



LIVERPOOL CENTRAL SCHOOL DISTRICT Comprehensive Counseling Plan

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**New York State Part 100 Regulations - School Counseling Programs
As per the New York State Education Department, listed in Part 100 of the
Commissioner's Regulations,**

School Counseling/Guidance Programs are defined as follows:

- I. Public Schools: Each school district shall have a counseling program for all students which includes access to a certified school counselor.
- II. In grades K-6, the School Counseling Program shall be designed in coordination with the teaching staff to
 - A. Prepare students to effectively participate in their current and future educational programs and encourage parental involvement.
 - B. Help students who exhibit any attendance, academic, behavioral or adjustment problems
 - C. Educate students about personal safety
 - D. Empower students with coping skills that will support their ability to succeed in an ever changing world.
- III. In grades 7-12, the School Counseling Program shall include the following activities and services:
 - A. An annual review of each student's educational progress and career plans, with such reviews conducted with each student individually or with small groups by personnel certified or licensed as school counselors.
 - B. 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 the school counselor.
 - C. Other advisory and individual or group counseling assistance to enable students to benefit from the curriculum to help students develop and implement postsecondary educational and career plans; to help students who exhibit any attendance, academic, behavioral or adjustment problems; 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; such individual or group counseling shall be provided by certified or licensed school psychologists or certified or licensed school social workers in cooperation with certified and licensed school counselors.
- IV. 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. Such plan should be filed in the district offices and shall be available for review by any individual. In addition, the plan is available on the school district's website. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specifications of the staff members and other resources assigned to accomplish the objectives; provisions for the annual assessment of the program results. Note: The State Education Department of New York has released proposed changes for the regulations to be more in line with the American School Counseling Association (ASCA) National Model. As a district we understand that this document is fluid as changes are released from the State.

State Regulations

In accordance with New York State regulations, Liverpool has developed a comprehensive, standards-based counseling program. Over the past year the Liverpool School Counseling Department has worked to transform our school counseling program into one that values results-based best practices in order to better serve our students. The counseling support systems that we provide are goal oriented and developmental in nature, based on various types of student data (attendance, grades and discipline). More importantly, data is collected from students and parents via surveys, focus groups and individual meetings to assist in informing annual goals set by the counseling department. These services aim to help all students, no matter their individual circumstances, to maximize their potential and to develop the skills necessary to become contributing members of a global society.

Liverpool's 21st Century School Counseling Plan

This plan has been designed to meet the educational demands of the 21st century in order to better serve the Liverpool school community. The LCSD counseling program is comprehensive, developmentally-appropriate and is designed to reach every student. In order to provide a comprehensive program that aims to improve student achievement, school counselors must demonstrate the skills of leadership, advocacy, collaboration and data analysis.

The Liverpool school counselors are divided among thirteen buildings (9 elementary, 3 middle, 1 9th grade annex and 1 high school). Counselors are held to high standards of collaboration when it comes to the planning and implementation of our comprehensive school counseling program. This collaboration is guided by the belief that students should always be put first, a belief that has been woven into every aspect of the school counseling plan. In order to promote student success and close existing achievement gaps, the comprehensive plan incorporates a variety of direct and indirect support services, academic advising, skill development supports, and classroom guidance plans.

School counselors are integral participants in collaborative programs that guide student achievement. Collaborating with teachers, administrators, community members, and families provides school counselors with information that can direct their programs. New York State school counselors with the support of superintendents, principals, and local boards of education, can analyze and assess school counseling programs, implement programs through a variety of delivery systems, and maintain an accountability system that demonstrates effectiveness.

The National Standards for School Counseling Programs (1997) and the National Model for School Counseling Programs, both developed by the American School Counseling Association (ASCA), have shifted the focus of school counseling from a student-by-student system to a comprehensive and developmental program that focuses on academic, career,

and personal/social development for every K – 12 students. The Liverpool School Counseling Department strives to meet these recommendations and to provide comprehensive services in order to better serve our community.

The Comprehensive Model

The comprehensive school counseling plan is a framework for the systematic development, implementation, and evaluation of school counseling programs. The process for delivery is accomplished by utilizing each of the four components of the comprehensive model. The four main components of the model are:

1. **The foundation** of the program which addresses the belief and mission that every student will benefit from the school counseling program.
2. **The management system** that presents the organizational process and tools needed to deliver a comprehensive school counseling program. These processes and tools include: agreements or responsibilities, use of data, action plans, time and task analysis, and monthly calendars.
3. **The delivery system** which defines the implementation process and the components of the comprehensive model (school counseling curriculum, individual planning with students, responsive services and system support).
4. **The accountability system** which helps school counselors demonstrate the effectiveness of their work in measurable terms such as impacts over time, performance evaluation, and a program audit.

Liverpool Central School Counseling Department Foundation

School District Mission Statement

Preparing our students for tomorrow...Today!

Counseling Mission Statement

The mission of the Liverpool Counseling Department is to empower all students to reach their maximum potential by using a comprehensive program that encourages academic success, personal/social development, and career goals.

Counseling Vision Statement

Vision: Through advocacy, leadership, and collaboration, school counselors will promote an environment to encourage personal inquiry and growth, social responsibility, and academic excellence in order to become globally competitive, lifelong learners.

Liverpool School Counselor Belief Statements

We believe...

- Students, family, school, and community all share the responsibility for education.
- Students learn best when positive relationships are present and fostered by all educational stakeholders.
- A physically safe, socially and emotionally supportive, and educationally challenging environment that respects and values the diversity of our school community is essential to learning.
- All students benefit from purposeful evaluation, development, and improvement of educational programs.
- Open, honest, and effective communication results in strong relationships among students, staff, home and community.
- All students-regardless of ability, age, gender, ethnicity, or sexual orientation-shall have equal access to all services provided by the counseling program and the school.
- The school counseling program serves a central role in meeting students' developmental needs through interventions in academic, career and personal/social domains.
- School Counselors have an integral role to play in fostering a community that nurtures students' academic, emotional and social growth.
- School Counselors provide important opportunities for students to explore their developing interests and understanding of themselves.
- School counselors are leaders, advocates for every student, and collaborators who create equitable access to rigorous curriculum and opportunities for self-directed personal growth for every student.
- School counselors serve as a conduit for students and families to access outside supports and resources within the community.

Annual Goals

Program goals are developed annually in alignment with the vision, mission and the goals of the district school and department. The goals will serve to guide the curriculum and corresponding action plans.

Student Competencies

As a result of a comprehensive counseling program, students should demonstrate the following mindsets and behaviors as outlined by American School Counselor Association (ASCA):

- **Academic Development** – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.
- **Career Development** – Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the lifespan.
- **Social/Emotional Development** – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

School counselors use these standards to assess student growth and development, guide the

development of strategies and activities and create a program that helps students achieve their highest potential. The competencies directly reflect the vision, mission and goals of the comprehensive school counseling program and align with the school’s academic mission.

Counselor Competencies and Ethics

The Liverpool school counselor will reference the ASCA School Counselor Competencies (2010) as an outline of the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate their comprehensive, developmental, results-based school counseling programs.

The Liverpool school counselor will reference BOE Policy 6110 Code of Ethics for BOE, Profile of a Liverpool Employee and District Personnel and the ASCA Ethical Standards for School Counselors (2010) for specific ethical behaviors necessary to maintain, the highest standard of integrity, leadership and professionalism. Liverpool Central School Counseling Department Management System incorporates organizational processes and tools to ensure that the Liverpool school counseling program is organized, concrete, clearly delineated, and reflective of the school’s needs.

Program implementation - Each counseling department level in collaboration with the building principal will decide how students will be assigned to counselors to ensure that each student has access to the counseling program. In addition, counselors will allocate time to:

- deliver classroom lessons,
- provide individual student planning,
- provide responsive services and
- managing system support.

During the school year, counselors should monitor their time and determine the percentage of time spent in each component of the school counseling program.

Use of Time - District counselors recognize the value of delivery of services to students. It is recommended that school counselors spend 80% of their time in delivery of services to student.

Elementary School Counselors	80%: Direct Delivery of Services	10%: Indirect Delivery of Services	2.5%: Foundation	2.5%: Accountability
Middle School Counselors	80%: Direct Delivery of Services	10%: Indirect Delivery of Services	2.5%: Foundation	2.5%: Accountability
High School Counselors	80%: Direct Delivery of Services	10%: Indirect Delivery of Services	2.5%: Foundation	2.5%: Accountability

Use of Calendars: Monthly calendars are used by counselors to guide program delivery.

The Liverpool School Counseling Department’s annual calendars reflect the school’s mission and the vision of having a comprehensive school counseling curriculum. The annual calendar provides a framework for the school counseling programs and helps guide the counselors in their individual daily and weekly calendars.

Use of Data - A comprehensive school counseling program is data driven.

At each level (Elementary, Middle, and High School), School counselors will review and discuss data driven needs for the student population.

School Counseling Advisory Council

The LCSD School Counseling advisory council will meet twice per year and shall provide an annual report to the Board of Education. The role of the advisory council is to provide stakeholders with the opportunity to review, advise on, and support implementation of the K-12 program. Membership on the advisory council is determined by the district.

Liverpool Central School Counseling Department Delivery System

Direct Student Services

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

- Classroom Activities: school counselors present lessons in the classroom.
- Group Activities: school counselors conduct group activities outside of the classroom to address student needs

Individual Student Planning

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

- Individual or Small Group Appraisal: Work with students in analyzing and evaluating abilities, interests, skills, and achievement.
- Individual or Small Group Advisement: Work directly with students on achieving success in personal/social, academic, and career areas.
- Case Management: Monitor individual students' progress.
- Placement: Collaborate with school staff in determining the best educational setting for students as they meet their academic and social goals.

Responsive Services

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

- Individual and Small Group Counseling: Counseling is provided for students experiencing social, emotional, personal, or academic difficulties.
- Crisis Counseling: Short term counseling that is provided to students, families or staff as an immediate intervention to a crisis.

Indirect Student Services

- Referrals: School counselors provide families with a variety of resources, both inside and outside of school, to better serve our students.

- Consultation: School counselors collaborate with families, school staff and community agencies to develop interventions for students.
- Interdisciplinary Activities: School counselors collaborate with school staff to implement curriculum across content areas.

System Support

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

- School counselors participate in district wide and building committees.
- Professional Development: School counselors regularly participate in training, conferences, and meetings to update knowledge and skills.
- Program Promotion: School Counselors provide orientation and information regarding the programs to the greater community via websites, counseling newsletters and presentations.
- Program Management and Evaluation: School counselors regularly collect and analyze data to evaluate the program and continue updating program activities

Social Emotional Development

Activity: ADA-PEP Assessment/ Classroom lessons	Target Age Group: 3-7	Schools: Morgan Road Elementary, Willow Field Elementary, Soule Road Middle	Staff Assigned/ Involved: School Counselor	Other Resources: Not Applicable	Dates: September to June	Monitoring Tools: Teacher feedback; student observation' office referrals Pre and Post Assessment
Activity: Primary Project	Target Age Group: K-3	Schools: Donlin Drive Elementary, Elmcrest Elementary, Chestnut Hill Elementary, Nate Perry Elementary	Staff Assigned/ Involved: School Counselor	Other Resources: Contact Community Services and Children's Institute	Dates: October to June	Monitoring Tools: Teacher Child Rating Scale
Activity: Group Counseling for topics such as Family Changes, Social Skills, Friendship Building, Anger Management	Target Age Group: K-8	Schools: All	Staff Assigned/ Involved: School Counselor	Other Resources: Not Applicable	Dates: September to June	Monitoring Tools: BIMAS
Activity: Short Term Individual counseling	Target Age Group: K-8	Schools: All	Staff Assigned/ Involved: School Counselors	Other Resources: Not Applicable	Dates: September to June	Monitoring Tools: BIMAS

Activity: BIMAS/ Select schools with Primary Project - Teacher/ Child rating scales (K-3)	Target Age Group: K-6	Schools: All K-6 buildings	Staff Assigned/ Involved: K-6 Teachers, Administrators Support Staff, Reading Specialists, SPED Teachers	Other Resources: Not Applicable	Dates: Individual/ October to June	Monitoring Tools: School wide screener (October) Progress monitoring throughout the school year
Activity: Personal counseling	Target Age Group: 7-12	Schools: Middle Schools, Annex and High School	Staff Assigned/ Involved: Counselors	Other resources: Social workers, School Psychologist, community resources	Dates: September to June	Monitoring Tools: Not Applicable
Activity: Implement student test modifications accommodati ons	Target Age Group: K-8	Schools: All	Staff Assigned/ Involved: All	Other Resources: Not Applicable	Dates: September to June	Monitoring Tools: Not Applicable
Activity: School Leadership Team	Target Age Group: K-6	Schools: All	Staff Assigned/ Involved: All	Other Resources: Not Applicable	Dates: September to June	Monitoring Tools: Not Applicable
Activity: Personal safety lessons	Target Age Group: K-4	Schools: All	Staff Assigned/ Involved: School Counselor	Other Resources: Vera House, McMahon Ryan Child Advocacy Center	Dates: September to June	Monitoring Tools: Not Applicable
Activity: BIP & FBA	Target Age Group: K-8	Schools: All	Staff Assigned/ Involved: School Counselor, School Psychologists, Teachers	Other Resources: Not Applicable	Dates: September to June	Monitoring Tools: Not Applicable
Activity: Zones of regulation	Target Age Group: K-3	Schools: Chestnut Hill Elementary, Nate Perry Elementary, Soule Road Elementary	Staff Assigned/ Involved: School Counselor, School Psychologist	Other Resources: Not Applicable	Dates: September to June	Monitoring Tools: Not Applicable
Activity: Kelso's Choices	Target Age Group: K-5	Schools: Willow Field Elementary, Elmcrest Elementary	Staff Assigned/ Involved: School Counselor	Other Resources: Not Applicable	Dates: Not Applicable	Monitoring Tools: Not Applicable
Activity: K Transition	Target Age Group: K	Schools: All K-6 buildings	Staff Assigned/ Involved: School Counselors	Other Resources: Not Applicable	Dates: Individual meetings & whole group	Monitoring Tools: K Transition
Activity: PBIS	Target Age Group: K-6	Schools: Chestnut Hill Elementary, Elmcrest Elementary	Staff Assigned/ Involved: Counselors Teachers Staff	Other resources: PBIS	Dates: K-6	Monitoring Tools: Chestnut Hill Elementary, Elmcrest Elementary

Activity: Positivity Project	Target Age Group: K-6	Schools: All K-6 Buildings	Staff Assigned/Involved: Counselors Teachers Staff	Other Resources: Not Applicable	Dates: Classroom, Whole group lessons	Monitoring Tools: Survey
Activity: School Based Mental Health programs	Target Age Group: K-6	Schools: All Elementary Buildings	Staff Assigned/Involved: All counselors can refer & communicate with school based therapists	Other Resources: Liberty Resources	Dates: Throughout the year	Monitoring Tools: School Based Mental Health programs
Activity: Child Welfare Liaison - ACCESS	Target Age Group: K-6	Schools: Chestnut Hill Elementary, Nate Perry Elementary, Liverpool Elementary	Staff Assigned/Involved: Counselors, Psychologist	Other Resources: Not Applicable	Dates: Throughout the year	Monitoring Tools: Child Welfare Liaison - ACCESS
Activity: School based mental health clinic	Target Age Group: 9-12	Schools: Annex and LHS	Staff Assigned/Involved: Counselors/social workers school psychologist	Other Resources: Liberty Resources	Dates: School year	Monitoring Tools: Not Applicable
Activity: Parent Conferences	Target Age Group: 7-12	Schools: LHS and LHX All middle schools	Staff Assigned/Involved: Counselors teachers	Other Resources: Parents Therapists Social workers	Dates: School year	Monitoring Tools: Not Applicable
Activity: Crisis counseling	Target Age Group: K-12	Schools: All Buildings	Staff Assigned/Involved: Counselors	Other Resources: Parents Therapists CPS Social workers C-PEP Upstate Psych ED	Dates: School year	Monitoring Tools: Not Applicable
Activity: Referral to Outside Agencies	Target Age Group: K-12	Schools: All Buildings	Staff Assigned/Involved: Counselors	Other Resources: Social Workers CPS	Dates: School Year	Monitoring Tools: Not Applicable
Activity: Mediations	Target Age Group: K-12	Schools: All Buildings	Staff Assigned/Involved: Counselors	Other Resources: Principals Social Workers	Dates: School year	Monitoring Tools: Not Applicable
Activity: Foreign Exchange Students	Target Age Group: 10-12	Schools: LHS	Staff Assigned/Involved: Counselor	Other Resources: FE Agency	Dates: School year	Monitoring Tools: Not Applicable
Activity: New Student Registration	Target Age Group: 7-8	Schools: All Middle School	Staff Assigned/Involved: Counselors	Other Resources: Not Applicable	Dates: All Year, as needed	Monitoring Tools: Not Applicable
Activity: 7th Grade Group Orientations	Target Age Group: 7	Schools: All Middle Schools	Staff Assigned/Involved: Counselors	Other Resources: Not Applicable	Dates: August	Monitoring Tools: Not Applicable

Activity: Open Locker Night	Target Age Group: 7-8	Schools: All Middle Schools	Staff Assigned/Involved: Counselors	Other Resources: Not Applicable	Dates: August	Monitoring Tools: Not Applicable
Activity: Conflict Resolution	Target Age Group: K-8	Schools: All Middle Schools	Staff Assigned/Involved: Counselors/teachers	Other Resources: Not Applicable	Dates: All School Year	Monitoring Tools: Not Applicable
Activity: Classroom Guidance Lessons on various topics	Target Age Group: K-12	Schools: All Middle School LHS Counselors	Staff Assigned/Involved: Counselors	Other Resources: Not Applicable	Dates: All School year	Monitoring Tools: Not Applicable
Activity: Holiday Support	Target Age Group: K-8	Schools: All Middle Schools	Staff Assigned/Involved: Counselors	Other Resources: Outside agencies/food pantry	Dates: November-December	Monitoring Tools: Not Applicable
Activity: Consultation/Referrals to social workers	Target Age Group: 9-12	Schools: LHS & LHX	Staff Assigned/Involved: Counselors	Other Resources: Social Workers	Dates: School Year	Monitoring Tools: Not Applicable

Academic Skills

Activity: CST - Child Study Team	Target Age Group: K-8	Schools: All K-8 buildings	Staff Assigned/Involved: Varies by building, involves several support staff employees	Other Resources: Not Applicable	Dates/Delivery Method: Throughout the year as needed.	Monitoring Tools: Intervention data might include behavior charts, observable time on task report, or reports from the intervention (such as Earobics for example)
Activity: Primary Project	Target Age Group: K-3	Schools: Donlin Drive, Elmcrest, Nate Perry & Chestnut Elementary	Staff Assigned/Involved: Contact Child Associate/Counselor	Other Resources: Not Applicable	Dates/Delivery Method: Individual Oct- June	Monitoring Tools: Pre/Post Assessments
Activity: RTI meetings	Target Age Group: K-6 9	Schools: All K-6 buildings LHX	Staff Assigned/Involved: School counselors, Reading Specialists, Principal, Special Education Teacher, School Psychologist and Social Workers (HS ONLY)	Other Resources: Not Applicable	Dates/Delivery Method: Grade level meetings throughout the year (K-6); As needed based on number of staff referrals (9)	Monitoring Tools: AIMSweb data for all students. Progress monitoring for some RTI Referral Packet (9)

Activity: BIMAS/ Select schools with Primary Project - Teacher/ Child rating scales (K- 3)	Target Age Group: K-6	Schools: All K-6 buildings	Staff Assigned/Involved: K-6 Teachers, Administrators Support Staff, Reading Specialists, SPED Teachers	Other Resources: Not Applicable	Dates/Deliv ery Method: Individual/ October - June	Monitoring Tools: School wide screener (October) Progress monitoring throughout the school year
Activity: K Transition	Target Age Group: K	Schools: All K-6 buildings	Staff Assigned/Involved: School Counselors	Other Resources: Not Applicable	Dates/Deliv ery Method: Individual meetings & whole group	Monitoring Tools: Not Applicable
Activity: Implement student test modifications & accommodations	Target Age Group: K-8	Schools: All K-8 Buildings	Staff Assigned/Involved: School Counselors & various other school personnel	Other Resources: Not Applicable	Dates/Deliv ery Method: Throughout the year as needed.	Monitoring Tools: Not Applicable
Activity: PBIS	Target Age Group: K-6	Schools: Chestnut Hill Elementary, Elmcrest Elementary, Donlin Drive Elementary	Staff Assigned/Involved: Counselors Teachers Staff	Other Resources: Not Applicable	Dates/Deliv ery Method: Not applicable	Monitoring Tools: Not Applicable
Activity: Articulation with next grade level school counselors/teach ers	Target Age Group: K-8	Schools: All K-8 Buildings	Staff Assigned/Involved: School Counselors, Middle School Counselors	Other Resources: Not Applicable	Dates/Deliv ery Method: June	Monitoring Tools: Not Applicable
Activity: Skill support (i.e. organization, time management, study skills, and self advocacy)	Target Age Group: K-8	Schools: All K-8 Buildings	Staff Assigned/Involved: School Counselors	Other Resources: Not Applicable	Dates/Deliv ery Method: Direct individual counseling, classroom lessons, or in small groups	Monitoring Tools: Student or teacher surveys, report card grades and comments
Activity: Attendance Meetings with students/parents	Target Age Group: 9- 12	Schools: LHS/LHX	Staff Assigned/Involved: School Counselors	Other Resources: Admin as needed	Dates/Deliv ery Method: All year	Monitoring Tools: Schooltool, Attendance office
Activity: New Student Enrollment Meeting	Target Age Group: 7- 12	Schools: LHS/LHX All Middle Schools	Staff Assigned/Involved: School Counselors	Other Resources: Not Applicable	Dates/Deliv ery Method: All year	Monitoring Tools: Student Records

Activity: Committee Meetings (SET, Building, Safety, Seal, Department, ILT, SIT, PLC and all Curriculum Areas)	Target Age Group: K-12	Schools: LHS/LHX Elementary Schools	Staff Assigned/Involved: School Counselors	Other Resources: School District Personnel	Dates/Delivery Method: All year	Monitoring Tools: Google Calendar, Shared Meeting Minutes
Activity: 504 Meetings	Target Age Group: 7-12	Schools: LHS/LHX All Middle Schools	Staff Assigned/Involved: School Counselors, School Psychologist, Admin, teachers	Other Resources: 504 Coordinators	Dates/Delivery Method: Spring	Monitoring Tools: 504 Plan, IEP Direct
Activity: Academic monitoring	Target Age Group: 9-12	Schools: LHS/LHX All Middle Schools	Staff Assigned/Involved: School Counselors	Other Resources: 5 week/quarterly review	Dates/Delivery Method: All year	Monitoring Tools: SchoolTool
Activity: Course Selection Meetings	Target Age Group: 7-12	Schools: LHS/LHX All Middle Schools	Staff Assigned/Involved: School Counselors	Other Resources: Yearly Updated Course Catalog	Dates/Delivery Method: Jan-March	Monitoring Tools: Schooltool, teacher recommendations, parent/student input
Activity: Progress to Graduation Monitoring	Target Age Group: 9-12	Schools: LHS/LHX	Staff Assigned/Involved: School Counselors	Other Resources: NYSED Updates	Dates/Delivery Method: All year	Monitoring Tools: Schooltool-report card/progress report/transcript, Progress to Graduation form
Activity: Parent Conferences	Target Age Group: 7-12	Schools: LHS/LHX Middle School Buildings	Staff Assigned/Involved: School Counselors, Teachers, Admin as needed	Other Resources: Not Applicable	Dates/Delivery Method: All year	Monitoring Tools: Schooltool, email
Activity: Yearly School Profile	Target Age Group: 9-12	Schools: LHS/LHX	Staff Assigned/Involved: School Counselor	Other Resources: Not Applicable	Dates/Delivery Method: Not Applicable	Monitoring Tools: Not Applicable
Activity: Attendance Monitoring	Target Age Group: K-8	Schools: Elementary and Middle School	Staff Assigned/Involved: School Counselor, teachers	Other Resources: Not Applicable	Dates/Delivery Method: School year	Monitoring Tools: Schooltool
Activity: Data Team Meetings	Target Age Group: 7-8	Schools: Middle School	Staff Assigned/Involved: SRM	Other Resources: Not Applicable	Dates/Delivery Method: Not Applicable	Monitoring Tools: Not Applicable

Activity: SAT Prep course	Target Age Group: 10-11	Schools: LHS	Staff Assigned/Involved: School Counselor/ Teachers	Other Resources: Not Applicable	Dates/Delivery Method: March-May	Monitoring Tools: Not Applicable
Activity: Scheduling Conflicts	Target Age Group: 7-12	Schools: LHS/LHS Middle School	Staff Assigned/Involved: Staff Assigned/Involved: School Counselors	Other Resources: Beginning of year/Semester	Dates/Delivery Method: All year	Monitoring Tools: SchoolTool
Activity: ALT Placement Coordination	Target Age Group: 7-8	Schools: Middle School	Staff Assigned/Involved: School Counselor/Admin/Parents	Other Resources: Not Applicable	Dates/Delivery Method: School Year	Monitoring Tools: Not Applicable
Activity: NYS Assessment Coordination	Target Age Group: 7-8	Schools: All Middle Schools	Staff Assigned/Involved: Counselors/Admins /Teachers	Other Resources: Not Applicable	Dates/Delivery Method: March-May	Monitoring Tools: Not Applicable
Activity: Summer School registration/adj	Target Age Group: 9-12	Schools: LHS /LHX	Staff Assigned/Involved: School Counselors	Other Resources: LHS Counselors	Dates/Delivery Method: June-Aug	Monitoring Tools: SchoolTool
Activity: Alternative education program referrals	Target Age Group: 9-12	Schools: LHS /LHX	Staff Assigned/Involved: School Counselors	Other Resources: School Counselors	Dates/Delivery Method: All year	Monitoring Tools: Not Applicable
Activity: College/Career recommendation letters	Target Age Group: 11-12	Schools: LHS	Staff Assigned/Involved: School Counselors	Other Resources: Not Applicable	Dates/Delivery Method: Aug-Feb	Monitoring Tools: Naviance
Activity: Seal of Biliteracy	Target Age Group: 12	Schools: LHS	Staff Assigned/Involved: School Counselor	Other Resources: School Counselors/World Language teachers/admin	Dates/Delivery Method: Sept-Mar	Monitoring Tools: SchoolTool

Career and College Readiness

Activity: College Rep Visits	Target Age Group: 10-12	Schools: LHS	Staff Assigned/Involved: LHS Counselors	Other Resources: Secretary who organizes	Dates: September-June
Activity: Cayuga Community College Fair	Target Age Group: 11-12	Schools: LHS	Staff Assigned/Involved: LHS Counselors	Other Resources: Cayuga Community College staff	Dates: October
Activity: Onondaga Community College High School Open House/ Field Trip	Target Age Group: 12	Schools: LHS	Staff Assigned/Involved: LHS Counselors	Other Resources: OCC Staff	Dates: October

Activity: Naviance Training for 10th grade	Target Age Group: 10	Schools: LHS	Staff Assigned/Involved: LHS Counselors	Other Resources: Library Staff member and classroom Teacher	Dates: April
Activity: Naviance Training for 11th grade	Target Age Group: 11	Schools: LHS	Staff Assigned/Involved: LHS Counselor	Other Resources: Library Staff member & classroom teacher	Dates: January
Activity: Career Chats	Target Age Group: 10-12	Schools: LHS	Staff Assigned/Involved: LHS Counselors	Other Resources: Community members	Dates: October - May
Activity: BOCES Visits	Target Age Group: 10-11	Schools: LHS	Staff Assigned/Involved: LHS Counseling Secretaries	Other Resources: BOCES Staff members	Dates: January-April
Activity: Military Visits	Target Age Group: 10-12	Schools: LHS	Staff Assigned/Involved: Not Applicable	Other Resources: Military Branches	Dates: October-May
Activity: Junior Post High School Planning Meetings	Target Age Group: 11	Schools: LHS	Staff Assigned/Involved: LHS Counselors	Other Resources: Not Applicable	Dates: April-May
J Activity: junior College Planning Night	Target Age Group: 11	Schools: LHS	Staff Assigned/Involved: LHS Counselors	Other Resources: Community members	Dates: January
Activity: Financial Aid Night	Target Age Group: 12	Schools: LHS	Staff Assigned/Involved: LHS Counselors	Other Resources: Financial Aid Presenter from local college	Dates: September
Activity: PSAT Breakfast	Target Age Group: 11	Schools: LHS	Staff Assigned/Involved: LHS Counselors	Other Resources: Parents	Dates: October
Activity: Areas of Strengths and Weakness	Target Age Group: K-6	Schools: Elementary Buildings	Staff Assigned/Involved: Teachers, School Counselors, Psychologists	Other Resources: Parents	Dates: Sept - June
Activity: Exposure to Careers	Target Age Group: K-6	Schools: Elementary Buildings	Staff Assigned/Involved: Teachers, School Counselors	Other Resources: Not Applicable	Dates: Sept- June

Activity: Naviance Career Classroom Lessons	Target Age Group: 7-8	Schools: SRMS	Staff Assigned/Involved: FACS teacher, School Counselors	Other Resources: Not Applicable	Dates: December
Activity: Mid Year Report Mailings to Colleges	Target Age Group: 12	Schools: LHS	Staff Assigned/Involved: Counseling Secretaries	Other Resources: Not Applicable	Dates: February
Activity: Long-Range Planning / Ongoing review of Comprehensive Counseling Plan	Target Age Group: 10-12	Schools: LHS	Staff Assigned/Involved: LHS Counselors	Other Resources: Not Applicable	Dates: Year Round
Activity: Senior Year Scholarship Update	Target Age Group: 12	Schools: LHS	Staff Assigned/Involved: LHS Counselors	Other Resources: Not Applicable	Dates: Sept - June
Activity: Dollars for Scholars application review	Target Age Group: 12	Schools: LHS	Staff Assigned/Involved: LHS Counselors	Other Resources: Not Applicable	Dates: March
Activity: Promotion of Regional College Fairs i.e. National College Fair at OCC, College Fair at surrounding high schools	Target Age Group: 10-12	Schools: LHS	Staff Assigned/Involved: LHS Counselors	Other Resources: NACAC and other school districts	Dates: Sept - March
Activity: Senior Survey	Target Age Group: 12	Schools: LHS	Staff Assigned/Involved: LHS Counselors and Secretaries	Other Resources: Not Applicable	Dates: May
Activity: College Application Processing	Target Age Group: 12	Schools: LHS	Staff Assigned/Involved: LHS Counselors and Secretaries	Other Resources: Not Applicable	Dates: October- May
Activity: Professional Development Opportunities	Target Age Group: Topics relevant to grades 9-12	Schools: LHS	Staff Assigned/Involved: LHS Counselors	Other Resources: Colleges and local agencies	Dates: Year Round

Liverpool Central School Counseling Department Accountability System

To achieve the best results for students, Liverpool school counselors will regularly evaluate their program to determine its effectiveness using the following methods:

Data Analysis - Counselors collect, analyze, and report data by specific subgroups and ensure that decisions about student instruction and learning are driven by achievement data.

Program Results - Counselors analyze the school counseling program using data to inform decisions related to program improvements. The Liverpool School Counseling Advisory Council along with the counseling department will review the programs to identify trends and areas of success and areas in need of improvement.

Evaluation and Improvement - Program evaluation and improvement has four components: self-analysis of the school counselor's strengths, analysis of the school counseling program's strengths and areas of improvement, evaluation of the school counselor's performance using the Liverpool APPR document, and review of program goals created at the beginning of the year.

Revised/Reviewed (4/24/19)