RHINEBECK CENTRAL SCHOOL DISTRICT

K – 12 GUIDANCE PLAN

BOE Approved January 2010
Rhinebeck Central School District  
**K – 12 GUIDANCE PLAN**

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Rhinebeck Central School District  
K – 12 GUIDANCE PLAN

Introduction
This K–12 Guidance Plan is designed to be a resource for members of the Rhinebeck Central School District K–12 Student Support Services Team and the Rhinebeck Central School District educational community. The plan supports the overall mission of the School District by promoting student achievement, college and career planning, and personal social development for every student. Student Support Services team members, using their leadership, advocacy, teaming and collaboration, and data driven decision–making skills, will ensure that every student in the Rhinebeck Central School District will have access to a quality and equitable education. This plan is aligned with the New York State Learning Standards, aligned with the New York State School Counselor Association’s Model Comprehensive K–12 School Counseling Program and enhanced with practical ideas for activities and assessments from the Student Support Services Team in Rhinebeck.

This is a living document. We encourage the K–12 Student Support Services team to refine this document as further information and resources become available. Counselors are encouraged to use this document as a springboard for further detailing the key components to meet the needs of the student body. It is recognized that the development of any program is a process of continuous improvement, not a one–time event. This plan assumes that the use of data as a powerful planning tool makes school counseling programs more effective. A properly implemented program focuses school resources on student achievement and increases collaboration between educational professionals within schools.

Resources Utilized in the Development of the Plan

- New York State Learning Standards
- The New York State Model for Comprehensive K–12 School Counseling Programs
- American School Counselor Association National Standards for Student

Acknowledgements
The following members of the K–12 Student Support Services team contributed to the writing and revising of the plan. Their expertise and professionalism are to be complimented.

Carmela Fountain  Robert Heywood  Jeffrey Levinson  Nicholas Montany  Morgan LoBrutto  Megan Rodier  Richard Zipp

Special thanks to Deborah Hardy Ed.D., Chairperson for school counseling services at Irvington School District and past President of the New York State School Counselor Association, for facilitating the process of developing the plan. Her expertise and professionalism are to be complimented.

Additional Information
If you would like additional information or to submit suggestions or comments, please contact:

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Rhinebeck Central School District
MISSION STATEMENT

The Rhinebeck Central School District is an educational community that provides an excellent learning environment and is dedicated to the development of every student’s generosity of spirit, passion for learning, and ultimate success.

VISION STATEMENT

The Rhinebeck Central School District meets the changing needs of our community with courageous programming consistent with State Standards and mindful of best learning practices. Each student enjoys an enriching experience while mastering the skills and knowledge to reach his or her maximum potential. We educate our students to become self-directed learners, complex thinkers, collaborative workers, quality producers, community contributors, and ethical decision-makers.

CORE VALUES

*Quality Education Includes:*

- **Safety and Health:** Students and staff need a healthy and safe environment.
- **Resources:** A successful education program requires appropriate facilities, equipment, and materials.
- **Respect:** We respect and honor the dignity and worth of ourselves, others, and our environment.
- **Responsibility:** Each person is responsible for what he or she says and does.
- **Courage:** Courage is required to grow, change, take risks, and make commitments.
- **Integrity:** Personal integrity develops as one attends to and becomes increasingly ethical in one’s speech and actions. Adults model this process.
- **Whole Child:** In order for students to be successful, their emotional, social, physical, and academic needs must be met.
- **Collaboration:** The education of our students is a process involving the entire educational community: students, teachers, administrators, non-instructional staff, Board of Education, families, and the community at large.
- **Student Achievement:** Continuous growth and improvement occur when there is use of best practices, an articulated/aligned curriculum, and pertinent data.
- **Recognition:** Acknowledging and celebrating successes, large and small, nurtures growth and a sense of community.
Rhinebeck Central School District
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Educational Objectives

The Board of Education upholds and supports the District’s Mission as stated in our Comprehensive District Education Plan by creating and encouraging opportunities for all Rhinebeck Central School District graduates to become:

- **Self-directed learners**, who use positive core values to create a positive vision for themselves and their future, set priorities, and achievable goals, create options for themselves, monitor and evaluate their progress, and assume responsibility for their actions.

- **Collaborative workers**, who use effective leadership and group skills to develop and manage interpersonal relationships within culturally and organizationally diverse settings.

- **Complex thinkers**, who identify, access, integrate, and use available resources and information to reason, make decisions, and solve complex problems in a variety of contexts.

- **Community contributors**, who contribute their time, energies, and talents to improving the welfare of others and the quality of life in their diverse communities.

- **Quality producers**, who create intellectual, artistic, practical, and physical products which reflect originality, high standards, and the use of appropriate advanced technologies.

- **Ethical decision-makers**, who exemplify the principles of trustworthiness, respect, responsibility, integrity, fairness, caring, and citizenship.
Student Support Services
Mission Statement

All students in the Rhinebeck Central School District have access to student support staff that will assist students in developing their academic, personal/social, and career college skills. Through a comprehensive student support program, students will:

1) Demonstrate an understanding of their present academic status, achievement, interests, abilities, and educational requirements.

2) Experience greater self awareness and responsible decision making.

3) Develop interpersonal and effective competencies critical to realizing and achieving their potential.

We educate our students to become respectful and responsible towards self and others.
Roles and Responsibilities

The Student Support Services Team in the Rhinebeck Central School District consists of School Counselors, School Social Workers, and School Psychologists. The individual expertise of each Student Support Service member provides students with the highest level of professionalism towards achieving academic success in a K–12 educational setting.

The Student Support Service members generally:

- Collaborate and consult with administrators, educators, parents, and other Student Support Service providers in achieving student success
- Advocate for students’ academic, social, personal, emotional needs
- Participate in parent–teacher conferences
- Provide classroom lessons on academic, social/personal, and career/college skills
- Provide individual/group counseling and mediation
- Provide crisis intervention, risk assessment, and ongoing evaluation
- Attend meetings for Committee on Special Education, Child Study Team, and 504 Committee
- Provide staff in–service training when appropriate
- Are mandated reporters for Child Protective Services
- Serve as "point of entry" liaison for students entering or leaving mental health facilities
- Prepare constituent communication including newsletters, web pages, etc.
- Participate in professional development activities through professional memberships
- Participate as members of various CDEP Vertical Teams
School Counselors are New York State certified professionals with a Masters Degree in School Counseling or related discipline.

School Counselors responsibilities may include, but are not limited to:

- Counseling students in developing academic, personal, social and college/career plans, goals and skills
- Coordinating and administering PSAT, SAT I/II and AP testing, including Services for Students with Disabilities
- Presenting classroom instruction on standardized testing, course selection, college preparation/application, summer programs, graduation requirements
- Presenting grade level parent/guardian workshops on college and financial aid application process, developmental issues, and graduation requirements
- Counseling students at-risk and exploring alternative programs
- Advising and registering new students
- Developing and instructing Home and Careers and College and Careers I and II curriculum
- Coordinating the review and selection process of awards and scholarship programs
- Serving as a liaison for students in alternative programs
- Assisting in Master Schedule development and implementation
- Verifying student diploma requirements and monitor academic progress
- Processing Summer School registration
- Developing and monitoring Guidance Department budget
- Supporting Guidance Office Assistant and Secretary
- Serving as liaison with NCAA Eligibility Clearinghouse for student athletes
- Maintaining relationships with post-secondary institutions and staying current with post-secondary trends and policies
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Roles and Responsibilities
School Social Worker

School Social Workers hold a Masters Degree in Social Work and are New York State certified and licensed through the Office of Professions.

School Social Workers responsibilities may include, but are not limited to:

- Providing intensive and ongoing counseling and case management services
- Developing treatment plans and counseling goals
- Assessing for AIS counseling eligibility
- Assessing student behavioral functioning and creating appropriate behavioral management plans
- Providing ongoing group counseling for students focusing on self-esteem, grief, social skills, coping skills, divorce/separation, and anger management
- Facilitating 5th to 6th grade transition group at CLS
- Implementing social–emotional programming to address various needs
- Coordinating school–wide special activities and programs
- Participating in new student orientations and assisting with students transitioning into the District
- Reporting on student progress to outside agencies as requested
- Acting as liaison for community programs
- Collaborating with outside mental health professionals to coordinate care for students and families in treatment
- Serving as liaison for mandated programs including Child Protective Services (CPS), Probation, Person In Need of Supervision (PINS), and appointed law guardians
- Maintaining professional licensing through the Office of Professions
- Providing mandated Sexual Harassment Education workshops for students
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Roles and Responsibilities
School Psychologist

School Psychologists are New York State certified professionals with a Masters Degree or a Certificate of Advanced Study in School Psychology.

School Psychologists responsibilities may include, but are not limited to:

- Conducting and reporting on psychological and psycho–educational evaluations
- Conducting Functional Behavioral Assessments (FBAs)
- Generating and tracking Behavioral Intervention Plans (BIPs) utilizing information yielded from Functional Behavioral Assessments (FBAs)
- Implementation of appropriate behavioral modification approaches through staff consultation.
- Addressing social/emotional/behavioral learning needs through classroom lessons and/or programs when appropriate.
- Providing Individualized Education Plans (IEP), 504, and AIS individual and group counseling
- Serving as New York State Education Department legally mandated members of the Committee on Special Education (CSE)
- Serving in capacity as CSE Chairperson for meetings as needed
- Assisting in the writing and development of student Individualized Education Plans (IEPs)
- Observing and recording information on students that are educated in facilities outside of the District
- Coordinating and participating in the screening process of new entrants to the School District
- Conducting cognitive, social/emotional, behavioral and/or motor screenings
- Providing mandated Sexual Harassment Education workshops for students
- Evaluating appropriate alternative educational programming and placement
Student Support Service Goals for Grades K – 12

Comprehensive programs for students in grades K – 5 include:

Goal 1  Prepare students to participate effectively in their current and future educational programs.
Goal 2  Provide advisory assistance to enable students to benefit from the curriculum in the following areas:
- Attendance
- Academics
- Behavioral and/or transition concerns

Goal 3  Educate students concerning the awareness and respect of self and others.
Goal 4  Encourage parental involvement in the educational process.

Comprehensive programs for District students in grades 6 – 8 include:

Goal 5  Review each student’s educational progress and career plans annually.
Goal 6  Educate students concerning the awareness and respect of self and others.
Goal 7  Provide advisory assistance to enable students to benefit from the curriculum in the following areas:
- Curriculum and educational options
- Attendance
- Secondary plans
- Academics
- Behavioral and/or transition concerns

Goal 8  Encourage parental involvement in the educational process.

Comprehensive programs for students in grades 9 – 12 include:

Goal 9  Review each student’s educational progress, career directions and future plans annually.
Goal 10 Educate students concerning their awareness of intrapersonal and interpersonal skills in order to be a meaningful contributor within the greater community.
Goal 11 Provide advisory assistance to enable students to benefit from the curriculum in the following areas:
- Curriculum, options, educational and career plans
- Attendance
- Post secondary plans
- Academics
- Behavioral and/or transition concerns

Goal 12  Encourage parental involvement in the educational process.
Comprehensive programs for District students in grades K – 5 include:

Goal 1  Prepare students to participate effectively in their current and future educational programs.

Goal 2  Provide advisory assistance to enable students to benefit from the curriculum in the following areas:
- Attendance
- Academics
- Behavioral and/or transition concerns

Goal 3  Educate students concerning the awareness and respect of self and others.

Goal 4  Encourage parental involvement in the educational process.
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Rhinebeck District Student Support Service Goals

GOAL 1
Prepare students to participate effectively in their current and future educational programs.

TARGET POPULATION
Students in grades K – 5

OBJECTIVES

Academic:
Students will:
• Be placed in appropriate classroom situations suitable to their personal and academic strengths or weaknesses
• Be given appropriate feedback about their academic progress
• Be encouraged to develop knowledge of personal academic strengths, weaknesses and learning style
• Be instructed and encouraged in the development of positive study skills
• Begin to understand the relationship between current schoolwork and future educational and career planning

ANNUAL ASSESSMENT OF PROGRAM RESULTS
• Teacher observations of student personal, academic and social growth
• Improved student achievement on standardized and local tests
**GOAL 1 PROGRAMS**

**Goal 1:** Prepare students to participate effectively in their current and future educational programs.

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<th>ACTIVITIES</th>
<th>DOMAIN</th>
<th>TARGET GROUP</th>
<th>STAFF ASSIGNED</th>
<th>OTHER RESOURCES</th>
<th>DATES</th>
<th>EVALUATION</th>
<th>DELIVERY</th>
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</thead>
</table>
| Pre-Placement Meetings   | Academic        | K – 5        | CST Chairperson  
Principal  
School Psychologist  
School Social Worker  
Special Education Teacher | Student records  
Student records | June (preceding school year)  
Sept – June |  
Review of records  
Review of records  
Assess as necessary | Meetings        |
| Screening of New Entrants| Academic        | K – 5        | School Psychologist                                                           | Student records                  | Sept – June               |  
Review of records  
Assess as necessary | Individual screenings |
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Rhinebeck District Student Support Service Goals

GOAL 2
Provide advisory assistance to enable students to benefit from the curriculum in the following areas: attendance; academics; behavioral and/or transition concerns.

TARGET POPULATION
Students in grades K – 5

OBJECTIVES

Academic:
Students will:

- Will recognize the relationship between regular school attendance, promptness and educational performance
- Improve school academic performance
- Develop an investment in academic improvement by:
  - Acknowledging areas in need of improvement
  - Working with teachers to progress in weak areas
- Demonstrate improved social behavior and improved school adjustment
- Demonstrate improved problem–solving skills
- Demonstrate improved understanding of the purpose for school rules

Personal/Social:
Students will:

- Demonstrate improved problem–solving skills
- Demonstrate improved understanding of the purpose for school rules

ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Review classwork and homework grades
- Review test performance
- Review of attendance and lateness record
- Teacher, school psychologist, school social worker, administrator and parent observations
- Review of school discipline records
- Parent feedback
## GOAL 2 PROGRAMS

Goal 2: Provide advisory assistance to enable students to benefit from the curriculum in the following areas: attendance; academics; behavioral and/or transition concerns.

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<th>EVALUATION</th>
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<td>Sept – June</td>
<td>• Classroom observation • Faculty input • Student input • Parent input • Goal achievement • Review of records</td>
<td>Individual session</td>
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<td></td>
<td>School Social Worker</td>
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<td>School Psychologist School Social Worker</td>
<td>• IEPs</td>
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<td>• Classroom observation • Faculty input • Student input • Parent input • Goal achievement • Review of records</td>
<td>Group session</td>
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<tr>
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<td>School Social Worker</td>
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<td>Academic Personal/Social</td>
<td>K – 5</td>
<td>School Psychologist School Social Worker</td>
<td>• Faculty input • Parent input • Student input</td>
<td>Sept – June</td>
<td>• Student performance</td>
<td>Individual session</td>
</tr>
<tr>
<td>Crisis Intervention</td>
<td>Personal/Social</td>
<td>K – 5</td>
<td>School Psychologist School Social Worker</td>
<td>• Faculty input • Parent input • Student input</td>
<td>Sept – June</td>
<td>• Reduction of student referrals</td>
<td>Crisis session</td>
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<td>As needed: Principal Director of Special Education Director of Curriculum</td>
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### GOAL 2 PROGRAMS

**Goal 2:** Provide advisory assistance to enable students to benefit from the curriculum in the following areas: attendance; academics; behavioral and/or transition concerns.

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</table>
| Classroom Interventions           | Academic        | K – 5        | School Psychologist School Social Worker Teacher | • Student file  
• Records                                                 | Sept – June     | • Review of records  
• RTI data  
• Faculty input  
• Classroom observations  
• Student performance | RTI strategies |
| Monitor At–Risk Students          | Academic        | K – 5        | School Psychologist School Social Worker    | • Student records  
• Student input  
• Faculty input  
• Parent input  
• Principal input | Sept – June     | • Student performance  
• Parent input  
• Faculty input | Individual      |
| Counseling Assessment             | Academic        | K – 5        | School Psychologist School Social Worker    | • CST input  
• Parent input  
• Student input  
• Faculty input | Sept – June     | • Student performance  
• Counselor recommendation | Individual sessions |
| Psychological/Psycho-educational Evaluations | Academic | K – 5        | School Psychologist                        | • Student records  
• Parent input  
• Faculty input  
• Student input  
• Classroom observations  
• Assessment tools | Sept – June     | • CSE recommendations  
• Student performance | Individual evaluation |
GOAL 2 PROGRAMS
Goal 2: Provide advisory assistance to enable students to benefit from the curriculum in the following areas: attendance; academics; behavioral and/or transition concerns.

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<tbody>
<tr>
<td>Functional Behavioral Assessments</td>
<td>Personal/Social</td>
<td>K – 5</td>
<td>School Psychologist School Social Worker</td>
<td>• Observations • Consultations • Functional Behavioral Assessments • Records</td>
<td>Sept – June</td>
<td>• Behavior charting • Review of records • RTI data • Faculty input • Classroom observations</td>
<td>Individual plan</td>
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<tr>
<td>Behavioral Intervention Plans</td>
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<td>IEP Development</td>
<td>Academic Personal/Social</td>
<td>K – 5</td>
<td>Director of Special Education School Psychologist Special Ed Teacher As needed: School Social Worker Other service providers</td>
<td>• Student record • Evaluations • CSE committee input</td>
<td>Sept – June</td>
<td>• Goal achievement • Student performance • CSE recommendations</td>
<td>IEP Direct</td>
</tr>
<tr>
<td>Alternative Education Placements</td>
<td>Academic Personal/Social</td>
<td>K – 5</td>
<td>Director of Special Education Principal School Social Worker School Psychologist</td>
<td>• Program information • Evaluations • Faculty input • Parent input • Student input</td>
<td>Sept – June</td>
<td>• Student records • Student performance • Placement feedback • CSE recommendations</td>
<td>Program placement</td>
</tr>
</tbody>
</table>
**GOAL 2 PROGRAMS**

Goal 2: Provide advisory assistance to enable students to benefit from the curriculum in the following areas: attendance; academics; behavioral and/or transition concerns.

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<tr>
<td>Consultation with Outside Service Providers</td>
<td>Academic Personal/Social</td>
<td>K – 5</td>
<td>School Psychologist School Social Worker</td>
<td>● List of providers ● Consent to release and receive information</td>
<td>Sept – June</td>
<td>● Goal achievement ● Student performance ● Collaborative treatment planning</td>
<td>Communication</td>
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<tr>
<td>Faculty Consultation</td>
<td>Academic Personal/Social</td>
<td>K – 5</td>
<td>School Psychologist School Social Worker Faculty</td>
<td>● Student records</td>
<td>Sept – June</td>
<td>● Review of records ● Faculty input</td>
<td>Meetings</td>
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<tr>
<td>Child Study Team</td>
<td>Academic Personal/Social</td>
<td>K – 5</td>
<td>CST Chairperson Nurse School Psychologist School Social Worker Speech Therapist Teachers As needed: Director of CSE OT/PT Principal</td>
<td>● Student records</td>
<td>Sept – June</td>
<td>● Review of records ● Faculty input ● RTI data ● Assessment data ● Student input ● Parent input ● Student performance</td>
<td>Team meetings</td>
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<td>Committee on Special Education (CSE)</td>
<td>Academic Personal/Social</td>
<td>K – 5</td>
<td>Director of Special Education School Psychologist Teachers Special Ed Teacher As needed: School Social Worker Other service providers</td>
<td>● Student record ● Evaluations ● CSE committee input</td>
<td>Sept – June</td>
<td>● Review of records ● Faculty input ● RTI data ● Assessment data ● Student input ● Parent input ● Student performance</td>
<td>Committee Meetings</td>
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<td>Committee on Preschool Special Education (CPSE)</td>
<td>Academic Personal/Social</td>
<td>Pre-K</td>
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Goal 2: Provide advisory assistance to enable students to benefit from the curriculum in the following areas: attendance; academics; behavioral and/or transition concerns.

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<td>504 Meetings</td>
<td>Academic Personal/Social</td>
<td>K – 5</td>
<td>504 Chairperson School Psychologist Teachers</td>
<td>Student records</td>
<td>Sept – June</td>
<td>Review of records</td>
<td>Committee Meetings</td>
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<td>as needed: Nurse OT/PT Principal School Social Worker Speech Therapist</td>
<td>Evaluations</td>
<td></td>
<td>Faculty input</td>
<td></td>
</tr>
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<td></td>
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<td></td>
<td></td>
<td>504 Committee input</td>
<td></td>
<td>RTI data</td>
<td></td>
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<td></td>
<td>Assessment data</td>
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<td></td>
<td>Student input</td>
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<td></td>
<td>Parent input</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Student performance</td>
<td></td>
</tr>
<tr>
<td>CDEP Vertical Teams</td>
<td>Academic Personal/Social</td>
<td>K – 12</td>
<td>Director of Curriculum School Counselors School Psychologists School Social Workers Other Faculty</td>
<td>Agenda CDEP Document</td>
<td>Sept – June</td>
<td>CDEP goal achievement</td>
<td>Team meeting</td>
</tr>
<tr>
<td>Student Support Services Team</td>
<td>Academic Personal/Social</td>
<td>K – 12</td>
<td>School Counselors School Psychologists School Social Workers</td>
<td>Agenda Curriculum and Instruction</td>
<td>Sept – June</td>
<td>NYS Learning Standards Guidance Plan</td>
<td>Team meeting</td>
</tr>
<tr>
<td>Crisis Intervention Team</td>
<td>Personal/Social</td>
<td>K – 5</td>
<td>School Counselors School Psychologist School Social Worker Administrators Faculty</td>
<td>District Policies and Procedures</td>
<td>Sept – June</td>
<td>Debriefing Reduction of student referrals</td>
<td>Responsive services</td>
</tr>
<tr>
<td>Peaceful Bus Program</td>
<td>Personal/Social</td>
<td>K – 5</td>
<td>Principal School Social Worker</td>
<td>BLPT input Surveys Responsive Classroom</td>
<td>Sept – June</td>
<td>Pre/Post surveys</td>
<td>Group meetings</td>
</tr>
</tbody>
</table>

BOE Approved January 2010
## GOAL 2 PROGRAMS

Goal 2: Provide advisory assistance to enable students to benefit from the curriculum in the following areas: attendance; academics; behavioral and/or transition concerns.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>DOMAIN</th>
<th>TARGET GROUP</th>
<th>STAFF ASSIGNED</th>
<th>OTHER RESOURCES</th>
<th>DATES</th>
<th>EVALUATION</th>
<th>DELIVERY</th>
</tr>
</thead>
</table>
• Journals  
• Research studies  
• Professional memberships  
• Conferences                      | Sept – June | ● Active memberships  
● Literature  
● Attendance at conferences            | Professional Practice |
| Student Record Management   | Academic Personal/Social College/Career | K – 5        | School Psychologists School Social Worker | • Student records  
• Schooltool program  
• IEP/RTI Direct                      | Sept – June | ● Updated student cumulative record                   | System support |
| Budget Management           | Academic Personal/Social | Individual Programs | School Psychologist School Social Worker | • Program review                        | Sept – June | ● Budget  
● Administrator Review/ Approval            | System support |
Rhinebeck District Student Support Service Goals

GOAL 3
Educate students concerning the awareness and respect of self and others.

TARGET POPULATION
Students in grades K – 5

OBJECTIVES

Personal/Social:
Students will:
- Identify and distinguish between comfortable and uncomfortable types of feelings
- Learn self-help strategies
- Give appropriate feedback about their social behavior
- Be encouraged to develop self awareness
- Be instructed and encouraged in the development of interpersonal skills
- Be encouraged to develop awareness of responsibility to self and others

ANNUAL ASSESSMENT OF PROGRAM RESULTS
- Review of student referrals by self and parents
- Review of school personnel referrals
## Rhinebeck Central School District
### K – 12 GUIDANCE PLAN

**GOAL 3 PROGRAMS**  
Goal 3: Educate students concerning the awareness and respect of self and others.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
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<th>STAFF ASSIGNED</th>
<th>OTHER RESOURCES</th>
<th>DATES</th>
<th>EVALUATION</th>
<th>DELIVERY</th>
</tr>
</thead>
</table>
| Individual Counseling    | Academic Personal/Social | K – 5        | School Psychologist School Social Worker | • IEPs  
• Student records  
• Evaluations | Sept – June   | • Classroom observation  
• Faculty input  
• Student input  
• Parent input  
• Goal achievement  
• Review of records | Individual session |
| Group Counseling         | Academic Personal/Social | K – 5        | School Psychologist School Social Worker | • IEPs  
• Student file  
• Evaluations  
• Counseling curriculum | Sept – June   | • Classroom observation  
• Faculty input  
• Student input  
• Parent input  
• Goal achievement  
• Review of records | Group session |
| Conflict Resolution      | Personal/Social     | K – 5        | School Psychologist School Social Worker | • Faculty input  
• Student input  
• Parent input  
• Principal input | Sept – June   | • Reduction of student referrals | Mediation session |
# GOAL 3 PROGRAMS

Goal 3: Educate students concerning the awareness and respect of self and others.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Behavioral Intervention Plans</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Classroom Lessons</td>
<td>Academic Personal/Social</td>
<td>K – 5</td>
<td>School Psychologist School Social Worker</td>
<td>Lesson Plans Curriculum</td>
<td>Sept – June</td>
<td>Pre/Post Test Student engagement Faculty input Student performance</td>
<td>Curriculum</td>
</tr>
<tr>
<td>Social Development Committee</td>
<td>Personal/Social</td>
<td>K – 5</td>
<td>School Psychologist School Social Worker Principal Teacher Director of Curriculum Recess Aide</td>
<td>Responsive Classroom Curriculum Faculty feedback</td>
<td>Sept – June</td>
<td>Continuation of Responsive classroom</td>
<td>Committee meeting</td>
</tr>
</tbody>
</table>
Rhinebeck Central School District
K – 12 GUIDANCE PLAN

Rhinebeck District Student Support Service Goals

GOAL 4
Encourage parental involvement in the educational process.

TARGET POPULATION
Parents of students in grades K – 5

OBJECTIVES

*Academic:*
Parents will:

- Become more involved in their children’s educational process by:
  - Utilizing school resources
  - Partnering with teachers to address student concerns
  - Providing home support to further school academic and behavioral goals

ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Increased attendance of parents at conferences and meetings
- Parental feedback
- Improved student adjustment and performance as a result of increased parental involvement
### Rhinebeck Central School District

**K – 12 GUIDANCE PLAN**

### GOAL 4 PROGRAMS

Goal 4: Encourage parental involvement in the educational process.

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<tr>
<th>ACTIVITIES</th>
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<th>DATES</th>
<th>EVALUATION</th>
<th>DELIVERY</th>
</tr>
</thead>
</table>
| Open House               | Academic         | K – 5        | School Psychologist School Social Worker Faculty Principal | • PTSO  
|                          | Personal/Social  |              |                                     | • Program material                     | September  | • Attendance  
|                          |                  |              |                                     |                                       |            | • Parent feedback       | Event    |
| Parent – Teacher         | Academic         | K – 5        | School Psychologist School Social Worker Faculty Principal | • Student records  
| Conferences              | Personal/Social  |              |                                     | • Parent input                         | Fall       | • Attendance  
|                          |                  |              |                                     |                                       | Spring     | • Parent feedback       | Meeting  |
| Parent Consultation      | Academic         | K – 5        | School Social Worker School Psychologist Faculty as needed | • Student records  
|                          | Personal/Social  |              |                                     | • Parent input                         | Sept –     | • Student performance  
|                          |                  |              |                                     | • Faculty input                        | June       | • Parent feedback       | Communication |

BOE Approved January 2010
Comprehensive programs for District students in grades 6 – 8 include:

Goal 5  Review each student’s educational progress and career plans annually.

Goal 6  Educate students concerning the awareness and respect of self and others.

Goal 7  Provide advisory assistance to enable students to benefit from the curriculum in the following areas:
- Curriculum and educational options
- Attendance
- Secondary plans
- Academics
- Behavioral and/or transition concerns

Goal 8  Encourage parental involvement in the educational process.
Rhinebeck District Student Support Service Goals

GOAL 5
Review each student’s educational progress and career plans annually.

TARGET POPULATION
Students in grades 6 – 8

OBJECTIVES

Academic:
Students will:
- Demonstrate an understanding of their current academic standing
- Give informed input into their individual middle school program

Career:
Students will:
- Develop an awareness of the relationship between personal interests, skills, abilities, values and career exploration

ANNUAL ASSESSMENT OF PROGRAM RESULTS
- Review and update career planning material
- Student feedback
- Counselor observation
- Report card grades
- State assessments
**Rhinebeck Central School District**  
**K – 12 GUIDANCE PLAN**

**GOAL 5 PROGRAMS**
Goal 5: Review each student’s educational progress and career plans annually.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
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<th>EVALUATION</th>
<th>DELIVERY</th>
</tr>
</thead>
</table>
| Student Course Selection          | Academic       | 6 – 8        | School Counselor Consultant Teacher Faculty | • Student records  
                                        | • Parent input  
                                        | • Faculty input  
                                        | • Student input | Sept – June | • Student performance  
                                        | • Parent input  
                                        | • Student input | Program placement |
| Home and Careers Class           | Academic       | 6            | School Counselor                           | • Curriculum  
                                        | • Lesson plans  
                                        | • Guest speakers | Sept – June | • Student performance  
                                        | • Student input |                                        | Course curriculum |
| Committee on Special Education (CSE) Meetings | Academic/Personal/Social | 6 – 8       | Director of Special Education  
                                        | School Psychologist  
                                        | School Counselor  
                                        | Teacher  
                                        | Special Ed Teacher  
                                        | As needed:  
                                        | School Social Worker  
                                        | Other service providers | • Student records  
                                        | • Evaluations  
                                        | • CSE committee input | Sept – June | • Review of records  
                                        | • Faculty input  
                                        | • RTI data  
                                        | • Assessment data  
                                        | • Student input  
                                        | • Parent input  
                                        | • Student performance | Committee Meetings |
| 504 Meetings                      | Academic/Personal/Social | 6 – 8     | 504 Chairperson  
                                        | School Psychologist  
                                        | School Counselor  
                                        | Teachers  
                                        | As needed: Nurse  
                                        | OT/PT  
                                        | Principal  
                                        | School Social Worker  
                                        | Speech Therapist | • Student records  
                                        | • Evaluations  
                                        | • 504 Committee input | Sept – June | • Review of records  
                                        | • Faculty input  
                                        | • RTI data  
                                        | • Assessment data  
                                        | • Student input  
                                        | • Parent input  
                                        | • Student performance | Committee Meetings |

BOE Approved January 2010
**GOAL 5 PROGRAMS**

Goal 5: Review each student’s educational progress and career plans annually.

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</tr>
</thead>
</table>
| Psychological/Psycho-educational Evaluations | Academic Personal/Social | 6 – 8 | School Psychologist | ● Student records  
● Parent input  
● Faculty input  
● Student input  
● Classroom observations  
● Assessment tools | Sept – June | ● CSE recommendations  
● Student performance | Individual evaluation |
| IEP Development | Academic Personal/Social | 6 – 8 | Director of Special Education  
School Psychologist  
Special Ed Teacher  
As needed: School Social Worker  
Other service providers | ● Student records  
● Evaluations  
● CSE committee input | Sept – June | ● Goal achievement  
● Student performance  
● CSE recommendations | IEP Direct |
| Functional Behavioral Assessments  
Behavioral Intervention Plans | Personal/Social | 6 – 8 | School Psychologist  
School Social Worker | ● Observations  
● Consultations  
● Functional Behavioral Assessments  
● Records | Sept – June | ● Behavior charting  
● Review of records  
● RTI data  
● Faculty input  
● Classroom observations | Individual plan |
| Screening of New Entrants | Academic Personal/Social | 6 – 8 | School Psychologist | ● Student records | Sept – June | ● Review of records  
● Assess as necessary | Individual screenings |
Rhinebeck Central School District
K – 12 GUIDANCE PLAN

Rhinebeck District Student Support Service Goals

GOAL 6
Educate students concerning the awareness and respect of self and others.

TARGET POPULATION
Students in grades 6 – 8

OBJECTIVES

Personal/Social:
- Learn to appropriately identify and express thoughts and emotions
- Develop pro-social skills
- Identify the difference between appropriate and inappropriate behaviors related to social interactions
- Learn to report difficult situations to the appropriate adult as needed
- Develop positive self-image through healthy decision making

ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Counselor observation
- Review referral sources
- Review reports: progress, grades, discipline, and attendance
- Teacher feedback
### GOAL 6 PROGRAMS

**Goal 6: Educate students concerning the awareness and respect of self and others.**

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>DOMAIN</th>
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<th>EVALUATION</th>
<th>DELIVERY</th>
</tr>
</thead>
</table>
| Individual Counseling   | Academic Personal/Social | 6 – 8        | School Counselor School Psychologist School Social Worker | • IEPs  
• Student records  
• Evaluations | Sept – June   | • Classroom observation  
• Faculty input  
• Student input  
• Parent input  
• Goal achievement  
• Review of records | Individual session |
| Group Counseling        | Academic Personal/Social | 6 – 8        | School Counselor School Psychologist School Social Worker  | • IEPs  
• Student file  
• Evaluations  
• Counseling curriculum | Sept – June   | • Classroom observation  
• Faculty input  
• Student input  
• Parent input  
• Goal achievement  
• Review of records | Group session   |
| Conflict Resolution     | Personal/Social       | 6 – 8        | School Counselor School Psychologist School Social Worker  | • Faculty input  
• Student input  
• Parent input  
• Principal input | Sept – June   | • Reduction of student referrals | Mediation session |
## GOAL 6 PROGRAMS

**Goal 6:** Educate students concerning the awareness and respect of self and others.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
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<th>TARGET GROUP</th>
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<th>DATES</th>
<th>EVALUATION</th>
<th>DELIVERY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief Contact</td>
<td>Academic Personal/Social</td>
<td>6 – 8</td>
<td>School Counselor School Psychologist School Social Worker</td>
<td>● Faculty input&lt;br&gt; ● Parent input&lt;br&gt; ● Student input</td>
<td>Sept – June</td>
<td>● Student performance</td>
<td>Individual session</td>
</tr>
<tr>
<td>Crisis Intervention</td>
<td>Personal/Social</td>
<td>6 – 8</td>
<td>School Counselor School Psychologist School Social Worker</td>
<td>● Faculty input&lt;br&gt; ● Parent input&lt;br&gt; ● Student input</td>
<td>Sept – June</td>
<td>● Reduction of student referrals</td>
<td>Crisis session</td>
</tr>
<tr>
<td>Classroom Lessons</td>
<td>Academic Personal/Social</td>
<td>6 – 8</td>
<td>School Counselor School Psychologist School Social Worker</td>
<td>● Lesson Plans&lt;br&gt; ● Curriculum&lt;br&gt; ● Faculty input&lt;br&gt; ● Student input</td>
<td>Sept – June</td>
<td>● Pre/Post Test&lt;br&gt; ● Student engagement&lt;br&gt; ● Faculty input&lt;br&gt; ● Student performance</td>
<td>Curriculum</td>
</tr>
</tbody>
</table>
Rhinebeck Central School District
K – 12 GUIDANCE PLAN

Rhinebeck District Student Support Service Goals

GOAL 7
Provide advisory assistance to enable students to benefit from the curriculum in the following areas:
curriculum and educational options; attendance; secondary plans; academics;
behavioral and/or transition concerns

TARGET POPULATION
Students in grades 6 – 8

OBJECTIVES

Academic:
Students will:
- Demonstrate improved attendance, and academics
- Make informed decisions regarding class selection
- Explore plans for high school

Personal/Social:
Students will:
- Develop and demonstrate appropriate behaviors and social interactions
- Develop the necessary skills for a successful transition into middle school

ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Student feedback
- Review reports: progress, grades, discipline, and attendance
- Teacher feedback
- Child Study Team feedback
- Counselor observation
GOAL 7 PROGRAMS
Goal 7: Provide advisory assistance to enable students to benefit from the curriculum in the following areas: curriculum and educational options; attendance; secondary plans; academics; behavioral and/or transition concerns.

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<tbody>
<tr>
<td>Individual Counseling</td>
<td>Academic Personal/Social</td>
<td>6 – 8</td>
<td>School Counselor School Psychologist School Social Worker</td>
<td>• IEPs • Student records • Evaluations</td>
<td>Sept – June</td>
<td>• Classroom observation • Faculty input • Student input • Parent input • Goal achievement • Review of records</td>
<td>Individual Session</td>
</tr>
<tr>
<td>Monitor At–Risk Students</td>
<td>Academic Personal/Social</td>
<td>6 – 8</td>
<td>School Counselor School Psychologist School Social Worker</td>
<td>• Student records • Student input • Faculty input • Parent input • Principal input</td>
<td>Sept – June</td>
<td>• Student performance • Parent input • Faculty input</td>
<td>Individual</td>
</tr>
<tr>
<td>Alternative Education Placements</td>
<td>Academic Personal/Social</td>
<td>6 – 8</td>
<td>Director of Special Education Principal School Counselor School Social Worker School Psychologist</td>
<td>• Program information • Evaluations • Faculty input • Parent input • Student input</td>
<td>Sept – June</td>
<td>• Student records • Student performance • Placement feedback • CSE recommendations</td>
<td>Program placement</td>
</tr>
</tbody>
</table>
GOAL 7 PROGRAMS
Goal 7: Provide advisory assistance to enable students to benefit from the curriculum in the following areas: curriculum and educational options; attendance; secondary plans; academics; behavioral and/or transition concerns.

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</thead>
<tbody>
<tr>
<td>Consultation with Outside Service Providers</td>
<td>Academic Personal/Social</td>
<td>6 – 8</td>
<td>School Counselor School Psychologist School Social Worker</td>
<td>● List of providers ● Consent to release and receive information</td>
<td>Sept – June</td>
<td>● Goal achievement ● Student performance ● Collaborative treatment planning</td>
<td>Communication</td>
</tr>
<tr>
<td>Faculty Consultation</td>
<td>Academic Personal/Social</td>
<td>6 – 8</td>
<td>School Counselor School Psychologist School Social Worker Faculty</td>
<td>● Student records</td>
<td>Sept – June</td>
<td>● Review of records ● Faculty input</td>
<td>Meetings</td>
</tr>
<tr>
<td>Child Study Team</td>
<td>Academic Personal/Social</td>
<td>6 – 8</td>
<td>School Counselor – Chair Nurse School Psychologist School Social Worker Teachers Principal Assistant Principal</td>
<td>● Student records</td>
<td>Sept – June</td>
<td>● Review of records ● Faculty input ● RTI data ● Assessment data ● Student input ● Parent input ● Student performance</td>
<td>Team meetings</td>
</tr>
<tr>
<td>CDEP Vertical Teams</td>
<td>Academic Personal/Social</td>
<td>K – 12</td>
<td>Director of Curriculum School Counselors School Psychologists School Social Workers Other Faculty</td>
<td>● Agenda ● CDEP Document</td>
<td>Sept – June</td>
<td>● CDEP goal achievement</td>
<td>Team meeting</td>
</tr>
</tbody>
</table>
### GOAL 7 PROGRAMS

Goal 7: Provide advisory assistance to enable students to benefit from the curriculum in the following areas: curriculum and educational options; attendance; secondary plans; academics; behavioral and/or transition concerns.

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<tr>
<td>Student Support Services Team</td>
<td>Academic Personal/Social</td>
<td>K – 12</td>
<td>School Counselors School Psychologists School Social Workers</td>
<td>Agenda Curriculum and Instruction</td>
<td>Sept – June</td>
<td>NYS Learning Standards Guidance Plan</td>
<td>Team meeting</td>
</tr>
<tr>
<td>Team Meetings</td>
<td>Personal/Social</td>
<td>6 – 8</td>
<td>School Counselor School Psychologist School Social Worker Team Teachers</td>
<td>Grade reports Attendance reports</td>
<td>Sept – June</td>
<td>Student performance Faculty input Parent input</td>
<td>Meeting</td>
</tr>
<tr>
<td>Crisis Intervention Team</td>
<td>Personal/Social</td>
<td>6 – 8</td>
<td>School Counselors School Psychologist School Social Worker Team Teachers Administrators Faculty</td>
<td>District Policies and Procedures</td>
<td>Sept – June</td>
<td>Debriefing Reduction of student referrals</td>
<td>Responsive services</td>
</tr>
<tr>
<td>5th Grade Tour</td>
<td>Personal/Social</td>
<td>5</td>
<td>5th Grade Teachers School Counselor Faculty</td>
<td>Handouts</td>
<td>May</td>
<td>Student attendance Student input</td>
<td>Tour</td>
</tr>
<tr>
<td>New Student Orientation</td>
<td>Personal/Social</td>
<td>6 – 8</td>
<td>School Counselor School Social Worker</td>
<td>PTSO Student volunteers</td>
<td>August</td>
<td>Attendance Student input Parent input</td>
<td>Event</td>
</tr>
<tr>
<td>Walk Your Schedule Night</td>
<td>Academic Personal/Social</td>
<td>6</td>
<td>Principal School Counselor Team Teachers</td>
<td>PTSO Student volunteers</td>
<td>Sept</td>
<td>Student attendance Student input Parent input</td>
<td>Event</td>
</tr>
</tbody>
</table>

BOE Approved January 2010
## GOAL 7 PROGRAMS

Goal 7: Provide advisory assistance to enable students to benefit from the curriculum in the following areas: curriculum and educational options; attendance; secondary plans; academics; behavioral and/or transition concerns.

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</tr>
</thead>
</table>
| Career Day                  | Career                   | 6 – 8        | LLL Team Faculty          | ● PTSO  
● Principal  
● Parents  
● Community members | Spring (year one)        | ● Faculty input  
● Student input  
● Parent input        | Event                 |
| Artist in Action            | Academic Career          | 6 – 8        | LLL Team Faculty          | ● PTSO  
● Principal  
● Parents  
● Community members | Spring (year two)       | ● Faculty input  
● Student input  
● Parent input        | Event                 |
| Health and Wellness Day     | Academic Personal/Social Career | 6 – 8   | LLL Team Faculty          | ● PTSO  
● Principal  
● Parents  
● Community members | Spring (year three)      | ● Faculty input  
● Student input  
● Parent input        | Event                 |
GOAL 7 PROGRAMS
Goal 7: Provide advisory assistance to enable students to benefit from the curriculum in the following areas: curriculum and educational options; attendance; secondary plans; academics; behavioral and/or transition concerns.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>DOMAIN</th>
<th>TARGET GROUP</th>
<th>STAFF ASSIGNED</th>
<th>OTHER RESOURCES</th>
<th>DATES</th>
<th>EVALUATION</th>
<th>DELIVERY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer School Registration</td>
<td>Academic</td>
<td>6 – 8</td>
<td>School Counselor</td>
<td>Summer school program information; Final grade reports</td>
<td>June – July</td>
<td>Summer school grades</td>
<td>Meetings</td>
</tr>
<tr>
<td>Professional Development</td>
<td>Academic</td>
<td>6 – 8</td>
<td>School Counselor School Psychologist School Social Worker</td>
<td>Publications; Journals; Research studies; Professional memberships; Conferences</td>
<td>Sept – June</td>
<td>Active memberships; Literature; Attendance at conferences</td>
<td>Professional Practice</td>
</tr>
<tr>
<td>Master Schedule Development</td>
<td>Academic</td>
<td>6 – 8</td>
<td>School Counselor Guidance Staff Principals</td>
<td>Course selection; Course offerings Schooltool</td>
<td>Jan – June</td>
<td>Final student schedule; Master Schedule</td>
<td>System support</td>
</tr>
<tr>
<td>Student Record Management</td>
<td>Academic</td>
<td>6 – 8</td>
<td>School Counselor School Psychologists School Social Worker</td>
<td>Student records; Schooltool program; IEP/RTI Direct</td>
<td>Sept – June</td>
<td>Updated student cumulative record</td>
<td>System support</td>
</tr>
<tr>
<td>Budget Management</td>
<td>Academic</td>
<td>Individual Programs</td>
<td>School Counselor School Psychologist School Social Worker</td>
<td>Program review</td>
<td>Sept – June</td>
<td>Budget; Administrator Review/Approval</td>
<td>System support</td>
</tr>
</tbody>
</table>

BOE Approved January 2010
Rhinebeck Central School District  
K – 12 GUIDANCE PLAN  

Rhinebeck District Student Support Service Goals  

GOAL 8  
Encourage parental involvement in the educational process.  

TARGET POPULATION  
Parents of students in grades 6 – 8  

OBJECTIVES  

Academic:  
Parents will:  
- Gain insight into their child’s academic progress  
- Understand and participate in steps to remediate any academic issues  

Personal/Social:  
Parents will:  
- Gain insight into their child’s personal/social progress  
- Understand and participate in steps to remediate any behavioral difficulties  

ANNUAL ASSESSMENT OF PROGRAM RESULTS  
- Parent feedback  
- Parent participation at scheduled meetings  
- Open House attendance
### GOAL 8 PROGRAMS
Goal 8: Encourage parental involvement in the educational process.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>DOMAIN</th>
<th>TARGET GROUP</th>
<th>STAFF ASSIGNED</th>
<th>OTHER RESOURCES</th>
<th>DATES</th>
<th>EVALUATION</th>
<th>DELIVERY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open House</td>
<td>Academic</td>
<td>6 – 8</td>
<td>Faculty Principal Assistant Principal School Counselor School Psychologist School Social Worker</td>
<td>• PTSO</td>
<td>Sept</td>
<td>• Attendance • Parent input • Program review</td>
<td>Event</td>
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<tr>
<td>Parent – Teacher Conferences</td>
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<td>6 – 8</td>
<td>Faculty Principal Assistant Principal School Counselor School Psychologist School Social Worker</td>
<td>• PTSO</td>
<td>Nov</td>
<td>• Attendance • Parent input • Program review</td>
<td>Event</td>
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<tr>
<td>6th Grade Parent Orientation</td>
<td>Personal/</td>
<td>6</td>
<td>Principal 6th Grade Faculty School Counselor</td>
<td>• PTSO • Student volunteers</td>
<td>June</td>
<td>• Attendance • Parent input • Program review</td>
<td>Event</td>
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<tr>
<td>Parent Consultation</td>
<td>Personal/</td>
<td>6 – 8</td>
<td>School Counselor School Psychologist School Social Worker Faculty as needed</td>
<td>• Student records • Parent input • Faculty input</td>
<td>Sept – June</td>
<td>• Student performance • Parent feedback</td>
<td>Communication</td>
</tr>
</tbody>
</table>
Comprehensive programs for District students in grades 9 – 12 include:

Goal 9  Review each student’s educational progress, career directions and future plans annually.

Goal 10 Educate students concerning their awareness of intrapersonal and interpersonal skills in order to be a meaningful contributor within the greater community.

Goal 11 Provide advisory assistance to enable students to benefit from the curriculum in the following areas:
  • Curriculum, options, educational and career plans
  • Attendance
  • Post secondary plans
  • Academics
  • Behavioral and/or transition concerns

Goal 12 Encourage parental involvement in the educational process.
Rhinebeck Central School District
K – 12 GUIDANCE PLAN

Rhinebeck District Student Support Service Goals

GOAL 9
Review each student’s educational progress, career directions and future plans.

TARGET POPULATION
Students in grades 9–12

OBJECTIVES

Academic:
Students will:
• Demonstrate an understanding of their present academic status, achievement, levels and educational requirement for graduation
• Develop a program of studies for the following year
• Develop an appreciation for the process involving a periodic self-review

Personal/Social:
Students will:
• Develop a self-evaluation

Career:
Students will:
• Develop an understanding of their interests, abilities, knowledge and skills for other post-secondary options as it relates to their career goals

ANNUAL ASSESSMENT OF PROGRAM RESULTS
• Review career planning material to ascertain that they contain accurate information concerning steps needed to implement plans
• Update progress using student feedback and self-evaluation concerning their educational and career planning
• Parent feedback regarding their child’s educational and career planning progress
• Review report cards
• Feedback from student interview
• Teacher feedback
## GOAL 9 PROGRAMS

### Goal 9: Review each student’s educational progress, career directions, and future plans annually.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>DOMAIN</th>
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<th>EVALUATION</th>
<th>DELIVERY</th>
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<tbody>
<tr>
<td>8th Grade Planning Meetings</td>
<td>Academic/Personal/Social</td>
<td>8</td>
<td>School Counselors</td>
<td>• Student records • Parent input • Student input • Program of study • BMS Faculty recommendations</td>
<td>March – June</td>
<td>Schedule • Four year plan • Student input • Parent input</td>
<td>Meetings</td>
</tr>
<tr>
<td>Screening of New Entrants</td>
<td>Academic/Personal/Social</td>
<td>9 – 12</td>
<td>School Counselors/School Psychologist</td>
<td>• Student records</td>
<td>Sept – June</td>
<td>Review of records • Assess as necessary</td>
<td>Individual screenings</td>
</tr>
<tr>
<td>Course Selection Process</td>
<td>Academic</td>
<td>9 – 12</td>
<td>School Counselors</td>
<td>• Program of Study</td>
<td>Sept – June</td>
<td>Final schedules • Student input</td>
<td>Individual</td>
</tr>
<tr>
<td>Student Course Selection</td>
<td>Academic</td>
<td>9 – 12</td>
<td>School Counselors/Faculty</td>
<td>• Student records • Parent input • Faculty input • Student input</td>
<td>Sept – June</td>
<td>Student performance • Parent input • Student input</td>
<td>Program placement</td>
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<tr>
<td>Four Year Plan Development</td>
<td>Academic/Personal/Social</td>
<td>9 – 12</td>
<td>School Counselors</td>
<td>• Student records</td>
<td>Sept – Jun</td>
<td>Student Four Year Plan</td>
<td>Individual</td>
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<tr>
<td>Summer School Registration</td>
<td>Academic</td>
<td>9 – 12</td>
<td>School Counselors</td>
<td>• Program info • Final grade reports</td>
<td>June – July</td>
<td>Summer school grades</td>
<td>Meetings</td>
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</table>
### GOAL 9 PROGRAMS

Goal 9: Review each student’s educational progress, career directions, and future plans annually.

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<tbody>
<tr>
<td>Summer Educational/Leadership/Special Talent/Recreational Programs</td>
<td>Academic Personal/Social</td>
<td>10 – 12</td>
<td>School Counselors</td>
<td>Guidance Resource Library, Guidance website, Program Info</td>
<td>Sept – June</td>
<td>Student input, Faculty input, Parent input</td>
<td>Individual Classroom presentation, College and Careers I/II</td>
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<tr>
<td>Post High School Planning Meetings</td>
<td>Academic Personal/Social</td>
<td>10 – 12</td>
<td>School Counselors, School Psychologist, School Social Worker</td>
<td>Student records, Student input, Parent input</td>
<td>August – July</td>
<td>Student input, Parent input, Student performance</td>
<td>Individual</td>
</tr>
</tbody>
</table>
# Rhinebeck Central School District
## K – 12 GUIDANCE PLAN

### GOAL 9 PROGRAMS

Goal 9: Review each student’s educational progress, career directions, and future plans annually.

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<td>College – Career Pathway I</td>
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<td>10</td>
<td>Home Economics Teacher School Counselors</td>
<td>Lesson plans Guest Speakers Other Faculty Internet</td>
<td>Sept – June</td>
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<td>College – Career Pathway II</td>
<td>Academic College/Career</td>
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<td>School Counselors</td>
<td>Lesson plans Guest Speakers Other Faculty Internet</td>
<td>Sept – June</td>
<td>Student performance Student input</td>
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<tr>
<td>Scholarships</td>
<td>Academic</td>
<td>11 – 12</td>
<td>School Counselors Faculty Staff Principal</td>
<td>Scholarship information Internet Community Organizations</td>
<td>March – June</td>
<td>Completed Scholarship Applications</td>
<td>Individual Curriculum</td>
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<tr>
<td>Awards Program</td>
<td>Academic College/Career</td>
<td>9 – 12</td>
<td>School Counselors Faculty Staff Principal</td>
<td>Community Foundations Academic Depts. Individual Sponsors</td>
<td>Feb – May</td>
<td>Parent input Student input Attendance</td>
<td>Event</td>
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<td>AP Exam Administration</td>
<td>Academic College/Career</td>
<td>10 – 11</td>
<td>School Counselors</td>
<td>AP Exam Materials</td>
<td>Dec – May</td>
<td>Exams Ordered and Completed Attendance Score profile</td>
<td>Testing</td>
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Goal 9: Review each student’s educational progress, career directions, and future plans annually.

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<td>Academic Career/Career</td>
<td>10 – 11</td>
<td>School Counselors</td>
<td>• PSAT Exam Materials</td>
<td>June – Nov</td>
<td>• Exams Ordered and Completed</td>
<td>Testing</td>
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<td>SAT I &amp; II Administration</td>
<td>Academic Career/Career</td>
<td>10 – 12</td>
<td>School Counselors</td>
<td>• SAT Exam Materials</td>
<td>Jan – June</td>
<td>• Exams Ordered and Completed</td>
<td>Testing</td>
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<td>College Admission Assessments</td>
<td>Academic Personal/Social</td>
<td>10 – 12</td>
<td>School Counselors</td>
<td>• College Board:</td>
<td>Sept – June</td>
<td>• Student feedback</td>
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<td>○ PSAT</td>
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<td>College Application Process</td>
<td>Academic Career/Career</td>
<td>11 – 12</td>
<td>School Counselors</td>
<td>• Internet</td>
<td>Sept – June</td>
<td>• Student input</td>
<td>Individual Curriculum</td>
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<td>• College Board</td>
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<td>• College application materials</td>
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<td>• Parent input</td>
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<td>College Admissions Process</td>
<td>Academic Career/Career Personal/Social</td>
<td>12</td>
<td>School Counselors</td>
<td>• Application forms</td>
<td>August – July</td>
<td>• Letters of recommendation</td>
<td>Meeting</td>
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<td>• Internet</td>
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<td>• Completed college applications</td>
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<td>• School Profile</td>
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Rhinebeck Central School District  
K – 12 GUIDANCE PLAN

**GOAL 9 PROGRAMS**
Goal 9: Review each student’s educational progress, career directions, and future plans annually.

<table>
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<tr>
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<th>DATES</th>
<th>EVALUATION</th>
<th>DELIVERY</th>
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<tbody>
<tr>
<td>NCAA Eligibility</td>
<td>Academic College/Career</td>
<td>11 – 12</td>
<td>School Counselors/Coaches</td>
<td>• NCAA forms</td>
<td>August – July</td>
<td>• Eligibility approval</td>
<td>Individual Curriculum</td>
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</table>
### GOAL 9 PROGRAMS

**Goal 9:** Review each student’s educational progress, career directions, and future plans annually.

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<tbody>
<tr>
<td>Committee on Special Education</td>
<td>Academic Personal/Social</td>
<td>9 – 12</td>
<td>Director of Special Education</td>
<td>Student record</td>
<td>Sept – June</td>
<td>Review of records</td>
<td>Committee Meetings</td>
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<tr>
<td>(CSE) Meetings</td>
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<td>School Psychologist</td>
<td>Evaluations</td>
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<td>504 Meetings</td>
<td>Academic Personal/Social</td>
<td>9 – 12</td>
<td>504 Chairperson</td>
<td>Student records</td>
<td>Sept – June</td>
<td>Review of records</td>
<td>Committee Meetings</td>
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<td>School Psychologist</td>
<td>Evaluations</td>
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<td>School Social Worker</td>
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Rhinebeck Central School District
K – 12 GUIDANCE PLAN

Rhinebeck District Student Support Service Goals

GOAL 10
Educate students concerning their awareness of intrapersonal and interpersonal skills in order to be a meaningful contributor within the greater community.

TARGET POPULATION
Students in grades 9 – 12

OBJECTIVES

Personal/Social:
Students will:
- Develop an understanding of intrapersonal and interpersonal dynamics

ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Incident and referral reports
- Teacher feedback
- Student feedback
- Parent feedback
- Report cards
**Rhinebeck Central School District**  
*K – 12 GUIDANCE PLAN*

**GOAL 10 PROGRAMS**  
Goal 10: Educate students concerning the awareness and respect of self and others.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
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<th>DELIVERY</th>
</tr>
</thead>
</table>
| Individual       | Counseling         | Academic     | 9 – 12                              | School Counselor School Psychologist School Social Worker | Sept – June | • Classroom observation  
|                  |                    | Personal/Social |                                    | • IEPs  
|                  |                    |              |                                     | • Student records  
|                  |                    |              |                                     | • Evaluations  
|                  |                    |              |                                     |                   |               | • Goal achievement  
|                  |                    |              |                                     | • Review of records  
|                  |                    |              |                                     |                   |               |               | Individual session |
| Group            | Counseling         | Academic     | 9 – 12                              | School Counselor School Psychologist School Social Worker | Sept – June | • Classroom observation  
|                  |                    | Personal/Social |                                    | • IEPs  
|                  |                    |              |                                     | • Student file  
|                  |                    |              |                                     | • Evaluations  
|                  |                    |              |                                     | • Counseling curriculum  
|                  |                    |              |                                     |                   |               | • Goal achievement  
|                  |                    |              |                                     | • Review of records  
|                  |                    |              |                                     |                   |               |               | Group session       |
| Conflict         | Resolution         | Personal/Social | 9 – 12                              | School Counselor School Psychologist School Social Worker | Sept – June | • Reduction of student referrals  
|                  |                    |              |                                     | • Faculty input  
|                  |                    |              |                                     | • Student input  
|                  |                    |              |                                     | • Parent input  
|                  |                    |              |                                     | • Principal input  
|                  |                    |              |                                     |                   |               |               | Mediation session   |
| Brief Contact    |                    | Academic     | 9 – 12                              | School Counselor School Psychologist School Social Worker | Sept – June | • Student performance  
|                  |                    | Personal/Social |                                    | • Faculty input  
|                  |                    |              |                                     | • Parent input  
|                  |                    |              |                                     | • Student input  

BOE Approved January 2010
### GOAL 10 PROGRAMS

Goal 10: Educate students concerning the awareness and respect of self and others.

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<th>ACTIVITIES</th>
<th>DOMAIN</th>
<th>TARGET GROUP</th>
<th>STAFF ASSIGNED</th>
<th>OTHER RESOURCES</th>
<th>DATES</th>
<th>EVALUATION</th>
<th>DELIVERY</th>
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<tbody>
<tr>
<td>Crisis Intervention</td>
<td>Personal/Social</td>
<td>9 – 12</td>
<td>School Counselor&lt;br&gt;School Psychologist&lt;br&gt;School Social Worker&lt;br&gt;As needed:&lt;br&gt;Principal&lt;br&gt;Director of Special Education&lt;br&gt;Director of Curriculum</td>
<td>• Faculty input&lt;br&gt;• Parent input&lt;br&gt;• Student input</td>
<td>Sept – June</td>
<td>• Reduction of student referrals</td>
<td>Crisis session</td>
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<tr>
<td>Classroom Lessons</td>
<td>Personal/Social</td>
<td>9 – 12</td>
<td>School Psychologist&lt;br&gt;School Social Worker</td>
<td>• Lesson Plans&lt;br&gt;• Faculty input&lt;br&gt;• Parent input&lt;br&gt;• Student input&lt;br&gt;• Administration input</td>
<td>Sept – June</td>
<td>• Student input&lt;br&gt;• Student records&lt;br&gt;• Faculty input</td>
<td>Curriculum</td>
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</table>
Rhinebeck Central School District
K – 12 GUIDANCE PLAN
Rhinebeck District Student Support Service Goals

GOAL 11
Provide advisory assistance to enable students to benefit from the curriculum in the following areas: curriculum options, educational and career plans; attendance; post secondary plans; academics; behavioral and/or transition concerns

TARGET POPULATION
Students in grades 9 – 12

OBJECTIVES

Academic:
Students will:

- Become familiar with all aspects of the school curriculum offerings and full understand the requirements for graduation
- Become aware of their own strengths and weaknesses related to academic and extracurricular activities
- Understand their own potential and select appropriate courses necessary for success in their future career or academic goals
- Become aware of ways to improve their academic achievements

Personal/Social:
Students will:

- Learn how to reduce test anxiety and manage stress under academic or personal pressures
- Raise their own sense of self-worth and become more productive students
- Become aware of and use available support systems to improve their school performance
- Feel supported by their counselor and develop a positive relationship, which will foster a tone of honesty and openness
- Learn how to analyze and attempt resolution for problems encountered in any subject area
- Understand the need for a good relationship among themselves, their parents and school in resolving academic or personal difficulties

ANNUAL ASSESSMENT OF PROGRAM RESULTS

- Improved student academic achievement (i.e. grades)
- Teacher comments/evaluation
- Parent satisfaction
- Counselor appraisal
- Student evaluation
GOAL 11 PROGRAMS
Goal 11: Provide advisory assistance to enable students to benefit from the curriculum in the following areas: curriculum options, educational and career plans; attendance; post secondary plans; academics; behavioral and/or transition concerns

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<th>ACTIVITIES</th>
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<th>EVALUATION</th>
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<tr>
<td>Psychological/ Psych-educational</td>
<td>Academic Personal/ Social College/ Career</td>
<td>9 – 12</td>
<td>School Psychologist</td>
<td>Student records, Parent input, Faculty input,</td>
<td>Sept – June</td>
<td>CSE recommendations, Student</td>
<td>Individual evaluation</td>
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<td>Evaluations</td>
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<td>Student input, Classroom observations, Assessment</td>
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<td>IEP Development</td>
<td>9 – 12</td>
<td>Director of Special Education</td>
<td>Student record, Evaluations, CSE committee input</td>
<td>Sept – June</td>
<td>Goal achievement, Student</td>
<td>IEP Direct</td>
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<td>School Psychologist, Special Ed Teacher, As needed: School Social Worker, Other service providers</td>
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<td>performance, CSE</td>
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<td>Behavioral Intervention Plans</td>
<td>9 – 12</td>
<td>School Psychologist, School Social Worker</td>
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Rhinebeck Central School District  

**K – 12 GUIDANCE PLAN**

**GOAL 11 PROGRAMS**  
Goal 11: Provide advisory assistance to enable students to benefit from the curriculum in the following areas: curriculum options, educational and career plans; attendance; post secondary plans; academics; behavioral and/or transition concerns

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<th>EVALUATION</th>
<th>DELIVERY</th>
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</thead>
</table>
| Alternative Education Placements     | Academic Personal/Social | 9 – 12       | Director of Special Education Principal School Counselor School Social Worker School Psychologist | • Program information  
• Evaluations  
• Faculty input  
• Parent input  
• Student input | Sept – June | • Student records  
• Student performance  
• Placement feedback  
• CSE recommendations | Program placement |
| Student Record Management            | Academic Personal/Social College/Career | 9 – 12       | School Counselors School Psychologists School Social Worker | • Student records  
• Schooltool program  
• IEP/RTI Direct | Sept – June | • Updated student cumulative record | System support |
| Monitor At-Risk Students             | Academic Personal/Social | 9 – 12       | School Counselors School Psychologist School Social Worker | • Student records  
• Student input  
• Faculty input  
• Parent input  
• Principal input | Sept – June | • Student performance  
• Parent input  
• Faculty input | Individual |
### Rhinebeck Central School District
#### K – 12 GUIDANCE PLAN

**GOAL 11 PROGRAMS**

Goal 11: Provide advisory assistance to enable students to benefit from the curriculum in the following areas: curriculum options, educational and career plans; attendance; post secondary plans; academics; behavioral and/or transition concerns

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<tbody>
<tr>
<td>Child Study Team</td>
<td>Academic Personal/Social</td>
<td>9 – 12</td>
<td>School Counselor – Chair Nurse School Psychologist School Social Worker Teachers Principal Assistant Principal</td>
<td>• Student records</td>
<td>Sept – June</td>
<td>• Review of records • Faculty input • RTI data • Assessment data • Student input • Parent input • Student performance</td>
<td>Team meetings</td>
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<tr>
<td>Faculty Consultation</td>
<td>Academic Personal/Social</td>
<td>9 – 12</td>
<td>School Counselor School Psychologist School Social Worker Teachers</td>
<td>• Student records</td>
<td>Sept – June</td>
<td>• Review of records • Faculty input</td>
<td>Meetings</td>
</tr>
<tr>
<td>Crisis Intervention Team</td>
<td>Personal/Social</td>
<td>9 – 12</td>
<td>School Counselors School Psychologist School Social Worker Administrators Faculty</td>
<td>• District Policies and Procedures</td>
<td>Sept – June</td>
<td>• Debriefing • Reduction of student referrals</td>
<td>Responsive services</td>
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<tr>
<td>CDEP Vertical Teams</td>
<td>Academic Personal/Social</td>
<td>K – 12</td>
<td>Director of Curriculum School Counselors School Psychologists School Social Workers Other Faculty</td>
<td>• Agenda • CDEP Document</td>
<td>Sept – June</td>
<td>• CDEP goal achievement</td>
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</table>
# GOAL 11 PROGRAMS
Goal 11: Provide advisory assistance to enable students to benefit from the curriculum in the following areas: curriculum options, educational and career plans; attendance; post secondary plans; academics; behavioral and/or transition concerns

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</thead>
</table>
| Student Support Services Team       | Academic Personal/ Social | K – 12       | School Counselors School Psychologists School Social Workers | ● Agenda  
● Curriculum and Instruction                                                   | Sept – June | ● NYS Learning Standards  
● Guidance Plan                                                                       | Team meeting |
| Professional Development            | Academic Personal/ Social | 9 – 12       | School Counselor School Psychologist School Social Worker | ● Publications  
● Journals  
● Research studies  
● Professional memberships  
● Conferences                                                                 | Sept – June | ● Active memberships  
● Literature  
● Attendance at conferences                                                             | Professional practice |
| College Admissions Visits           | College/ Career         | 10 – 12      | School Counselors                                  | ● Meeting time  
● College Representatives  
● Technical Institute Representatives                                                | Sept – June | ● Networking with college representatives                                              | System support |
| Guidance Office Staff Supervision   | Academic College/ Career Personal/ Social |             | Guidance Assistant Guidance Secretary School Counselors | ● Program management  
● Public relations                                                                | Sept – June | ● Guidance Office Efficiency/ Cohesion                                                  | System support |

BOE Approved January 2010
Rhinebeck Central School District  
*K – 12 GUIDANCE PLAN*

**GOAL 11 PROGRAMS**

Goal 11: Provide advisory assistance to enable students to benefit from the curriculum in the following areas: curriculum options, educational and career plans; attendance; post secondary plans; academics; behavioral and/or transition concerns

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<td>Master Schedule Development</td>
<td>Academic</td>
<td>9 – 12</td>
<td>School Counselors</td>
<td>Course selection</td>
<td>Jan – June</td>
<td>Final student schedule</td>
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<td>Individual Programs</td>
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<td>Program review</td>
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<td>Budget</td>
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<td>Administrator Review/Approval</td>
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BOE Approved January 2010
Rhinebeck Central School District
K – 12 GUIDANCE PLAN
Rhinebeck District Student Support Service Goals

GOAL 12
Encourage parental involvement in the educational process.

TARGET POPULATION
Parents of students in grades 9 – 12

OBJECTIVES

**Academic:**
Parents will:
- Gain insights into their child’s academic and social progress as well as their goals, abilities, aptitudes and interests
- Understand and participate in plans to remediate any academic and/or behavioral problems their child might display
- Recognize the importance of their school involvement as it relates to their child’s success

**Career:**
Parents will:
- Be informed of the necessary resources, procedures and opportunities available concerning their child’s post–secondary options. These include:
  - Applying to college
    - Financial implication, i.e., scholarships, financial aid
  - Military careers
  - Obtaining employment

**Personal/Social:**
Students will:
- Have a more positive attitude towards school and learning as a result of parental involvement

Parents will:
- Be assisted in obtaining help from sources within or outside the school if their child exhibits adjustment, behavioral or attendance problems

**ANNUAL ASSESSMENT OF PROGRAM RESULTS**
- Improved student performance
- Parental feedback through conferences, telephone contacts or mailings

BOE Approved January 2010
## GOAL 12 PROGRAMS

**Goal 12:** Encourage parental involvement in the educational process.

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
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<th>OTHER RESOURCES</th>
<th>DATES</th>
<th>EVALUATION</th>
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<tbody>
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<td>Financial Aid/Scholarship Process</td>
<td>College/Career</td>
<td>11 – 12</td>
<td>School Counselors</td>
<td>• FAFSA form</td>
<td>Aug – July</td>
<td>Completed applications</td>
<td>Individual</td>
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<td>• Scholarship Information</td>
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<td>• College Personnel</td>
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<td>Academic Personal/Social</td>
<td>9 – 12</td>
<td>School Counselors</td>
<td>• Website</td>
<td>Sept – June</td>
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<td>College/Career</td>
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<td>• Information</td>
<td>Sept – June</td>
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<td>• Guest speakers</td>
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<td>Faculty Principal</td>
<td>• PTSO</td>
<td>Sept</td>
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<td>Assistant Principal</td>
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<td>9 – 12</td>
<td>School Counselor</td>
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<td>Sept – June</td>
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<td>Communication /Meeting</td>
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New York State Model for Comprehensive K–12 School Counseling Programs

Foundation System

The foundation is the basis of a comprehensive school counseling program. It establishes the overall basis for developing a program within the school and sets the philosophy and vision for school counselors.

Components

The Philosophy: Is the set of guiding principles that are used in the development, implementation and evaluation of the program. The principles are statements of agreement that address all students; focus on prevention, and how school counselors will maintain their professional competencies.

The Vision: Is the future–oriented statement that establishes the program’s direction and the desired outcome for all students. The vision of the program reflects and supports the vision of the School District. The vision sets the tone for the school counseling department and its comprehensive program.

The Mission Statement: Is the guide for the school counseling program. Statements should be specific and clear. Mission statements should take into consideration the beliefs of the school, link to state and District’s statements and reflect the benefits that all students will receive. It should encompass the benefits of a school counseling program.

Sample Statements:

- To assist all students to grow academically, personally, socially and vocationally
- To promote and enhance students’ educational, learning experiences through the development of skills in the domains of academic, personal, social and career.

Program’s Goals: As a driving principle, school counseling programs should develop a set of goals that will guide the program. Goals reflect the three domains of student development and are listed as:

- Academic
- Social/Personal
- Career
The National Standards for School Counseling Programs

_The National Standards for School Counseling Programs_ identify the attitudes, knowledge and skills for students that were deemed important by the profession, clarify the relationship of school counseling to the educational system, and address the contributions of school counseling to student success in school. With accountability driving school improvement there is a critical need to inform stakeholders of the relationship of school counseling programs to student learning and achievement. Most importantly, as critical players in school improvement, school counselors use school data to demonstrate accountability for student achievement and school success.

_The National Standards for School Counseling Programs_ provide a framework for developing and writing the content of a school counseling program. The standards focus on what all students, from pre–kindergarten through grade twelve, should know, understand, and be able to do to enhance their development. The nine national standards, three in each area of academic, career and personal–social development, are considered to be the essential foundation for the content of school counseling programs (Campbell & Dahir, 1997).

The National Standards offer school counselors, administrators, teachers, and counselor educators a common language to promote student success through school counseling programs, which is readily understood by colleagues in schools who are involved in school improvement and the implementation of standards across other disciplines. Comprehensive national standards–based school counseling programs have characteristics similar to other educational programs including a scope and sequence; expected student outcomes or competencies; activities and processes to assist students in achieving these outcomes; professionally credentialed personnel; materials and resources, and accountability methods. The National Standards for School Counseling are outlined in Appendix G.
The New York State Comprehensive School Counseling Program Crosswalk

The New York State School Counselor Association has developed a linking process for National Standards in School Counseling Programs and the NYS Learning Standards. This document is the NYS Comprehensive School Counseling Program Crosswalk.

The crosswalk assists school counselors in identifying what competencies students will learn from a comprehensive school counseling program and how it matches the content area key ideas for the state learning standards. The learning standards for New York State are in the following content areas:

- Health, Physical Education, and Family and Consumer Sciences
- Mathematics, Science, and Technology
- English Language Arts
- Languages Other Than English
- The Arts
- Career Development and Occupational Studies
- Social Studies

The Crosswalk is a reference document that charts four areas: New York State Learning Standards, the New York State student competency related to the specific learning standard, the American School Counselor Association National School Counseling Standard, the student competency related to the National Standard and the Performance Indicator for the student competency. School counselors should begin by familiarizing themselves with the New York State Learning Standards (see Appendix C). Under each of the content areas, the New York State Education Department has identified learning standards for students.

What are the benefits of the Crosswalk for the following groups?

Students:
- Learn academic, personal/social and career skills
- Apply a connection to the learning standards
- Improve their academic achievement and understanding of relationships to the real world

Teachers:
- Create interdisciplinary team work
- Address students needs
- Support elimination of learning barriers
- Roles are supported through consultation and guidance process
Administrators:
- Integrate school counseling to the academic mission
- Integrate school counseling to the state learning standards
- Support state regulations related to NCLB, SAVE Legislation and CDOS
- Increase staff collaboration and effectiveness

Superintendents and School Boards:
- Support academic, personal/social and career achievements for all students
- Align school counseling programs to the NYS Learning Standards
- Establish standards and competencies for school counseling programs and students
- Produce a high quality school counseling program
- Support collaborative efforts to achieve student success
- Provide effective preventive programs for school districts

In reading the Crosswalk, please follow the legend:
First letter: National Standard Domain:
Academic (A); Personal/Social (PS); Career (C)

Second letter: Standard (A, B or C)
First number: Student Competency from the National Standards
Second number: Performance Indicator from the National Standards

As an example: A:A 1.1 would mean:
A: Academic
:A Standard A
 1: Competency 1
    1: Performance Indicator #1 under Standard 1

The purpose of the Crosswalk is to assist school counselors in utilizing the legend as indicators of how a School Counseling Program can assist student academic, personal/social and career achievement. Activities school counselors perform should have the Crosswalk legend as the identity of student competencies to be achieved.

On the next pages are samples of the Crosswalk template that can be reproduced for use in a school counseling program.

BOE Approved January 2010
# Rhinebeck Central School District
## K – 12 GUIDANCE PLAN

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<thead>
<tr>
<th>National School Counseling Standards</th>
<th>Competency</th>
<th>New York State Learning Standards</th>
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<td><strong>ACADEMIC</strong></td>
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<td>2. Acquire Skills for Improving Learning</td>
<td>PE: 2, LOTE: 3,4,5</td>
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<td>C: understand the relationship of academics to the world of work, and to life at home and in the community.</td>
<td>3. Achieve School Success</td>
<td>Arts: 1,2,3</td>
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<td>1. Improve Learning</td>
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<td>11. Acquire Interpersonal Skills</td>
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<td>12. Make Decisions and Set Goals and Take Necessary Action to Achieve Goals</td>
<td>CDOS: 1,2,3</td>
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<td>13. Understand Safety and Survival Skills</td>
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Health, Physical Education, and Family and Consumer Sciences

Standard 1: Personal Health and Fitness
- Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Standard 2: A Safe and Healthy Environment
- Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3: Resource Management
- Students will understand and be able to manage their personal and community resources.

Mathematics, Science, and Technology

Standard 1: Analysis, Inquiry, and Design
- Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Standard 2: Information Systems
- Students will access, generate, process, and transfer information using appropriate technologies.

Standard 3: Mathematics
- Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Standard 4: Science
- Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

Standard 5: Technology
- Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Standard 6: Interconnectedness: Common Themes
- Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Standard 7: Interdisciplinary Problem Solving
- Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.
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English Language Arts
Standard 1: Language for Information and Understanding
- Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

Standard 2: Language for Literary Response and Expression
- Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation.

Standard 3: Language for Critical Analysis and Evaluation
- Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Standard 4: Language for Social Interaction
- Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

Languages Other Than English
Standard 1: Communication Skills
- Students will be able to use a language other than English for communication.

Standard 2: Cultural Understanding
- Students will develop cross-cultural skills and understandings.

The Arts
Standard 1: Creating, Performing, and Participating in the Arts
- Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.
Standard 2: Knowing and Using Arts Materials and Resources
- Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Standard 3: Responding to and Analyzing Works of Art
- Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Standard 4: Understanding the Cultural Contributions of the Arts
- Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Career Development and Occupational Studies
Standard 1: Career Development
- Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Standard 2: Integrated Learning
- Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: Universal Foundation Skills
- Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Standard 3b: Career Majors
- Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

Social Studies
Standard 1: History of the United States and New York
- Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 2: World History
- Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography
- Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.
Standard 4: Economics  
- Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

Standard 5: Civics, Citizenship, and Government  
- Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and the responsibilities of citizenship, including avenues of participation.
Appendix

ASCA National Standards
ASCA National Standards for Students

ONE VISION ONE VOICE
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Copyright 2004 by the American School Counselor Association
Professional school counselors everywhere proudly share the same simple vision — to prepare today’s students to become tomorrow’s adults. The American School Counselor Association (ASCA) not only supports this idea, it has made it the Association’s mission.

Educational reform movements of the late 20th and early 21st centuries, such as standards-based education and the No Child Left Behind legislation, focused on raising teacher quality and academic achievement. Unfortunately, these efforts ignored the emotional, physical, social and economic barriers that can inhibit student success. This is where school counselors make a difference. School counselors are actively committed to eliminating these obstacles and to helping students understand that the choices they make now will affect their educational and career options in the future.

ASCA National Standards for Students was established to help school counselors help students. ASCA National Standards identify and prioritize the specific attitudes, knowledge and skills that students should be able to demonstrate as a result of participating in a school counseling program. Best of all, by adopting and implementing ASCA National Standards, school counselors change the way school counseling programs are designed and delivered across our country.
The Development of Standards

The development of ASCA National Standards for Students required an examination of theory, research and practice to ensure that all aspects of school counseling were considered. The process solicited broad-based involvement from all segments of the school counseling community to determine what purpose the Standards would serve and what their content would be. Through pilot surveys at ASCA’s national Delegate Assembly in April 1995 and a revised survey to more than 2,000 ASCA members in September of that year, ASCA was able to gather input on school counselor attitudes and to initiate the movement toward adopting National Standards.

The standards movement has provided ASCA with a timely opportunity to better define the role of school counseling in the American educational system and establish similar goals, expectations, support systems and experiences for all students across the country. Additionally, on the local level, National Standards offer an opportunity for school counselors, school administrators, faculty, parents, businesses and the community to engage in conversations about expectations for students’ academic success and the role of counseling programs in enhancing student learning.

Finally, ASCA National Standards for Students serves as the foundation for The ASCA National Model: A Framework for School Counseling Programs. Representing more than 50 years of research, theory and practice, the National Model helps school counselors design and implement programs that meet the National Standards and establish school counseling as an integral component of the academic mission of their schools.

ASCA’s decision to participate in this educational reform agenda through the development of National Standards for Students offers an opportunity for the school counseling profession to implement the goals deemed important by the profession, to promote its mission in educational reform and to ensure that all students have access to comprehensive school counseling programs as part of the learning experience.

We look forward to having you join us on this mission!

Acknowledgments

ASCA is most grateful to Chari A. Campbell, Ph.D.; Carol A. Dahir, Ed.D; Sue Reynolds; Carolyn B. Sheldon; and Michael J. Valiga, Ph.D., for their work in developing the ASCA National Standards and accompanying material.
Academic Development

ASCA National Standards for academic development guide school counseling programs to implement strategies and activities to support and maximize each student’s ability to learn.

**Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.**

**A:A1  Improve Academic Self-concept**
- A:A1.1 Articulate feelings of competence and confidence as learners
- A:A1.2 Display a positive interest in learning
- A:A1.3 Take pride in work and achievement
- A:A1.4 Accept mistakes as essential to the learning process
- A:A1.5 Identify attitudes and behaviors that lead to successful learning

**A:A2  Acquire Skills for Improving Learning**
- A:A2.1 Apply time-management and task-management skills
- A:A2.2 Demonstrate how effort and persistence positively affect learning
- A:A2.3 Use communications skills to know when and how to ask for help when needed
- A:A2.4 Apply knowledge and learning styles to positively influence school performance
A:A3 **Achieve School Success**
A:A3.1 Take responsibility for their actions
A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
A:A3.3 Develop a broad range of interests and abilities
A:A3.4 Demonstrate dependability, productivity and initiative
A:A3.5 Share knowledge

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

A:B1 **Improve Learning**
A:B1.1 Demonstrate the motivation to achieve individual potential
A:B1.2 Learn and apply critical-thinking skills
A:B1.3 Apply the study skills necessary for academic success at each level
A:B1.4 Seek information and support from faculty, staff, family and peers
A:B1.5 Organize and apply academic information from a variety of sources
A:B1.6 Use knowledge of learning styles to positively influence school performance
A:B1.7 Become a self-directed and independent learner

A:B2 **Plan to Achieve Goals**
A:B2.1 Establish challenging academic goals in elementary, middle/jr. high and high school
A:B2.2 Use assessment results in educational planning
A:B2.3 Develop and implement annual plan of study to maximize academic ability and achievement
A:B2.4 Apply knowledge of aptitudes and interests to goal setting
A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
A:B2.6 Understand the relationship between classroom performance and success in school
A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

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

A:C1 **Relate School to Life Experiences**
A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life
A:C1.2 Seek co-curricular and community experiences to enhance the school experience
A:C1.3 Understand the relationship between learning and work
A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
A:C1.5 Understand that school success is the preparation to make the transition from student to community member
A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

Career Development

ASCA National Standards for career development guide school counseling programs to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work, and from job to job across the life span.

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C:A1 Develop Career Awareness
C:A1.1 Develop skills to locate, evaluate and interpret career information
C:A1.2 Learn about the variety of traditional and nontraditional occupations
C:A1.3 Develop an awareness of personal abilities, skills, interests and motivations
C:A1.4 Learn how to interact and work cooperatively in teams
C:A1.5 Learn to make decisions
C:A1.6 Learn how to set goals
C:A1.7 Understand the importance of planning
C:A1.8 Pursue and develop competency in areas of interest
C:A1.9 Develop hobbies and vocational interests
C:A1.10 Balance between work and leisure time

C:A2 Develop Employment Readiness
C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills
C:A2.2 Apply job readiness skills to seek employment opportunities
C:A2.3 Demonstrate knowledge about the changing workplace
C:A2.4 Learn about the rights and responsibilities of employers and employees
C:A2.5 Learn to respect individual uniqueness in the workplace
C:A2.6 Learn how to write a résumé
C:A2.7 Develop a positive attitude toward work and learning
C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace
C:A2.9 Utilize time- and task-management skills
Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

**C:B1 Acquire Career Information**
- C:B1.1 Apply decision-making skills to career planning, course selection and career transition
- C:B1.2 Identify personal skills, interests and abilities and relate them to current career choice
- C:B1.3 Demonstrate knowledge of the career-planning process
- C:B1.4 Know the various ways in which occupations can be classified
- C:B1.5 Use research and information resources to obtain career information
- C:B1.6 Learn to use the Internet to access career-planning information
- C:B1.7 Describe traditional and nontraditional career choices and how they relate to career choice
- C:B1.8 Understand how changing economic and societal needs influence employment trends and future training

**C:B2 Identify Career Goals**
- C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals
- C:B2.2 Assess and modify their educational plan to support career
- C:B2.3 Use employability and job readiness skills in internship, mentoring, shadowing and/or other work experience
- C:B2.4 Select course work that is related to career interests
- C:B2.5 Maintain a career-planning portfolio

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

**C:C1 Acquire Knowledge to Achieve Career Goals**
- C:C1.1 Understand the relationship between educational achievement and career success
- C:C1.2 Explain how work can help to achieve personal success and satisfaction
- C:C1.3 Identify personal preferences and interests influencing career choice and success
- C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills
- C:C1.5 Describe the effect of work on lifestyle
- C:C1.6 Understand the importance of equity and access in career choice
- C:C1.7 Understand that work is an important and satisfying means of personal expression
C:C2  **Apply Skills to Achieve Career Goals**

C:C2.1  Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals

C:C2.2  Learn how to use conflict management skills with peers and adults

C:C2.3  Learn to work cooperatively with others as a team member

C:C2.4  Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing and/or mentoring experiences

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**Personal/Social Development**

ASCA National Standards for personal/social development guide school counseling programs to provide the foundation for personal and social growth as students progress through school and into adulthood.

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

**PS:A1  Acquire Self-knowledge**

- PS:A1.1  Develop positive attitudes toward self as a unique and worthy person
- PS:A1.2  Identify values, attitudes and beliefs
- PS:A1.3  Learn the goal-setting process
- PS:A1.4  Understand change is a part of growth
- PS:A1.5  Identify and express feelings
- PS:A1.6  Distinguish between appropriate and inappropriate behavior
- PS:A1.7  Recognize personal boundaries, rights and privacy needs
- PS:A1.8  Understand the need for self-control and how to practice it
- PS:A1.9  Demonstrate cooperative behavior in groups
- PS:A1.10  Identify personal strengths and assets
- PS:A1.11  Identify and discuss changing personal and social roles
- PS:A1.12  Identify and recognize changing family roles

**PS:A2  Acquire Interpersonal Skills**

- PS:A2.1  Recognize that everyone has rights and responsibilities
- PS:A2.2  Respect alternative points of view
- PS:A2.3  Recognize, accept, respect and appreciate individual differences
- PS:A2.4  Recognize, accept and appreciate ethnic and cultural diversity
- PS:A2.5  Recognize and respect differences in various family configurations
- PS:A2.6  Use effective communications skills
- PS:A2.7  Know that communication involves speaking, listening and nonverbal behavior
- PS:A2.8  Learn how to make and keep friends
Standard B: Students will make decisions, set goals and take necessary action to achieve goals.

PS:B1 Self-knowledge Application
PS:B1.1 Use a decision-making and problem-solving model
PS:B1.2 Understand consequences of decisions and choices
PS:B1.3 Identify alternative solutions to a problem
PS:B1.4 Develop effective coping skills for dealing with problems
PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions
PS:B1.6 Know how to apply conflict resolution skills
PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences
PS:B1.8 Know when peer pressure is influencing a decision
PS:B1.9 Identify long- and short-term goals
PS:B1.10 Identify alternative ways of achieving goals
PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills
PS:B1.12 Develop an action plan to set and achieve realistic goals

Standard C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills
PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)
PS:C1.2 Learn about the relationship between rules, laws, safety and the protection of rights of the individual
PS:C1.3 Learn about the differences between appropriate and inappropriate physical contact
PS:C1.4 Demonstrate the ability to set boundaries, rights and personal privacy
PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
PS:C1.6 Identify resource people in the school and community, and know how to seek their help
PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices
PS:C1.8 Learn about the emotional and physical dangers of substance use and abuse
PS:C1.9 Learn how to cope with peer pressure
PS:C1.10 Learn techniques for managing stress and conflict
PS:C1.11 Learn coping skills for managing life events
About ASCA
The American School Counselor Association (ASCA) is a worldwide nonprofit organization based in Alexandria, Va. Founded in 1952, ASCA supports school counsellors’ efforts to help students focus on academic, personal/social and career development so they not only achieve success in school but are prepared to lead fulfilling lives as responsible members of society. With a motto of “One Vision, One Voice,” the association provides professional development, publications and other resources, research and advocacy to professional school counselors around the globe.

For more information on ASCA, or to order “The ASCA National Model: A Framework for School Counseling Programs,” visit www.schoolcounselor.org, or call (703) 683-ASCA (2722).