



2022/2023
STUDENT SUPPORT SERVICES
COUNSELING PLAN

New Paltz CSD

This document represents a collaborative effort of school counselors, school social workers, school psychologists, administration and teachers.

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INTRODUCTION

New Paltz Central School District

K-12 Comprehensive Student Support Services Counseling Program

2022-2023

Regulations Effective July 1, 2019

“Amendments to subdivision (j) of section 100.2 of the Regulations of the Commissioner of Education were adopted by the Board of Regents effective July 1, 2017. The amended regulations govern comprehensive developmental school counseling programs beginning with the 2019-2020 school year. The full text of the regulation is available here: <http://www.regents.nysed.gov/common/regents/files/517brca14.pdf>”

Every school district will need to make personnel decisions based on student needs and current staffing configurations. It is important to emphasize the positive effects that school social workers, school psychologists, school counselors, school nurses, health educators, teachers, and parents have on student success when they collaborate and work as a team, offering their respective professional expertise to support the “whole child.”

The Department’s Every Student Succeeds Act (ESSA) State Plan aligns with these amended school counseling regulations by including provisions that encourage schools and districts to adopt a “Whole School, Whole Community, Whole Child” multi-tiered model to promote positive school climates that, in turn, improve student outcomes.

School climate is the way school culture affects a child’s sense of safety and acceptance, and consequently, is a critical determinant of their ability to focus on the task of learning.”

* <http://nyssca.org/wp-content/uploads/2018/06/Guidance-document-100.2j-6-15-18.pdf>

1. Brief description of school district

New Paltz Central School District is a highly rated, public school district located at the base of the Shawangunk Mountains in New Paltz, NY. In the 2021-2022 school year, the district served 1,880 students in four buildings:

New Paltz High School - 733 students in Grades 9-12;
New Paltz Middle School - 442 students in Grades 6-8;
Lenape Elementary School - 395 students in Grades 3-5; and
Duzine Elementary School - 310 students in Grades K-2.

In addition, the district provided oversight and support for 48 students in out of district placements, including preschool students with a disability.

The following enrollment numbers are projected for the 2022-2023 school year:

New Paltz High School - 663 students in Grades 9-12;
New Paltz Middle School - 429 students in Grades 6-8;
Lenape Elementary School - 350 students in Grades 3-5; and
Duzine Elementary School - 300 students in Grades K-2.

Projections for out of district placements are 51 students.

2. Board of Education Vision & Mission statements

Mission

The New Paltz Central School district exists for the children of the community. The focus of its programs and activities is the commitment to measured excellence and continuous growth and development for all.

Our school community - students, staff, families and community members - are citizens of the world, passionate about learning and empowered to achieve their dreams.

Vision

Citizens of the world: responsible, ethical, contributing, participating members of local, national and global communities who value all peoples and care about each other; we respect the environment, work to improve the society in which we live, and understand our role in it.

Passionate about learning: confident and reflective, curious, nimble thinkers whose knowledge of the past makes them capable of questioning, analyzing and assimilating new information. They are technologically creative and able to imagine alternatives to what is and what is yet to be. They also dare to be risk takers in crafting their futures.

Empowered: they are well prepared to be self-directed and expressive, to develop and use their personal skills and abilities, to be comfortable with change, achieve deep understanding, make informed and wise decisions, and to cooperate, collaborate and compete. They live a healthy lifestyle, are creative, and are empowered to achieve their dreams.

3. K-12 Counseling Program Overview

The New Paltz Central School District Student Support Services Counseling Program developed by K-12 counselors, psychologists and social workers is an integral part of the educational process and addresses the academic, career, and personal/social needs of all students. The primary goal of the program is to promote and enhance student learning through three broad and interrelated areas of student development. The three areas of student development are Academic, Career, and Personal/Social development. These areas encompass a variety of desired student learning competencies, which in turn consist of specific knowledge, attitudes, and skills, which form the foundation of the developmental school counseling program.

A comprehensive 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.

Counseling programs are developed by focusing on the 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.

The Plan is consistent with the American School Counselor Association, "ASCA National Model A Framework for School Counseling Programs, 3rd Edition", compliant with NYS Regulations Section 100.2(j) and incorporates recommendations included within the Guidance Review conducted by the Public Consulting Group, Inc. (PCG) during the 18/19 school year.

An annual evaluation of the plan will be conducted to determine effectiveness and inform any changes that need to be incorporated to address the needs of the K-12 student body informed by data.

4. List of department members, principals and district administrative supervisors:

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PROGRAM FOUNDATION

Standard 1: Mission and Philosophy

In support of New Paltz Central School District's mission and goals, the student support services counseling program's mission is to assist students in the recognition and development of their unique abilities centered on a respect for diversity and equity. Counselors will provide an engaging curriculum that encourages the highest level of student achievement through their growth in academic, career, and social emotional domains. In partnership with teachers, administrators, parents and the caring community, the counselors will help all students to be successful, life-long learners and problem solvers.

The counselors (school counselors, social workers, school psychologists) of the New Paltz Central School district provide services to students, parents, school staff and the community through:

Counseling core curriculum: This curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level. The counseling core curriculum is delivered systemically by counselors in classroom and group activities.

Individual student planning: Counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.

Responsive services: Responsive services are activities designed to meet students' immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.

Indirect Student Services: Indirect services are provided on behalf of students as a result of the counselors' interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations.

Adapted from the American School Counselor Association (ASCA) National Model

Standard 2: Goals

Goals address the general outcomes to which the New Paltz CSD counseling program is committed:

Academic Development

1. **Skills for Learning:** Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
2. **School Success:** Students will employ strategies to achieve success in school.
3. **Academics to Life Success:** Students will understand the relationship of academics to the world of work, and to life at home and in the community. The focus for academic development is on acquiring skills for improving learning and achieving school success, identifying educational goals, developing a plan to achieve them, and relating school to life experiences.

Career Development

4. **Investigate Careers:** Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make appropriate career decisions.
5. **Career Success:** Students will employ strategies to achieve future career success and satisfaction.
6. **Relationship Between School and Work:** Students will understand the relationship between personal qualities, education and training, and the world of work. The career content area focuses on developing career awareness, employment readiness, acquiring knowledge to identify career goals, and on the acquisition and application of information and skills to achieve career goals.

Personal/Social Development

7. **Respect for Self and Others:** Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.
8. **Goal Setting and Skills Attainment:** Students will make decisions, set goals and take appropriate action to achieve goals.
9. **Survival and Safety Skills:** Students will understand safety and survival skills. The personal/social area addresses the issues of acquiring self-knowledge, interpersonal and personal safety skills, and the application of self-knowledge to career and educational planning, and life roles and events.

Standard 3: Student Competencies

Student competencies for the New Paltz CSD counseling program are based on a formal needs assessment of the school and district stakeholders, which was conducted to focus the program on specific areas of knowledge, attitudes and skills that provide a foundation for students to become productive 21st century learners. The competencies for the New Paltz CSD counseling program are based on the nine ASCA standards, the New York State program goals and individual needs identified for the district. A written format of goals and competencies serves as a guide for delivering the curriculum across grade levels.

Competencies identify:

- Clear, specific skills to be achieved by the student
- Attitudes and attributes for students to acquire
- A balance among the three domains of student development, academic, career, and personal/social

Standard 4: Policies and Procedures

The New Paltz CSD counseling program requires that regulations and procedures are in place, clearly defined, and communicated to stakeholders to ensure compliance with Board of Education policies and administrative guidelines. They include the following:

- Academic Course Placement/Requests
- Add/Drop Procedures
- Advanced Placement appointment with the school counselor
- Child Abuse, Suicide Ideation and Self-Injurious Behavior
- College Career Pathways
- Confidentiality
- Course/Schedule Changes
- Credit Recovery
- Crisis Response Team
- Early College Experience
- Grading Expectations
- Homebound Instruction
- Maintenance of Student Records
- New Student Registration
- Outside Coursework Evaluation
- Scientific Research Based Interventions (SRBI) Support

PROGRAM DELIVERY SYSTEM

Standard 5: Curriculum The student support services counseling curriculum is based on a needs assessment of the student population served by the counseling program. The curriculum is delivered to all students and supports the goals of the district's strategic plan for student academic improvement. There is a written curriculum of the counseling instructional program delivered and/or coordinated by counselors, which is integrated across the content areas – academic, career, and personal social development. The curriculum component:

- is planned;
- ongoing and systematic in delivery;
- includes a clear explanation of the scope and sequence of its units of instruction;
- clearly outlines the goals and competencies students will achieve at each grade level; and
- indicates the methods and time lines for delivery of units of instruction to each grade.

Standard 6: Individual Planning The counseling program provides ongoing systematic activities and services to help all students in developing, monitoring and evaluating their own academic personal and career goals. There is a systematic delivery of individual student planning sessions on an annual basis beginning in grade 6 and continuing through the high school years. These sessions, which begin in middle school, result in an ***Annual Progress Review Plan*** for each student through the collaborative efforts of counselors, parents, teachers, and administrators.

Standard 7: Responsive Services The procedures, activities and services of the New Paltz counseling program ensure appropriate and timely response to immediate needs of students.

- Intervention services are delivered through individual and/or group counseling.
- Prevention and intervention services are delivered in collaboration with teachers, administrators, and student services staff and consistent with each building's Response to Intervention (Rtl) guidelines.
- The consultation process is used by counselors to share and exchange information to help students succeed in their academic, career and personal/social development.
- Participation on school based teams with other specialists and/or community professionals used by counselors to identify services for students in need.

Standard 8: Collaboration Within and Outside the School Community

The counselor conducts informational and skill building workshops for parents/guardians that complement the counseling curriculum. Counselors contribute to the school community through the following activities:

- Delivery of a counseling program that supports the school's mission and goals of improvement;
- Collaboration with community leaders to identify resources for student development and interventions;
- Consultation with teachers, administrators, and parents regarding student needs;
- Providing professional development and information to faculty and staff on student related issues;

- Providing workshops and information sessions for parents;
- Maintenance, review and revision of a plan to communicate program goals, outcomes, activities and services to all constituents served by the counseling program.

PROGRAM MANAGEMENT

Standard 9: Program Management and Maintenance

The administration and management of a comprehensive student support services counseling program requires an ongoing support system. This component consists of management activities that establish, maintain, and enhance the total counseling program with evidence of the following:

- Counselor role and function statement
- Supervision and evaluation of counselor performance
- Role statement for the supervisor of the counseling program
- The establishment of an advisory council
- Professional development activities
- Management tasks that support the implementation of the comprehensive counseling program
- Demonstration of professionalism by working within the ethical standards of the state and national school counselor, school social worker, and school psychologist associations
- Method to determine that all aspects of the counseling program are being implemented on a consistent basis by the counselors, e.g., weekly schedule and monthly summary report
- Pacing guides that determine the schedule for implementation of curriculum and individual planning

Objectives of 6-12 Student Support Counseling Services

- To provide comprehensive, developmental counseling services for all students needing support with academic, career and personal/social issues.
- To provide support and outreach to students with attendance issues.
- To preserve and support the social and emotional health of all students and the effective management of student crises.
- To evaluate student progress and encourage each student to pursue appropriate programs commensurate with his/her abilities, aptitudes and interests; and to develop a schedule of coursework that supports progress toward graduation requirements.
- To inform parents/guardians of student progress and involve them in counseling related services.
- To provide career guidance to students at each grade level so that they may attain the knowledge and skills necessary to secure employment and perform work in a satisfactory manner.
- To provide consultation services to teachers, student support personnel, parents, and administration in understanding and meeting the individual needs of students.
- To maintain a working relationship with all agencies involved with youth.

- To address the needs of students with any special conditions, disabilities, or educational challenges.
- To provide effective communication to the school community and the community at large.

K-5 Elementary Program

Developmental Needs of Elementary School Students

Social, emotional, and cognitive development are interdependent, research shows that children need social and emotional competence to succeed in school. The developmental needs of elementary school students vary from student to student and school to school, with classroom teachers working to provide the most valuable learning experience and meeting each of those needs in every child. The development of a child's social emotional skills will impact their learning and growth throughout school and life, and teaching children how to self-regulate their emotions will lead to positive learning and life experiences. Students who are socially and emotionally skilled score higher on standardized tests, and social and emotional competence leads to greater academic competence over time.

Social Emotional Learning Curriculum at Duzine and Lenape Elementary Schools

Classroom teachers help all students improve academic achievement, support personal and social emotional development, and assist with all levels of student achievement. Classroom teachers, social workers and school psychologists will focus on developmental issues and skills which are addressed through the New Paltz Mental Health Curriculum as well as the NYS social/emotional standards.

Topics to be Covered

- Self-Management
- Relationships and Communication Skills
- Feelings
- Resiliency
- Empathy, Compassion and Acceptance
- Gratitude and Forgiveness
- Resource Management

One important goal is to introduce students to tools and strategies to identify and regulate emotions and responses. Self-regulation can go by many names such as self-control, self-management, anger-control and impulse-control. These terms describe people's ability to adjust their level of alertness and how they display their emotions through their behavior in socially adaptive ways.

Foundational lessons and periodic maintenance lessons will be taught across elementary school settings. Special education staff and classroom teachers will extend learning through additional lessons to meet the needs of their individual classroom.

Guide for School Activities - Duzine Elementary School

Month	Kindergarten	First	Second
End of September	Self-Management	Self-Management	Self-Management
October	Relationships and Communication Skills	Relationships and Communication Skills	Relationships and Communication SKills
November	Feelings	Feelings	Feelings
December	Resiliency	Resiliency	Resiliency
January	Empathy, Compassion, Acceptance -Kindness and Justice Challenge	Empathy, Compassion, Acceptance -Kindness and Justice Challenge	Empathy, Compassion, Acceptance -Kindness and Justice Challenge
February	Empathy, Compassion, Acceptance	Empathy, Compassion, Acceptance	Empathy, Compassion, Acceptance
March	Gratitude and Forgiveness	Gratitude and Forgiveness	Gratitude and Forgiveness
April	Self-Regulation	Self-Regulation	Self-Regulation
May	Resource Management	Resource Management	Resource Management -Second graders visit Lenape (Due to COVID this did not happen)
May	Coping Strategies	Coping Strategies	Coping Strategies

Guide for School Activities - Lenape Elementary School

Month	Third	Fourth	Fifth
October	Self-Management	Self-Management	Self-Management
November	Relationship and Communication Skills	Relationship and Communication Skills	Relationship and Communication Skills
December	Feelings	Feelings	Feelings
January	Resiliency	Resiliency	Resiliency
February	Empathy, Compassion, Acceptance	Empathy, Compassion, Acceptance	Empathy, Compassion, Acceptance
March	Gratitude and Forgiveness	Gratitude and Forgiveness	Gratitude and Forgiveness
April	Self-Regulation	Self-Regulation	Self-Regulation
May	Resource Management	Resource Management	Resource Management - 5th graders visit the Middle School
June	Coping Skills	Coping Skills	Coping Skills

Middle School Program Overview

Developmental Needs of Middle School Students

Middle school can be a challenging time for students, their parents and teachers. There are increased academic demands and social pressures for middle school students, which influence their identity. They are heavily influenced by their peer group and searching for a place to belong. During these pre-adolescent years, students are beginning to develop an understanding of who they are and how their thoughts and actions affect others in a positive or negative way. They are building their communication and critical thinking skills to foster healthy relationships with others and become responsible citizens. Middle school is a time for students to take ownership of their learning and to acquire the appropriate study habits and social skills necessary for success in high school.

Counseling Curriculum at the Middle School

Counselors help all students improve academic achievement, support personal and social development, and assist with college and career planning. School counselors meet with every student through individual meetings, groups and classroom lessons. These developmental issues are addressed through the academic, career, and personal/social goals of the counseling curriculum, which cover the broad areas of transition issues, peer relationships, academic competencies (e.g., study skills, homework, time management), and future education/career planning. Individual planning sessions that are initiated in grade 6. They assist the students to analyze their abilities and interests, and determine short and long-term goals.

Topics to be covered

- Transition from grade 5 to grade 6 for students and parents
- Transition for grade 8 to grade 9 for students and parents
- Academic expectations, school activities and support system
- Study skills, homework and time management
- Respect for others and stereotypes
- Developing academic S.M.A.R.T.I.E. goals and goal setting
- Individual planning/course planning
- Parent meetings and presentations
- Conflict resolution
- Self-advocacy, self-directed learning and assertive communication
- Healthy friendships and respecting personal boundaries
- Coping strategies and managing stress
- Introduction to post-secondary education options and careers
- Growth mindset and building self-awareness

Guide for School Counseling Lessons – Middle School

Month	Grade 5 (transition)	Grade 6	Grade 7	Grade 8	Parent Events
August*		6th Grade/New Student Orientation	Peer Helpers	Peer Helpers	Orientation
September*		Wellness Start with Hello Community/ No Place for Hate/Kindness Activity	Wellness Start with Hello Community/No Place for Hate/ Kindness Activity	Wellness Start with Hello Community/No Place for Hate/Kindness Activity	Open House Parent Resource Table
October*		Coping Strategies Red Ribbon Week (drug awareness) Mix It Up Day (relationship building)	Coping Strategies Red Ribbon Week Mix It Up Day	Coping Strategies Red Ribbon Week Mix It Up Day	Coffee with Counselors via Zoom
November*		Acceptance: Team Building Empathy	Team Building	Team Building	Information sent for online scheduling (8th graders)
December*		Character Development	Bullying/Social Media/Rude/Mea n	Character Development	Student Character Recognition Breakfast
January*		Career Exploration and Transition Services	S.M.A.R.T.I.E** Goals	S.M.A.R.T.I.E.** Goals Online Scheduling Begins for 8th grade	Coffee with Counselors via Zoom

February*		Career Clusters	Career Cluster Survey	Learning Styles Inventory Resume Building Online scheduling Continues for 8th grade	Musical at MS Community building with parents
March*		Respecting Personal Boundaries	Gossip/Rumors Lesson	Gossip/Rumors Lesson	Parent-Teacher conferences
April*		Healthy Living Mental Health Awareness	Healthy Living Mental Health Awareness	Healthy Living Mental Health Awareness	Mental Health Awareness e-brochure
May*		Character Development; Social Media	Character Development; Social Media	Character Development; Social Media	Student Character Recognition Breakfast MS Spring concert
June*	Transition Services	5th - 8th grade Transition activities	Transition activities	Transition activities	8th grade Moving Up ceremony and community building with parents

* Counselors push into Health and Physical Education classes throughout the year to conduct lessons on mental health awareness and support, in addition to meeting with students on an as needed basis to address mental health issues.

** Specific, Measurable, Achievable, Relevant, Time-based, Inclusive, Equitable

Guide for Events/Activities

August	Transition Planning	New Student Orientation Preparation of Student Schedules Training of Peer Helpers
September	Wellness Tutoring Program	Wellness Start with Hello Coordinate tutoring for students/classrooms
October	Friendships	Red Ribbon Week Mix it Up at Lunch Day Coping Strategies
November	Acceptance	Team Building Activities Building Empathy
December	Character Development	Rumors and Gossip Rudeness, Meanness, and Bullying
January	Career Exploration	Naviance- RoadTrip Nation, Career Cluster High School Planning-Individual student and parent meetings with 8th graders
February	Career Surveys	Career Clusters Survey, Learning Styles Survey
March	Gossip/Rumors	Personal Boundaries
April	Healthy Living	Building Friendships Mental Health Awareness
May	Character Development	Responsible Social Media use
June	Transition Month/End of Year Recognition	8th grade Moving Up ceremony 5th grade introduction to NPMS

High School Program and Overview

Developmental Needs of High School Students

High school is the final transition into adulthood and the world of work. This is the age when teens begin separating from parents and exploring and defining their independence. Students are deciding who they are, what they do well, and what they will do when they graduate. During these adolescent years, students are evaluating their strengths, skills and abilities. The biggest influence is their peer group. They are searching for a place to belong and rely on peer acceptance and feedback. They face increased pressures regarding risk behaviors involving sex, alcohol and drugs while exploring the boundaries of more acceptable behavior and mature, meaningful relationships. They need guidance in making concrete, and often complex, decisions. They must deal with academic pressures as they face high-stakes testing, the challenges of college admissions, scholarship and financial aid application processes, and entrance into a competitive job market.

Counseling Curriculum at New Paltz High School

The comprehensive counseling curriculum at the high school continues to support student development in the academic, career and personal/social areas. The focus of the curriculum at this level is on transitioning middle school students to the high school environment, assisting all students with planning for postsecondary planning (e.g., higher education, career plans, employment skills and goals), involving parents in the postsecondary planning process, and providing identified students with counseling support to remove barriers to academic and personal success. Counselors deliver curriculum through a variety of instructional strategies that primarily include classroom lessons and individual/small group counseling sessions. Counselor efforts are reinforced by teachers, support staff and administrators through their systemic involvement in the Instructional Study Team.

Topics to be Covered

- Transition from middle to high school
- Academic expectations, school activities, support system
- Individualized academic planning
- Personal/social development
- Conflict resolution/peer mediation
- Academic expectations, school extra-curricular activities and support system
- Study skills, homework and time management
- Respect for others, self and stereotypes
- Developing academic plans and transition planning 9th-College
- Post-Secondary supports
- Career exploration
- College readiness, exploration
- Parent consultation, meetings and presentations
- Conflict resolution
- Social connections, independence, self-advocacy, resiliency

- Self-directed learning and assertive communication
- Healthy friendships and respecting personal boundaries
- Coping strategies and managing stress
- Introduction to post-secondary education options and careers
- Growth mindset and building self-awareness
- Collaboration with outside agencies to address/advocate for student needs
- Social History, psycho-educational evaluations
- Home visits
- Relationship building

Venues

Student Support Services professionals work in a variety of settings and are flexible to meet the needs of students including the following venues:

- Health, English and Social Studies, Life Preparation, Life Skills classrooms
- 504 meetings, IEP meetings, and parent teacher conferences
- Individual/small group counseling
- Field trips, after school programs
- Student Support Center
- Auditorium, Large Gym, Small Gym
- Meetings, workshops, presentations, and events via Google Meet and Zoom (pandemic - 2019-2020 and 2020-2021 school year)

Guide for Lessons, Assessments and Parent Activities

Month	Grade 9	Grade 10	Grade 11	Grade 12	Parent Events/Activities
September	<p>Students participate in Life Prep Transition Workshop #1: Information and Expectations</p> <p>Students Explore Videos in Roadtrip Nation. (Throughout School Year)</p>	<p>Students Attend PSAT Classroom Activity</p> <p>Students Explore Videos in Roadtrip Nation. (Throughout School Year)</p>	<p>Students Meet With College Reps</p> <p>Students Explore Videos in Roadtrip Nation. (Throughout School Year)</p>	<p>Senior College/ Career Planning Meetings</p> <p>Students Add Colleges to Their Colleges I'm Applying To List</p> <p>Students Update Resume</p> <p>Students participate in Group Guidance Lesson: Naviance</p> <p>Students Meet With College Reps</p> <p>Students Explore Videos in Roadtrip Nation. (Throughout School Year)</p> <p>Students take SAT/ACT/Subject Area Tests (September -December)</p>	<p>NPHS Open House</p>

<p>October</p>	<p>Students participate in Life Prep Transition Workshop #2: Extracurricular Activities and Support Systems</p> <p>Students Complete Strengths Explorer Assessment and Career Cluster Finder. (Throughout School Year)</p> <p>Students Explore Career Clusters and Add Favorites to their Lists. (Throughout School Year)</p> <p>Students Update Resume. (Throughout School Year)</p>	<p>Students take PSAT</p> <p>Students Attend Financial Aid Night</p>	<p>Students take PSAT</p> <p>Students Attend Financial Aid Night</p> <p>Students Meet With College Reps</p>	<p>Students Participate in Group Guidance Lesson: Naviance</p> <p>Students Meet With College Reps</p>	<p>Grade 12: The Application Process</p> <p>All Grades: Financial Aid Night</p>
<p>November</p>	<p>Students participate in Life Prep Transition Workshop #3: Academic Expectations</p> <p>Students participate in Life Prep</p>	<p>Students Attend Art and Design College Fair and Portfolio Day</p>	<p>Students Meet With College Reps</p> <p>Students Attend Art and Design College Fair and Portfolio Day</p>	<p>Students Meet With College Reps</p> <p>Students Attend Art and Design College Fair and Portfolio Day</p>	<p>Parent-Teacher Conference Night</p>

	<p>Transition Workshop: #1 Information and Expectations</p> <p>Students Attend Art and Design College Fair and Portfolio Day</p>				
December	<p>Students participate in Life Prep Transition Workshop #2: Extracurricular Activities and Support Systems</p>	<p>Students Attend BOCES Information Session</p>	<p>Students Participate in Classroom Lesson: Career Clusters</p> <p>BOCES New Vision Information Session</p>		
January	<p>Students participate in Life Prep Transition Workshop #3: Academic Expectations</p> <p>Classroom Lesson: Course Selection and Career Goals</p>	<p>Students Attend Classroom Lesson: Course Selection and Career Goals</p>	<p>Students take SAT/ACT/Subject Area Tests (January - June)</p> <p>Students Attend Classroom Lesson: Course Selection and Career Goals</p> <p>Students Update Academic Plans, College and</p>	<p>Students Search For Scholarships</p>	<p>Annual Academic Planning Meetings (January-March)</p>

			Career Planning at Annual Academic Planning Meeting		
February	Students participate in Life Prep Transition Workshop #1: Information and Expectations	<p>Students Update Academic Plans at Annual Academic Planning Meeting</p> <p>Students Update Resume</p> <p>Students Search for Colleges Using Super Match College Search</p> <p>Students Add Colleges to their "Colleges I'm Thinking About" List</p>	<p>Students Update Academic Plans, College and Career Planning at Annual Academic Planning Meeting</p> <p>Students Apply For Junior Awards/ Scholarships</p>		Annual Academic Planning Meetings (January- March)
March	<p>Students Participate in Life Prep Transition Workshop #2: Extracurricular Activities and Support System</p> <p>Students Update</p>	<p>Students Update Academic Plans at Annual Academic Planning Meeting</p> <p>Students Update Resume</p>	<p>Students take SAT/ACT/ Subject Area Tests</p> <p>Students Attend Ulster Career Conference</p>		<p>Annual Academic Planning Meetings (January-March)</p> <p>Parent-Teacher Conference Night</p>

	Academic Plans at Annual Academic Planning Meetings	Students Search for Colleges Using Super Match College Search Students Add Colleges to their "Colleges I'm Thinking About" List			
April	Students Attend College and Career Night Students participate in Life Prep Transition Workshop #3: Academic Expectations Students participate in Life Prep Transition Workshop #1: Information and Expectations Students Update Academic Plans at Annual Academic	Students Attend College and Career Night	Students take SAT/ACT/Subject Area Tests Students Attend College and Career Night	Students Attend College and Career Night	College and Career Night

	Planning Meetings				
May	<p>Students Participate in Life Prep Transition Workshop #2:</p> <p>Extracurricular Activities and Support Systems</p> <p>Students Complete Career Plan Survey</p>	<p>AP Testing</p> <p>Students Complete Career Plan Survey</p>	<p>Students Take AP Exams</p> <p>Students take SAT/ACT/Subject Area Tests</p> <p>AP Testing Classroom Lesson: College Search and the Common Application</p> <p>Students Complete Career Plan Survey</p> <p>Students Update Resume</p>	<p>Students Complete Graduation Survey to Input End-of-Year Decisions</p> <p>Students Complete Career Plan Survey</p>	
June	<p>Students participate in Life Prep Transition Workshop #3: Academic Expectations</p>		<p>Students take SAT/ACT/Subject Area Tests</p>	<p>Senior Exit Survey and Program Assessment</p>	

Guide for Events/Activities

Month	Grade 9	Grade 10	Grade 11	Grade 12
September	Transitioning to High School	Scheduling Adjustments	Scheduling adjustments	College and Career Planning
October	Transitioning to High School	PSAT Information	PSAT Information / College Readiness	College and Career Planning
November	Transitioning to High School	Career Exploration	PSAT Information / College Readiness	College and Career Planning
December	Transitioning to High School	Vocational Introduction	New Vision Introductions	College and Career Planning
January	Transitioning to High School	College and Career Planning/ course selections	College and Career Planning/ course selections	College and Career Planning
February	Transitioning to High School	College and Career Planning/ course Selections	College and Career Planning/ course selections	College and Career Planning
March	College and Career Planning/ Course selections	Career Exploration	Career Exploration	College and Career Planning
April	College Exploration	College Exploration	College Exploration	College and Career Planning
May	Transitioning to High School	Career Exploration	Career Exploration	College and Career Planning
June	Transitioning to High School	Career Exploration	Career Exploration	College and Career Planning

Psychological and Social Work Services

Activity	When	Target Population
Individual and Group Counseling	Ongoing throughout the school year	Students with IEP/504 Plans, grades 9 - 12, up to age 21
Psychological and Social History Evaluations	Ongoing throughout the school year	Initial Referrals and Re-evaluations, grades 9-12, up to age 21
Parent training,* consultation and support	Ongoing throughout the school year	*Mandated students with IEPs, general education population, grades 9 - 12, up to age 21
Staff consultations to address student needs	Ongoing throughout the school year	High school staff
Collaboration, referrals, and coordination of treatment with outside agencies	Ongoing throughout the school year	All students, grades 9 - 12
Response to crises	Ongoing throughout the school year	All students, grades 9 - 12
Collaboration with the New Paltz Rotary Club for the Holiday Fund	November through December	All students, grades 9 - 12 who are economically disadvantaged
Home visits	Ongoing throughout the school year	All students, grades 9 - 12
Coordination of support for homeless students	Ongoing throughout the school year	Homeless students, as identified by McKenny/Vento
Teen Closet	Ongoing throughout the school year	All students, grades 9 - 12
Community Outings	TBD, two to three times during the school year	At risk students, grades 9 - 12
Transition planning activities (UCC placement exams, ACCESS-VR, OPWDD)	Ongoing throughout the school year	Students with IEPs/504 Plans, grades 11 and 12
High School tour	June	Incoming 9th grade students with IEPs/504s

Articulation with middle school counselors	June	Incoming at risk 9th grade students
Social Skills Groups	Weekly, throughout the year	Life Skills students
Awareness Group: substance abuse	Schedule TBD	Court-mandated students, accessible to all students as requested

S.M.A.R.T.I.E. Goals for the 22/23 School Year

1. Support Improved K-12 Attendance

The NYS Education Department's approved Every Student Succeeds Act (ESSA) Plan includes chronic absenteeism as a measure of School Quality and Student Success for school and district accountability, beginning with the 17/18 school year results. Students are considered chronically absent if they were enrolled for 10 or more instructional days, in attendance for at least one of those days and absent (excused or unexcused) for 10% or more of their enrolled instructional days.

End of Year Chronic Absenteeism Reports *

2018-2019 – Baseline Year

Duzine - 24 students of the 377 total enrolled students or 6% of the enrolled students

Lenape - 18 students of the 444 total enrolled students or 4% of the enrolled students

Middle School - 63 students of the 515 total enrolled students or 12% of the enrolled students

High School - 110 students of the 756 total enrolled students or 15% of the enrolled students

2021-2022

Duzine -

Lenape -

Middle School -

High School -

*Was not measured during 2019-2020 and 2020-2021 school years due to pandemic

Proposed Strategies: *

- Explore PowerSchool options to generate attendance letters/flags.
- PowerSchool list
- Quarterly School Counseling Newsletter to raise awareness of policies
- Tardies, missing partial days - no current internal procedure to address
- Send flag/notice to Counselors and Teachers from PowerSchool after a certain number of absences, tardies
- IST monitors attendance issues and makes recommendations. These could include outside agency referrals, e.g., CPS, PINS, counseling referrals.
- Explore District wide systems to support increased attendance: these may include consequences and communication related to extracurricular activities, eligibility, detention, teacher referrals, teacher communication with families on attendance concerns, BOE Attendance policy #7110.
- Increase support for students transitioning between school, home tutoring, out of district placement, or newcomers to the district.
- Counselor participation in district-wide CASEL social emotional learning training and Restorative Justice training.

*Not accomplished due to pandemic.

2. **Annual Individual Progress Review Plan** for all students Grades 6-12 – 1,092 students
 - Select Consistent Form and Information within the Form
 - Work with technology to look at options

3. **Continuation and yearly review of a K-12 Counseling Curriculum** – outlined in plan, school counselors will provide the curriculum in class K-12 – assessment includes pre-/post-assessments linked to lessons. Students will be administered pre-and post-assessments to measure lesson effectiveness at all levels. Students will gain exposure to career, college, and transition planning as well as access to mental health initiatives.