, each school district shall have a comprehensive developmental school counseling/guidance program for all students in grades kindergarten (K) 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).
In grades K-6 the program shall be designed in coordination with the teaching staff.	Beginning with the 2019-2020 school year, in grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with teaching staff and any appropriate pupil personnel service providers.
In grades 7-12, the program shall include 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.	Beginning with the 2019-2020 school year, 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.
Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements.	Beginning with the 2019-2020 school year, each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner for compliance with this subdivision. Such district and building level plans shall be updated annually, available for review at the district offices and each school building, and made available on the district's website.
N/A	Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements. NA 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 providers in the district including school social workers and/or school psychologists). The advisory council shall meet no less than twice each 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 school counselors in the district have reviewed several state, district and school models of comprehensive school counseling programs, as well as literature from experts in the field, and have created this document, which best represents our own goals, aspirations, and district operating philosophy.

This plan has been written to reflect an organizational framework and approach based on the ASCA's National Model, the NY Curriculum Frameworks, state standards and current best practices. Language used in the document is consistent with comprehensive developmental models. This language gives structure to the program, enables straightforward communication at all levels, and a basis for results evaluation. We have updated this plan, annually, to reflect our efforts grades PreK-12 moving forward regarding curriculum focused in programming reviewed, researched and completed in preparation for this document.

Further, this plan has been prepared for Board of Education approval for an annual review occurring each school year. As part of said process, we will continue to collect information to document counseling and guidance efforts for PreK-12 and will annually submit a revised plan when the substance of this plan requires revision.

Part 100 Regulations

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

Each school district shall have a guidance program for all students.

1. (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.
2. (b) In grades 7-12, the guidance program shall include the following activities or services:
3. (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;
4. (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;
5. (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

6. (4) the services of personnel certified or licensed as school counselors.

7. (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 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.

II. FOUNDATION

Every student will acquire the academic, career and personal skills to reach their highest educational potential, having the ability to successfully manage their lives as healthy, responsible, competent and productive citizens who respect themselves and others. A comprehensive school counseling program is an integral component of the total education experience, providing educational opportunities for intellectual development, effective communication, personal growth and social responsibility. The school counselors work in partnership with students, staff, parents, community members, institutions of higher learning and employers. These efforts are geared toward preparing students to become effective learners, to achieve success in school, to live successful and rewarding lives and to become positive contributors to our society.

Whitehall CSD Counseling Philosophy Statement

All students at all grade levels should have access to a full-time certified school counselor and have a right to participate in the school counseling program. It is based on the belief that each student possesses intrinsic worth and specific rights, and is a unique and dynamic person capable of personal growth, lifelong learning and self-direction. Currently (2024-2025 Academic year), all students in grades PreK-12 have access to a full time counselor, this will continue into the 2025-2026 academic year. Our program is based on specified goals and is an integral part of the students' education, through which students prepare for meaningful and rewarding lives as productive members in a changing society. Many of the school counseling related duties in grades are supported by additional staff within our district including School Social Workers, Social Work Associates, Community Mental Health Partners, Teachers, and School Psychologists.

This plan is intentionally designed to be developmental in nature and contains activities that are organized and implemented by certified school counselors, teachers, and administrators, and other staff in collaboration with students, parents/guardians, and members of the local community. The comprehensive program is utilized to meet the needs of all students (PreK-12) in three domains – academic, social/emotional, and college and career. The developmental aspect of the school counseling program focuses on attaining results related to skill acquisition and prevention, while the remedial aspect of the program ensures the provision of services that respond to immediate needs and concerns of students.

Role of the School Counselor

In the Whitehall School District, the role of the school counselor is to support students within the Whitehall CSD Comprehensive School Counseling and Guidance Program by facilitating student development in academic, college and career and personal/social areas. The school counselor is a

trained and certified professional, who works with students, administrators, teachers, parents and the community to promote a safe and successful learning environment. The school counselor assists all students within the total educational program to become effective learners, responsible citizens, and contributing members of society. On-going communication and information exchange with parents/guardians are vital to all aspects of the School Counseling Program and is a key part of the counselor's role.

School Counseling Curriculum

School counselors plan, implement and evaluate developmental **comprehensive school counseling curriculum** programs that address the needs and priorities of their individual schools. Their work is further differentiated by attention to age-specific developmental stages of student growth, and by the needs, tasks, and student interests related to those stages. These programs are determined by needs assessments, integrated into the existing curriculum, and taught in collaboration with classroom teachers.

Individual Student Planning

School counselors coordinate **individual student planning** which consists of ongoing systemic activities designed to help individual students establish personal goals and develop future plans.

Responsive Services

School counselors deliver **responsive services** to all students to meet their immediate needs and concerns. These services can be delivered through such strategies as consultation, individual and small group counseling, classroom instruction, mediation, crisis counseling, and referrals to outside agencies.

System Support

System support is an essential element of school counseling. System support consists of management activities that establish, maintain and enhance the entire school-counseling program.

Counselors incorporate organizational processes and tools to ensure the program is structured, concrete, clearly delineated, and reflective of the school's needs. These processes and tools further ensure that the primary focus of the professional school counselor's time is the delivery of direct service with students.

School counselors engage in regular evaluation of their programs and practices to demonstrate program effectiveness in measurable terms using immediate, intermediate, and long-range data to show the impact on students and student performance. These results are also used to inform the ongoing evolution of the counseling program. Counselors use their leadership and advocacy skills to promote systemic change by adhering to ethical, legal and professional standards that are outlined in the American School Counselor Association's National Model. The standards of practice additionally form the basis for evaluating the performance of the plan.

School counselors are involved regularly in updating and sharing their professional knowledge and skills. They consult, collaborate and team with colleagues, parents and administration regularly in order to provide information to support the school community and to receive feedback on the emerging needs of students.

In addition, school counselors plan and manage tasks needed to support activities conducted in the school counseling program. This includes fulfilling responsibilities as a staff member such as; budgeting, facilities, policies and procedures and research and resource development. Finally, school counselors advocate and educate the public as to the role of the professional school counselor.

Whitehall CSD Counseling Mission Statement

The Whitehall CSD Comprehensive School Counseling Program is designed to promote the formation of productive and responsible community members by enhancing the academic, career, and social/emotional development of all students.

Whitehall CSD School Counseling Beliefs

The Whitehall CSD Comprehensive School Counseling Program is based on the American School Counselor Association (ASCA) National Model. The program aims to be preventative, proactive, and collaborative in addressing the diverse needs of the school.

The school counselors in the Whitehall CSD believe:

- All students can achieve success.
- Every student is valuable and should be treated with dignity and respect.
- All students will have access to high quality school counseling services provided by a full-time licensed, professional school counselor.
- Student diversity is considered in the design and delivery of school counseling services.
- All students can expect that school is a safe and nurturing environment.

The Whitehall CSD Comprehensive School Counseling Program:

- Is an integral part of the total educational process of the Whitehall CSD.
- Is planned, coordinated, managed, and evaluated by the school counselors.
- Is available to all students to assist them with academic, career, and personal/social needs.
- Promotes student learning.
- Encourages supportive, positive parental involvement in the schools.
- Helps build a positive school culture by encouraging collaboration among school counselors, teachers, administrators, parents and the community to further student achievement.
- School counselors continuously refined and improved through systematic review and evaluation of student performance data.

All school counselors in the Whitehall CSD:

- Engage in scholarly professional development activities.
- Are guided by the *ASCA National Model, ASCA Mindsets and Behaviors, and Ethical Standards of ASCA*.
- Adhere to *The New York State Model for Comprehensive K-12 School Counseling Programs*
- Are evaluated according to *The New York State Model for Comprehensive K-12 School Counseling Programs, ASCA National Model, Ethical Standards of ASCA*, and reviews from the District's School Counseling Advisory Committee.

Domains and Standards

The Whitehall CSD Comprehensive School Counseling Program enables all students from Grades PreK-12 to achieve success in school and to develop into contributing members of our society through activities pertaining to the academic, college and career and social/emotional domains derived from ASCA's *National Standards for Students (Competencies and Indicators)*, and the *New York State Standards*.

Standard A - Academic Development:

- A. Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school across the lifespan.
- B. Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.
- C. Students will understand the relationship of academics to the world of work, and to life at home and in the community.

Standard B - Career Development

- A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- B. Students will employ strategies to achieve future career goals with success and satisfaction
- C. Students will understand the relationship between personal qualities, education, training, and the world of work.

Standard C - Personal/ Social Development

- A. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
- B. Students will make decisions, set goals, and take necessary action to achieve goals.
- C. Students will understand safety and survival skills.

(Reprinted from American School Counselor Association, 2003, pp.81-86)

The ASCA Mindsets & Behaviors for Student Success: K-12 College and Career Readiness Standards for Every Student

Each of the following standards can be applied to the Academic, Career and Social/Emotional Domains

Grade-Level Competencies

Grade-level competencies are specific, measurable expectations that students attain as they make progress toward the standards. As the school counseling program's vision, mission and program goals are aligned with the school's academic mission, school counseling standards and competencies are also aligned with academic content standards at the state and district level.

ASCA Mindsets & Behaviors align with specific standards from the Common Core State Standards through connections at the competency level. This alignment allows school counselors the opportunity to help students meet these college- and career-readiness standards in collaboration with academic content taught in core areas in the classroom. It also helps school counselors directly align with academic instruction when providing individual and small-group counseling by focusing on standards and competencies addressing a student's developmental needs. School counselors working in states that have not adopted the *Common Core State Standards* are encouraged to align competencies with their state's academic standards and can use the competencies from the *ASCA Mindsets & Behaviors* as examples of alignment.

Category 1: Mindset Standards

School counselors encourage the following mindsets for all students

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

M 2. Self-confidence in ability to succeed

M 3. Sense of belonging in the school environment

M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success

M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes

M 6. Positive attitude toward work and learning

Category 2: Behavior Standards

Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Demonstrate critical thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with other students
B-LS 3. Use time-management, organizational and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4. Apply self-motivation and self-direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	B-SS 5. Demonstrate ethical decision-making and social responsibility
B-LS 6. Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long- and short-term academic, career and social/emotional goals	B-SMS 7. Demonstrate effective coping skills when faced with a problem	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams
B-LS 8. Actively engage in challenging coursework	B-SMS 8. Demonstrate the ability to balance school, home and community activities	B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary

B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions	B-SMS 9. Demonstrate personal safety skills	B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participate in enrichment and extracurricular activities	B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	
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III. PROGRAM DELIVERY SYSTEM

Curriculum Component

The Whitehall CSD Comprehensive School Counseling and Railroader Guidance Program curriculum is a statement of structured experiences that all students should learn in a systematic and sequential manner. The curriculum component consists of student competencies and structured activities presented through regular education classrooms and group activities. These activities may include a variety of resources and materials. The curriculum is organized around three major developmental domains: *knowledge of self and others, educational development, and college and career planning and exploration.*

The purpose of this Comprehensive School Counseling Curriculum document is:

- to provide students with knowledge of normal growth and development
- to promote positive personal growth
- to assist students to acquire and use skills necessary for fulfillment in their many life roles.

While the counselor's responsibility includes the organization of the counseling curriculum, other faculty and staff participate in its implementation. Integration into the existing curriculum framework will ensure positive results.

Individual Student Planning

Individual student planning consists of school counselors who coordinate ongoing systemic activities designed to help students establish personal goals and develop future plans. School counselors coordinate activities that help all students plan, monitor and manage their own learning as well as meet competencies in the areas of academic, career and personal/social development. Within this component, students develop the capacity to evaluate their educational, occupational and personal goals. School counselors help students make the transition between successive levels of schooling, from school to the workplace, and from school to higher education or career/technical training. These activities are generally delivered on an individual basis or by working with small groups in and out of the classroom. Parents or guardians and other school personnel are often included in these activities.

Individual planning with students is implemented through such strategies as:

- ***Individual or small group appraisal:*** School counselors work with students analyzing and evaluating students' abilities, interests, career readiness skills and achievement. Test information and other data are often used as the basis for helping students develop immediate and long-range plans. Counselors meet with students for annual reviews and to develop academic plans.
- ***Individual or small group advisement:*** School counselors advise students using personal/social, educational, career, and labor market information in planning personal, educational and occupational goals. The involvement of students, their parents/guardians, and the school in planning programs that meet student needs is critical.

Responsive Services

The responsive services of the Whitehall CSD Comprehensive School Counseling Program and Curriculum exist along a continuum from prevention activities to crisis management and are designed to address students' immediate and/or urgent needs. Programs and activities are implemented to assist students with relationship difficulties, personal concerns, normal developmental challenges, and other conditions adversely impacting students in the realm of academics, personal/social development, or career development.

Students may self-refer for services. Teachers, other staff members, or parents/guardians may also refer a student to a school counselor. The counselor responds to students' needs in the form of short-term individual counseling, small group counseling, classroom counseling programs and crisis counseling; including suicide intervention, mediation, and referrals. Consultation and collaboration with school personnel, parents, and community mental health providers are also a regular part of responsive services.

The nature of individual and group counseling provided by school counselors is generally short-term and psycho-educational. That is, the school counselor does not provide medically based therapy. When students present a need for services beyond the scope of the school counselor's role, the counselor will make a referral to the appropriate community providers.

System Support

System support consists of management activities that establish, maintain and enhance the comprehensive school counseling program. These activities include:

- Program evaluation and assessment
- Professional development
- School staff and community public relations
- Community outreach
- School Counseling Resources
- Program operations and management

Program Evaluation and Assessment are the keys to evaluating program outcomes and continued development of curriculum to improve the counseling program. Yearly assessment of goals and program outcomes provides useful data to communicate the effectiveness of the school counseling program. The *ASCA Program Audit* is one tool that may be used to conduct this assessment.

Professional Development ensures that counselors regularly update their knowledge and skills. This professional development should focus on those skills associated with the role of the school counselor. The comprehensive school counseling program supports this focus and minimizes the time counselors spend in non-related professional development activities. School Counselors attend

local Adirondack School Counseling Association meetings, participate in counseling webinars, state and local conferences, community agency training, and other professional development opportunities.

School Staff and Community Public Relations provide information on the nature and services of the comprehensive counseling programs through presentations to parents, staff and community organizations. This activity promotes a clear understanding and positive awareness of the scope of the school counseling function.

Community Outreach enables school counselors to be more knowledgeable about community resources and services. Making connections and maintaining active networking with local and area agencies is an important part of an effective comprehensive school counseling program.

School Counseling Resources encompass a variety of research materials such as self-help booklets, career and employment information materials, guides for post-secondary planning, newsletters and other information. The materials are either acquired or created in-house, based on identified needs of students and other groups.

Program Operations and Management includes planning and other tasks needed to support all of the activities associated with a comprehensive program, including the development and monitoring of budget, facilities, staffing and personnel, and equipment needs on a yearly basis.

IV. MANAGEMENT

Counseling Department Communication

While counselors' specific duties and the allocation of their time and workload will vary from school to school, it is important to have consensus within each building on the scope and nature of the delivery of services by each counselor. Accordingly, the school counseling department meets at the beginning of each year to review the expectations and responsibilities of the counseling staff under the supervision of the Director of Guidance, School Counseling Department Lead, or designee appointed by Administration. These activities are reviewed on a regular basis and may be updated and/or revised as necessary to reflect changing priorities, needs, and conditions.

District Targets and Goals

School counselors will support district targets and goals by clearly identifying building based needs, and implementing specific steps to support progress in selected district efforts. Data will be reviewed by the school counseling team on a regular basis. Action steps will be identified concretely and shared with building administrators.

Lesson Plans

To successfully deliver classroom lessons related to the school counseling core curriculum, the importance of lesson planning cannot be overstated. School counselors have limited time to spend in classrooms, and it is imperative to give enough time and thought about what will be delivered, to whom it will be delivered, and how it will be delivered, and how student attainment of the competencies will be developed (ASCA National Model).

Use of Data

Data collection provides the school counseling program with information needed to evaluate the program as it relates to students' progress. Data collection occurs both before and after the counseling activity to document what worked, what did not work, and what changes or improvements should be considered and recommended.

Programs can be assessed for effectiveness during implementation. Data is primarily collected on three different schedules. Short-term data provide an immediate evaluation of the activity. Intermediate data collection occurs over a longer period of time and can serve as a benchmark or indicator of progress toward a particular set of goals. Long-term data collection occurs over an extended period of time and measures the activity's overall results for students, and the corresponding impact on student learning.

Use of Time

The proportion of time devoted to the different functional areas of individual planning, responsive services, and system support will vary according to the level of the school, the needs of the students, the number of counselors in the school, and the number of students each counselor is assigned to serve. Primary consideration must be given to the needs of the students as determined by assessment measures. Non-counseling activities should be kept to an absolute minimum in order to minimize the potentially negative effect on results.

Below adaptation chart is a list of appropriate and inappropriate school counseling activities based on the *American School Counselor Association's National Model for School Counseling Programs* (pp. 45, National Model)

Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
Collaboration with Admin on Master Schedule Development	Creating/Building the Master Schedule for Students and Faculty
Individual student academic program planning	Coordinating paperwork and data entry for all new students.
Interpreting cognitive, aptitude and achievement tests	Coordinating cognitive, aptitude and achievement testing programs
Providing counseling to students who are tardy or absent	Signing excuses for students who are tardy/absent
Providing counseling to students who have disciplinary problems	Performing disciplinary actions or assigning discipline consequences
Providing counseling to students as to appropriate school dress	Sending students home who are not appropriately dressed
Collaborating with teachers to present school counseling core curriculum lessons	Teaching classes when teachers are absent
Analyzing grade-point averages in relationship to achievement	Computing grade point averages
Interpreting student records	Maintaining student records
Providing teachers with suggestions for effective classroom management	Supervising classrooms or common areas
Ensuring student records are maintained as per state and federal regulations	Keeping clerical records
Helping the school principal identify and resolve student issues, needs and problems	Assisting with duties in principal's office
Providing individual and small-group counseling services to students	Providing therapy or long-term counseling in schools to address psychological disorders (see Responsive Services on page 86 of the ASCA National Model for more information on therapy.)
Advocating for students at individual education plan meetings, student study teams and school attendance review boards	Coordinating schoolwide individual education plans, student study teams, and school attendance review boards
Analyzing disaggregated data	Serving as a data entry clerk

Calendars

Since school counselors devote a large part of their time to direct service to students, it is important that they make effective use of time management in implementing the curriculum and individual planning program components. A written plan, incorporating a calendar for the scheduling of service delivery on a monthly and yearly basis, but with allowances for flexibility as needs arise, is developed and maintained by each counselor and by each school's guidance and counseling staff. In addition to contributing to the effective use of the counselor's time, the calendar is a valuable tool in establishing their responsibilities, and documenting activities, workload, and program outcomes.

In developing calendars, individual schools are guided by the percentages of time needed for each program component (curriculum, individual planning, responsive services, and system support). Once the timelines are established, a schedule for delivering the curriculum and individual planning sessions is developed and implemented.

Since individual planning sessions are delivered to all students, it is advisable to set up time ranges that permit the counselor greater flexibility in completing these sessions. If counselor/student ratios preclude offering individual planning meetings, group sessions may be substituted.

School counselors, in concert with building administrators, must determine an appropriate schedule for the implementation of this plan in their school. Specific building level calendars followed by school counselors are available upon request.

V. IMPLEMENTATION

Implementation History of the Whitehall CSD Comprehensive School Counseling and Guidance Program

School Years 2006-2014

- Develop district mission statement for school counseling program and formulate program rationale
- Discuss rationale for moving towards standards-based school counseling
- Identify potential changes from current practices and policies
- Identify beneficiaries of proposed changes
- Study ASCA National Model, other state and district models and implications for Whitehall CSD
- Explore Best Practices in school counseling
- Develop a working draft of the comprehensive school counseling and guidance plan

School Years 2014-2016

- Provide copy of model to Curriculum Committee/Administration
- School Counselor Lead present model to Administration/Department Chairs
- Present model to the School Board for approval
- Educate staff regarding revised plan
- Inform parents via various mediums
- Process feedback and make appropriate changes
- Review current counseling program through use of program review
- Obtain new ideas and set goals for improvement
- Identify and conduct appropriate professional development activities
- Monitor program implementation, evaluate and use results for program improvement
- Communicate strengths, needs and benefits of the program
- Review counselor evaluation process

School Years 2016-2018

- Updated Plan
- Collect evidence of school counseling based activities completed at Pre-5 grade levels

School Year 2018-2019

- Update plan and submit for Administrative/Board of Education approval
- Begin recommendations within proposal to reflect new guidance regulations that will be effective for the 2019-2020 academic year.

School Years 2019-2022

- Updated Plan, with transition back to Jr High/Sr High vs Middle and High School Model
- Collect evidence of school counseling based activities completed at Pre-6 grade levels

School Years 2022-2023 - current

- Review and update plan to include programming with added mental health/counseling support in Elementary levels.
- Addition of Crisis Response and Threat Assessment procedural policy and practice following district-wide training and additional professional development for the 2023-2024 academic year and beyond..

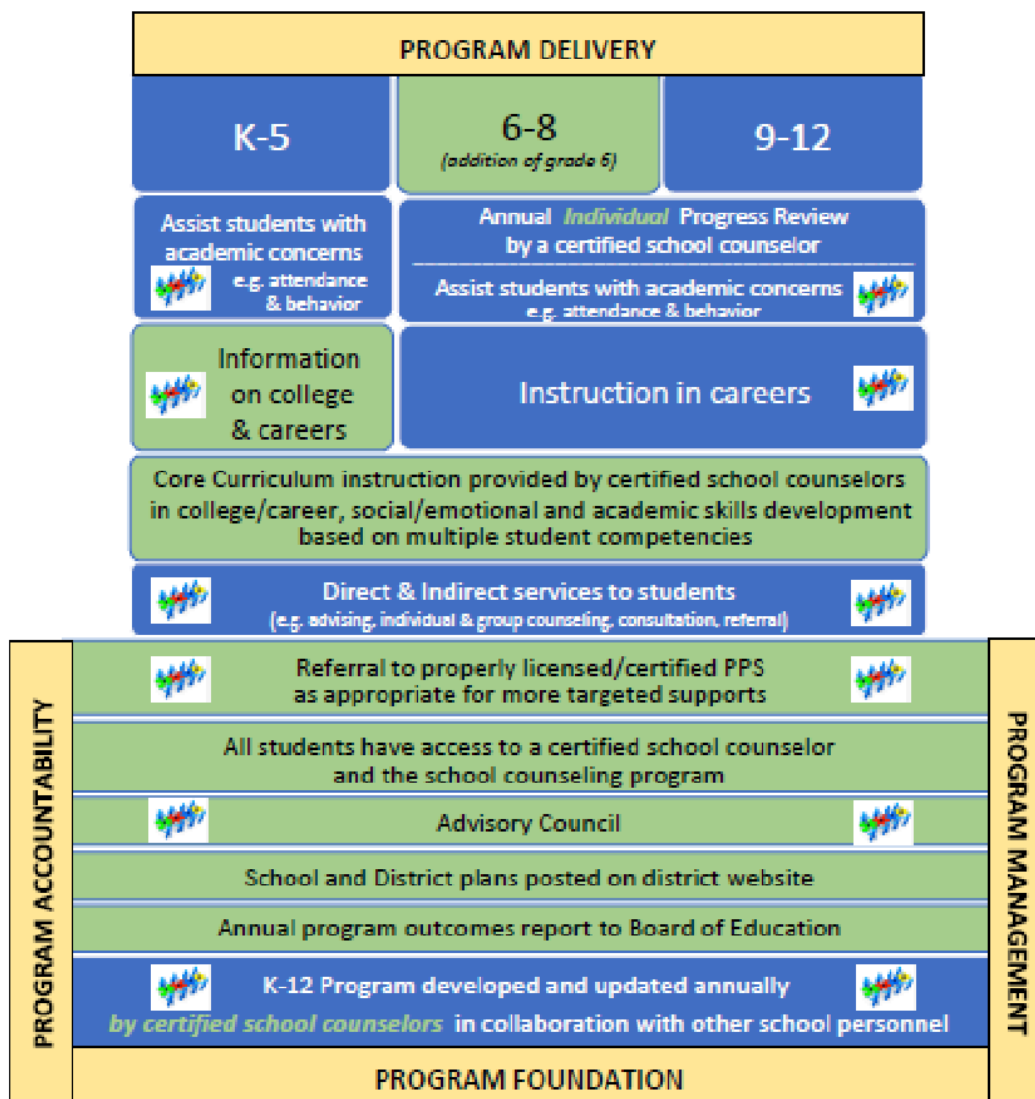
Implementation/Resources and Professional Development

School counselors demonstrate professional conduct and pursue professional growth through district sponsored counselor supervision and evaluation. They play an active role in identifying, scheduling, and conducting activities in support of this growth. They also attend state and local professional development programs, join professional associations, read professional journals and attend relevant workshops, conferences and courses sponsored by the school district, universities and other outside organizations. Counselors will at all times display a positive professional attitude and follow the ethical standards of their discipline.

Implementation Programming Guidelines and Target Areas

The following Phases outline the various programming and developmental grade levels impacted by the coordination and facilitation of the Whitehall CSD Comprehensive School Counseling Program and Railroader Guidance Curriculum. These are “living documents” meant to evolve with the needs of the students, school and community to best serve each group effectively and efficiently based on active evaluation and analysis of impact on the educational experiences of the student target population being served. Image below illustrates this systemic change in delivery of services. Ref: Part 100.2(j), 2019.

New + Old Requirements of NYSED Commissioner's Regulation Part 100.2(j)
School Counseling and Guidance Programs for Public Schools
(adopted July 1, 2017, to be implemented by September 2019)



Key:	New regulation	Old regulation
	Team approach: e.g. teachers, school social workers, school psychologists.	

WHITEHALL CENTRAL SCHOOL COUNSELING DEPARTMENT



COMPREHENSIVE SCHOOL COUNSELING PROGRAM



GRADES UPK-6

RAILROADER COMPREHENSIVE SCHOOL COUNSELING PROGRAM
PHASE I
ELEMENTARY SCHOOL COUNSELING

Students UPK -6 are expected to participate effectively in their educational program.

Outcomes:

Students will demonstrate an understanding of their current achievement. Students will maintain an interest in their achievement.

Evaluation Methods:

Teacher observation and evaluation. Student performance as indicated on standardized tests, state tests, and report cards.

Activity	Target Group	Staff	Others
Initial Screening	New Students PreK-6	Teachers, School Nurse	Reading Teachers
Psycho-ed evaluations	K-6 Students/parents	School Psychologists	Counselors, Teachers
Parent-Teacher Conferences	K-6 Parents	Teachers	Counselors
Report Cards	PreK-6 students/parents	Teachers	AIS Teachers, Support Staff
Child Study Team	PreK-6 Students	Teachers, School Counselors	Psychologist, Social Workers, CST Members
Career Awareness	Grades 4-6 students	Teachers, School Counselors	Community
Student of the Month Awards	Grades 1-6 students	Teachers, School counselors, administrators	
Junior High School Orientation	Grade 6 students	School counselors/administration	Teachers
After school academic help	Grades 1-6 students	Teachers, school counselors, administration	
Second STEP	Grades 1-6 students	School counselors	Teachers

Outcomes:

Identified students will demonstrate improved behavior in school.

Evaluation Methods:

Teacher/Staff Observation, Review of discipline referrals and behavior plans, Parent Feedback.

Activity	Target Group	Staff	Others
PBIS	PreK-3 students	Teachers, school social workers, administration	
School Based Counseling-small group & individual	PreK -6 students	School counselor, social workers, school psychologists	
Referrals to Outside Agencies	PreK -6 parents	School counselor, Social workers,	nurses
Behavior Plans/FBA	PreK -6 students	School counselor, social worker, school psychologist, teachers	Behavior specialist
Positive Action	Grades 4-6 students	Teachers, school counselor	
School Wide Assemblies: Act w/Respect, Cybersafety, Safety	Grades 1-6 students	Social worker, school counselor	Nurses
TCIS/Crisis Intervention	PreK -6 students	TCIS trained staff	
PINS referrals	Grades 1-6 students	School counselor, social worker, administration	Parents, DSS
Classroom observations/ teacher consultations	PreK -6 students	School counselor, social worker, school psychologist	Teachers
CPS referrals/interviews	PreK -6 students/families	School counselors/ social workers	All school staff

Outcomes:

Parents & Guardians will have a clear understanding of school programs and services provided for their children.

Evaluation Methods:

Parent Comments on report cards Participation in school events including WPTA

Activity	Target Group	Staff	Others
Open House	PreK-6	Teachers, school counselors, administrators	
Title I parent Meeting	PreK-6 parent/guardian	Teachers, school psychologist, CSE staff	
W-PTA	PreK-6 parent/community	teachers/staff, administration	
School Volunteers	PreK-6 parent/community	Teachers, administrators	
Progress Reports/IEP comments	PreK-6 parent	Teachers, school psychologists, school counselors, social workers	Related Service providers
Career Exploration	Grades 4-6 students	Teachers, school counselors	PTSA
School Orientations/New Students/Transfers	PreK-6 students and families	school counselors, social workers, administrators	Teachers
Assemblies- On Cyber Safety Personal Wellness, Respect and Physical Safety	PreK-6 students	School counselors, administration	Teachers
CSE or CST Meetings	PreK-6 parents	Administrators, CSE/CST staff, teachers	Related service providers
Parent Consults/Parent Training	PreK-6 parents	School counselors, school psychologists, social workers, administration	
Homeless Liaison/STAC forms	PreK-6 students, parents	School counselors, social workers	Homeless Liaison
CPS Referrals	PreK-6 parents, students	School counselors, social workers,	School staff
Community Outreach Assistance	PreK-6	School counselors, social workers	Teachers, School Staff, Related Providers
Referral to community resources	PreK-6	School counselors, social workers	
Backpack Program	PreK-6 students	School counselor/social workers	Community, families, teachers, volunteers

Outcomes:

Identified students will demonstrate improved attendance. Parents will cooperate with the school to ensure regular attendance.

Evaluation Methods:

Attendance records, SchoolTool data

Activity	Target Group	Staff	Others
Attendance Review	K-6 students, parents	Teachers, school counselor, social workers, administration	
Letters from Principal/school counselor	K-6 parents	School counselor, social worker, administration	
Attendance Phone Calls	K-6 parents	school counselors, social workers, administration	Teachers
Home visits	PreK -6 students/parents	School counselor, social worker, administration	
CPS/PINS Referrals	Grades 1-6 students/parents	School counselor, social worker, administration	DSS
Attendance Goal-setting	Grades 1-6 students/parent	School counselor, social worker,	Teachers
Attendance Incentive/Awards	Grades 1-6	School counselor, social worker, administration	Teachers, community

WHITEHALL CENTRAL SCHOOL COUNSELING DEPARTMENT



COMPREHENSIVE SCHOOL COUNSELING PROGRAM



GRADES 7-12

w/ASCA NATIONAL STANDARDS CONNECTED TO ACTIVITIES

RAILROADER COMPREHENSIVE SCHOOL COUNSELING PROGRAM
PHASE II & III
MIDDLE AND HIGH SCHOOL COUNSELING

Grades 7 - 12		
Grade Level	Program, Activity, or Service	ASCA Domain/Standard
7-12	Report Cards	Academic
7-12	Classroom Presentations	Academic Career
7-12	Standardized Test Interpretation	Academic Career
7-12	Progress Reports	Academic
7-12	Transfer/New Student - Intake and Orientation Facilitation	Academic Career Personal/Social
7-12	Pupil Support Team/Individual Support Team	Academic Personal/Social
7-12	Attendance Tracking	Academic Personal/Social
7-12	PINS	Academic Personal/Social
7-12	Home Visits	Academic Personal/Social
7-12	Referrals to Outside Providers	Academic Personal/Social
7-12	Parent/Community Newsletters	Academics Career Personal/Social
7-12	Honor Roll	Academic
7-12	Parent/Teacher Conferences	Academics Career Personal/Social
7-12	Counselor/Student Meetings	Academics Career Personal/Social
7-12	Parents/Counselor Conferences	Academics Career Personal/Social
7-12	Progress Reports	Academic
7-12	Academic/Homework Club Referrals	Academic
7-12	Maintaining Current Information in Guidance Library	Social/Career
7-12	Recommendations for AIS Supports	Academic
7-12	Suicide Risk Assessments	Personal/Social
7-12	Student Recognition Programming	Academic/Social
7-12	Award Nights - Academic and Recognition	Academic/Career
7-12	Course Catalog	Academic
7-12	Scheduling/SchoolTool	Academic

Grades 7 - 12 - continued		
Grade Level	Program, Activity, or Service	ASCA Domain/Standard
7-12	Collaboration with Admin on Master Schedule	Academic
7-12	Principal/Admin Meetings	Academic Career Personal/Social
7-12	ESL Student Enrollment	Academic Personal/Social
7-12	Summer School Registration	Academic
7-12	Schedule Adjustment	Academic
7-12	School Counselor Department Meetings	Academic Career Personal/Social
7-12	Crisis Intervention	Personal/Social
7-12	Child Protective Services (CPS) Referrals	Academic Personal/Social
7-12	Assist with Homeless Liaison	Personal/Social
7-12	CSE Meetings	Academic Personal/Social
7-12	504 Meetings	Academic Personal/Social
7-12	Transition Meetings for Middle and High School Levels	Academic Career Personal/Social
7-12	Open House	Academic Career Personal/Social
7-12	Academic Intervention Services Collaboration	Academic
7-12	Summer School Information and Mailing	Academic
7-12	School Counseling Resources for Communication and Information	Academic Career Personal/Social
7-12	Individual/Group Counseling	Academic Career Personal/Social
7-12	Student academic portfolio development and meetings	Career Personal/Social
7-12	College and Career Cafe	Academic Career Personal/Social
7-12	Weekly Team Planning meetings for Grade levels	Academic Personal/Social
7-12	Clinical Referrals/Coordination	Personal/Social
7-12	Attendance Letter Data and Monitoring	Academic Personal/Social
7-12	Student/School Counselor Individual Annual Review Meetings	Academic Career Personal/Social
7-12	Tutoring Management and Coordination	Academic Personal/Social
7-12	Peer Tutoring	Academic
7-12	Academic Parent Conferences	Academic Career Personal/Social
7-12	School Counseling Newsletter	Academic Career Personal/Social
7-8	Student Database and Information Collection/Sheets	Academic Personal/Social

Grades 7 - 12 - continued		
Grade Level	Program, Activity, or Service	ASCA Domain/Standard
7-8	At-Risk Tracking Information - Academic and Behavioral	Academic Personal/Social
7-8	Adult and Peer Mentoring Program	Academic Career Personal/Social
7-8	College and Trades Exploration Programming	Academic Career
7-8	NYS Test Packet Preparation	Academic
7-8	Data Grade Level Team Meetings	Academic
6-7	Railroader Camp (6 th grade Transition and Orientation Program)	Personal/Social/Academic
6-7	Anti-violence/Anti-drug Programming Collaboration	Personal/Social
7-8	Johns Hopkins Center for Academically Talented Youth Programming	Academic Career
8	8th Grade Transition Tour Day	Academic Personal/Social
8	8th Grade Parent Night Programming	Academic Career Personal/Social
8-9	Freshmen Orientation	Academic Career Personal/Social
9-12	ASVAB Coordination and Collaboration	Academic Career
9-12	College Representatives/Visits	Academic Career
9-12	Credit Recovery Identification	Academic
9-12	SUNY Adirondack Career Fair	Academic Career
9-12	PSAT Administration and Results	Academic Career
9-12	Activity and Academic Resume Charts	Academic Career Personal/Social
9-12	Upward Bound recruitment	Academic Career Personal/Social
9-12	Early College Career Academy (ECCA)	Academic Career
9-12	Military Recruiter Visits	Career
9-12	Military Advisement	Career
9-12	BOCES Liaison	Academic Career Personal/Social
9-12	Counseling Center Referrals	Personal/Social
9-12	Tracking Diploma Types	Academic
9-12	High School Profile Chart/Document	Academic Career
9-12	Foreign Exchange Student Coordination	Academic Personal/Social
9-12	NCAA Clearinghouse	Academic Career

Grades 7- 12 - continued		
Grade Level	Program, Activity, or Service	ASCA Domain/Standard
9-12	Attendance and Truancy Data Review and Letters	Academic Personal/Social
9-12	Distance Learning Programming and Coordination	Academic Career
10	HOBY (Hugh O'Brian Youth) Leadership Recommendation	Academic Career Personal/Social
10	BOCES and ECCA Presentations	Academic Career
10-12	AP Program Coordination	Academic Career
10-12	Scholarship Management	Academic Career
10-12	CTE (Career and Technical Education) Meetings	Academic Career
10-12	SSD (services for students with disabilities) Coordination for PSAT/ACT/SAT	Academic
11	Junior parent conferences	Academic Career Personal/Social
11	Financial Aid Night coordinate with Skidmore College	Academic Career Personal/Social
11	Boy's State Coordination	Academic Career
11	Girl's State Coordination	Academic Career
11-12	College Campus Visits	Academic Career Personal/Social
11-12	College Caravan/College and Career Presentations	Academic Career
11-12	SUNY Adirondack Open House Visits	Academic Career Personal/Social
11-12	College Information Posting	Academic Career
11-12	College Acceptance Posting	Academic Career Personal/Social
11-12	College Letters of Recommendation	Academic Career
11-12	College Applications	Academic Career
11-12	New Visions/BOCES Placement	Academic Career
11-12	"College During High School" Programming and Registrations	Academic Career
11-12	Fall/Spring Scholarship Opportunity and Guidance Publications	Academic Career
11-12	Distance Learning Coordination	Academic
12	Senior Surveys and Data Review	Career Personal/Social
12	Graduation Awards Coordination	Academic
12	Graduation Diploma/Stickers Review and Prep	Academic
12	Senior At- Risk Tracking	Academic Career Personal/Social
12	Senior Post- Grad Conferences	Academic Career Personal/Social

Looking forward after seeing where we have been; the next destination for the Railroaders

NYSED REGS - Part 100.2 (j)

Beginning in 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 12 have **access** to a certified school counselor(s)

(i) For all grades kindergarten through 12, 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 5, 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 6 through 12, 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.

Continuing in the 2025-2026 school year, Whitehall Central School district is committed to the additional training and resources for appropriate faculty and staff implement procedural programming and interventions in relation to mental health and environmental safety of students and faculty. In collaboration with external and district resources, the district has developed a comprehensive Crisis Response Plan Protocol in conjunction with specific threat assessment procedures, documents as well as programming and resources focused on the safety and support of students, faculty and staff in the district. Said programming procedures will be reviewed and approved by district administration and school board for implementation in the 2025-26 school year.

See Addendum A for a copy of “Whitehall CSD Regulations for Conducting a Threat Assessment.”

Addendum A

Whitehall CSD Regulations for Conducting a Threat Assessment

Procedures:

- a. A threat assessment may be conducted if a student makes an explicit or implicit threat, or if the student's behavior indicates that a threat is reasonably likely. A threat assessment is not a disciplinary action, and it is not a prerequisite to disciplinary action. Documents completed as part of a threat assessment may or may not be used in a disciplinary proceeding.
- b. All student threats should be reported to the school building administrator (Principal or Assistant Principal). Criteria for reporting threats should include the age of the child, and the context of the threat/remark. The school building administrator shall be responsible for contacting an appropriate school-based mental health professional to complete the initial assessment and interviews with.
- c. The student who communicated the threat, the recipient of the threat, and witnesses shall be interviewed to obtain specific information regarding the threat. Interviews shall always be performed by two people, unless otherwise impossible. Interviewers should maintain their own independent notes and only compare results after they have independently come to a determination of the individual's threat level. In situations where the two interviewers reach different conclusions about level of threat, the interviewers shall defer to the higher level of threat assigned until a consensus is reached.
- d. When the school administrator receives a report of a threat, the administrator can make a preliminary determination of the seriousness of a threat. If it can be determined that the threat is transient and has been resolved, then threat assessment documentation does not need to be completed. If the threat has not been resolved, threat assessment documentation should be completed to determine the seriousness of the threat.
- e. In every instance in which a threat against a student is not resolved immediately, the school administrator shall notify the parent/guardian of the student who made the threat. The school administrator shall also notify any identifiable victims or targets of the threat. If the threat is not made about a specific student, the school administrator shall make a determination based on the circumstances to provide a more general notification to potential victims, such as in the form of a letter to parents/guardians.
- f. Threat assessment and disciplinary procedures are separate processes. Regardless of whether a threat is determined to be transient, serious substantive, or very serious substantive, appropriate disciplinary procedures shall be followed.
- g. In situations where a serious substantive threat or very serious substantive threat is present, the school district's School Resource Deputy shall be informed. In situations where the school district's comprehensive threat assessment team is required to meet, the school district's School Resource Deputy shall be informed of the meeting and invited to take place.

Note: If an imminent threat of violence exists, law enforcement should be contacted immediately, and appropriate emergency response actions should be activated.

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This Document is Submitted in Completion for the 2025-2026 Comprehensive School Counseling Programming Implementation Requirement for the Whitehall Central School District and School Counseling Department by Tophier Montville, Licensed School Counselor (PreK-12 Certification) on June 5, 2025.

Adaptations and edits to be noted/posted on any/all revisions of this document.