

**TROY CITY SCHOOL DISTRICT  
COMPREHENSIVE  
COUNSELING/GUIDANCE PLAN K-12**



**Revised: 2023**

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## Highlights of New York State Part 100 Regulations - School Counseling Programs

A school counselor’s role is central to the success of students. School Counselors support students through individual and group counseling, college and career exploration instruction, assistance in crisis situations, and referrals to social workers, school psychologists or other professionals when specialized interventions are required for student success in school.

Old Requirement	New Requirement
Each school district shall have a guidance program for all students.	Beginning with the 2019-2020 school year, each school district shall have a comprehensive developmental school counseling/guidance program for all students in grades kindergarten (K) through grade 12. Each school district shall also ensure that all students in grades kindergarten through twelve have access to a certified school counselor(s)
In grades K-6 the program shall be designed in coordination with the teaching staff.	Beginning with the 2019-2020 school year, in grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with teaching staff and any appropriate pupil personnel service providers.
In grades 7-12, the program shall include an annual review of each student’s educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors.	Beginning with the 2019-2020 school year, for students in grades six through twelve, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student’s educational progress and career plans. For a student with disability, the plan shall be consistent with the student’s individualized education program.
Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements.	Beginning with the 2019-2020 school year, each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner for compliance with this subdivision. Such district and building level plans shall be updated annually, available for review at the district offices and each school building, and made available on the district’s website.

N/A	<p>Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements. Each school district shall establish a comprehensive developmental school counseling/guidance program advisory council to be comprised of representative stakeholders (such as parents, members of the board of education, school building and/or district leaders, community based service providers, teachers, certified school counselors and other pupil personnel providers in the district including school social workers and/or school psychologists). The advisory council shall meet no less than twice each year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program.</p>
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## **TCSD Board of Education Policy:**

The district shall provide a counseling/guidance program to support students in the development of academic and social/emotional skills. In general, the Board expects counseling and guidance staff to:

1. Foster a welcoming environment and encourage positive connections with students.
2. Maintain appropriate professional boundaries with students.
3. Work with students and their families to address concerns whenever possible and appropriate.
4. Educate students as appropriate of the responsibilities staff have for reporting incidents.
5. Use their professional judgment, in consultation with administrators and/or the school attorney where appropriate, while observing legal mandatory reporting obligations.

### School Counseling/Guidance Program

The district's counseling/guidance program shall, for all students in grades K-12, ensure access to a certified school counselor, prepare students to participate effectively in their current and future educational programs, and address multiple student competencies including college and career readiness standards and academic and social/emotional standards. The program shall include the following:

1. For students in grades K-5, the program shall be designed by a certified school counselor in coordination with the teaching staff and appropriate pupil personnel service providers to prepare students to participate effectively in their current and future educational programs, providing college and career information, assisting students with challenges to academic success, such as attendance or behavioral concerns, and where appropriate, making referrals to appropriately licensed and/or certified professionals for more targeted supports;
2. For students in grades 6-12, certified school counselors shall provide annual individual progress review plans, reflecting each student's educational progress and career plans, which, for students with disabilities, shall be consistent with their individualized education programs;
3. Core curriculum instruction by certified school counselors to address student college and career readiness, academic skills, and social/emotional development;
4. Other direct student services, which may include but need not be limited to responsive services, crisis response, group and individual counseling, appraisal, assessment and advisement to enable students to benefit from the curriculum, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns, and encouraging parental involvement; and

5. Indirect student services such as consultation, collaboration, leadership, advocacy, and teaming, and referrals to appropriately licensed or certified professionals.

#### School Counseling/Guidance Plans

A certified school counselor shall develop or direct the development of both district-wide and building-level comprehensive developmental school counseling/guidance plans. Such plans shall be updated annually, and shall be made available for review at the district offices and posted on the district website.

The plans shall include objectives and activities for the counseling/guidance programs, planning for the program's development and maintenance, school counseling curriculum, professional development planning, methods to evaluate the program based on data analysis of program results and closing the gap analysis reports, and an assessment of resources necessary to support positive student outcomes.

***\*SEE APPENDIX A (Specific Building Counseling Plans)***

#### School Counseling/Guidance Program Advisory Council

The district shall also establish a counseling/guidance advisory council to annually review the district's school counseling/guidance program plans, and advise on the implementation of the district's counseling/guidance program. The council shall include representative stakeholders such as parents, Board members, building and/or district administrators, community-based service providers, teachers, school counselors, school social workers and/or school psychologists. The council shall meet at least twice a year, and shall submit an annual report to the Board.

## Troy CSD's Plan For The Future

The National Standards for School Counseling Programs (1997) and the ASCA National Model for School Counseling Programs, both developed by the American School Counseling Association (ASCA), have shifted the focus of school counseling from a student-by-student system to a comprehensive and developmental program that focuses on academic, career, and social-emotional development for every K – 12 student.

The Troy City School District Counseling Department is working towards a comprehensive school counseling plan that is intentionally designed to meet the needs of today's students. A comprehensive school counseling program is results-oriented, comprehensive, developmentally proactive, antiracist, culturally responsive and meets the needs of diverse student populations. In order to provide a comprehensive program, counselors must be skilled in leadership, advocacy, collaboration, and data analysis .

Troy City School District school counselors are held to high standards of collaboration when it comes to the planning and implementation of our comprehensive school counseling program. Students are at the core of every decision and service provided. Counselors also collaborate with teachers, social workers, school psychologists, administrators, community members, and families.

### The Comprehensive Model

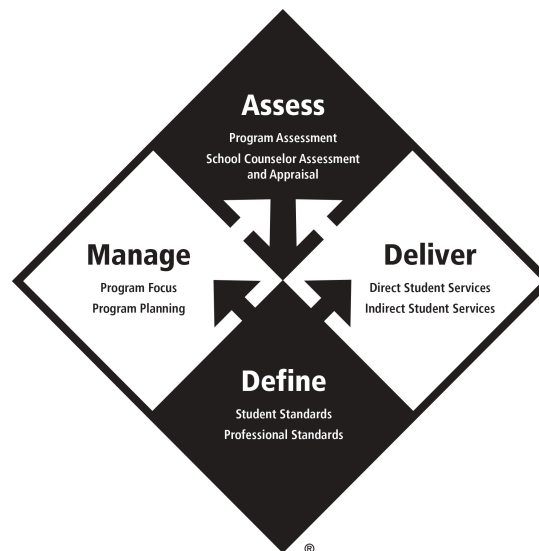
The comprehensive school counseling program is a framework for the systematic development, implementation, and evaluation of school counseling programs. The comprehensive school counseling plan was designed in a way that:

- Acknowledges the work of school counselors as self-reflective advocates for all students;
- Creates results-based counseling programs that support diverse student populations;
- Helps to close achievement and opportunity gaps;
- Re-examines current processes to be reimaged through an antiracist lens
- Aims to reach all students through the use of best practices that assess academic, career, and social-emotional progress; and
- Is guided by developmentally appropriate, antiracist, culturally responsive and goal-oriented student competencies.

The process for delivery of the National Standards linked to the Common Core Standards is accomplished by utilizing each of the four components of the American School Counseling Association's comprehensive model. The four main components of the model are outlined below.

1. **DEFINE:** Identifies the standards that define the school counseling program, including **Student Standards** (Mindsets and Behaviors for Student Success) and **Professional Standards** (Professional Competencies and Ethical Standards).

2. **MANAGE:** Helps school counselors to effectively and efficiently manage the school counseling program. This includes **Program Focus** (Beliefs, Mission and Vision Statements) and **Program Planning** (student outcome goals, data driven programming, calendars, action plans, lesson plans, Principal/Counselor Partnership and the School Counseling Advisory Council).
3. **DELIVER:** Focuses on the method of implementing the school counseling program including **Direct Student Services** (instruction, appraisal and advisement, counseling) and **Indirect Student Services** (referrals, consultation and collaboration).
4. **ASSESS:** Emphasizes the ongoing assessment of the school counseling program to inform improvements to the design and implementation of the program. Includes **Program Assessment (data analysis and program results)** and **School Counselor Assessment and Appraisal**. The National Model for School Counseling Programs speaks to the importance of accountability and having an organizational framework that documents and demonstrates “**how students are different as a result of the school counseling programs.**” A commitment to accountability and assessment shifts public perception to show how school counselors are key players in the academic success for all students.





# DEFINE

## Student Standards

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

As a result of a comprehensive counseling program, students should demonstrate the following mindsets and behaviors as outlined by the American School Counselor Association (ASCA). These domains promote mindsets and behaviors that enhance the learning process and create a culture of college and career readiness for all students. The definitions of each domain are described below.

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

School counselors use these standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential. To operationalize the standards, school counselors select mindsets and behaviors that align with the specific goals and become the foundation for classroom lessons, small groups and activities addressing student developmental needs. The selected mindsets and behaviors directly reflect the vision, mission and goals of the comprehensive school counseling program and align with the school’s academic mission.

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

*Each of the following standards can be applied to the academic, career and social/emotional domains*

<b>Category 1: Mindset Standards</b>		
<i>School counselors encourage the following mindsets for all students</i>		
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment M 3. Positive attitude toward work and learning M 4. Self-confidence in ability to succeed M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes M 6. Understanding that postsecondary education and life-long learning are necessary for long-term success		
<b>Category 2: Behavior Standards</b>		
<i>Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.</i>		
<b>Learning Strategies</b>	<b>Self-Management Skills</b>	<b>Social Skills</b>
<b>B-LS 1.</b> Critical-thinking skills to make informed decisions	<b>B-SMS 1.</b> Responsibility for self and actions	<b>B-SS 1.</b> Effective oral and written communication skills and listening skills
<b>B-LS 2.</b> Creative approach to learning, tasks, and problem solving	<b>B-SMS 2.</b> Self-discipline and self-control	<b>B-SS 2.</b> Positive, respectful, and supportive relationships with other students who are similar to and different from them
<b>B-LS 3.</b> Time-management, organizational and study skills	<b>B-SMS 3.</b> Independent work	<b>B-SS 3.</b> Positive relationships with adults that support success
<b>B-LS 4.</b> Self-motivation and self direction to learning	<b>B-SMS 4.</b> Delayed gratification for long-term rewards	<b>B-SS 4.</b> Empathy
<b>B-LS 5.</b> Media and technology skills to enhance learning	<b>B-SMS 5.</b> Perseverance to achieve long- and short-term goals	<b>B-SS 5.</b> Ethical decision-making and social responsibility
<b>B-LS 6.</b> High-quality standards for tasks and activities	<b>B-SMS 6.</b> Ability to identify and overcome barriers	<b>B-SS 6.</b> Effective collaboration and cooperation skills
<b>B-LS 7.</b> Long- and short-term academic, career, and social/ emotional goals	<b>B-SMS 7.</b> Effective coping skills	<b>B-SS 7.</b> Leadership and teamwork skills to work effectively in diverse groups

<b>B-LS 8.</b> Engagement in challenging coursework	<b>B-SMS 8.</b> Balance of school, home and community activities	<b>B-SS 8.</b> Advocacy skills for self and other and ability to assert self, when necessary
<b>B-LS 9.</b> Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	<b>B-SMS 9.</b> Demonstrate personal safety skills	<b>B-SS 9.</b> Social maturity and behaviors appropriate to the situation and environment
<b>B-LS 10.</b> Participation in enrichment and extracurricular activities	<b>B-SMS 10.</b> Ability to manage transitions and adapt to change	<b>B-SS 10.</b> Cultural awareness, sensitivity, and responsiveness

## Professional Standards

### School Counselor Competencies and Ethics

The Troy City School District school counselor will reference the [ASCA School Counselor Professional Standards and Competencies](#) as an outline of the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate their comprehensive, developmental, results-based school counseling programs. School counselors will also adhere to the [ASCA Ethical Standards for School Counselors](#).

## [American School Counselor Association Role Statement](#)

# MANAGE

## Program Focus

### Troy School Counselor Belief Statements

School Counselors in the Troy City School District believe that students learn best when the following conditions are met:

- Counselors serve as active, positive role models following ethical standards;
- Counselors advocate for and affirm all students from diverse populations;
- Students are challenged and actively involved through various methods of instruction;
- Counselors are responsive to their developmental needs;
- Personal responsibility for learning is cultivated and developed;
- The subject matter is relevant and taught by motivated and well-prepared staff;
- Clear academic and behavioral expectations are communicated and understood;
- Individual student strengths and effort are encouraged and recognized, with timely and specific feedback provided on their performance;
- A school community where respect, acceptance for differences, and civility are modeled by all;
- Families are encouraged to take an active, supportive role in education and basic human needs (i.e. shelter, nutrition, etc.) are met; and
- Valid data is used to inform decisions.

### Troy CSD Mission Statement:

The Troy City School District will provide a strong educational and social foundation to graduate all students, college and career ready.

### School Counseling Mission Statement:

The school counseling department of the Troy City School District empowers all students to achieve their highest potential, prepared to meet their college and career goals. The school counseling program delivers a comprehensive, data-driven program that helps all students, regardless of background or individual circumstance, to gain the knowledge, skills and attitudes necessary for academic

success, career exploration and social/emotional development to become productive members of society. The school counseling department partners with other educators and stakeholders to advocate for equity, access, and success for all.

The school counseling department believes all school counselors should work through a culturally responsive and antiracist lens to provide equitable opportunities for all students. All students have dignity and worth and the school counseling program aims to remove potential barriers in a trauma-sensitive and anti-racist context to ensure students' sense of belonging and safety so they can attend to learning.

**School Counseling Vision Statement:**

The students enrolled within the Troy City School District are high-achieving learners who graduate college and career ready, well-prepared to meet the challenges and high expectations of the 21st century. All students participate in rigorous curriculum and high-quality opportunities for self-directed personal growth supported by the culturally responsive, comprehensive school counseling program that facilitates reciprocal educational partnerships between the school, family, and community. As successful, lifelong learners and contributing citizens, our students achieve their fullest potential, making a positive difference in our school and community.

# Program Planning

## Annual Student Outcome Goals

Program goals are developed annually in alignment with the vision, mission and the goals of the district, school and department. The goals will serve to guide the curriculum and corresponding action plans. A draft of yearly goals are developed for each counselor at the beginning of the school year and prior to finalizing agreement documentation with the building principal. These are indicated in each specific Building School Counseling plan.

### *\*SEE APPENDIX A (Specific Building Counseling Plans,*

The Troy City School District Counseling Department implements a school counseling program that promotes and enhances student achievement and reinforces the Troy City School District’s mission statement and goals. To fulfill this mission, the Troy City School District Counseling Department will use the following goals to guide our work:

**1. Increase Proficiency**

The number of students overall and for each sub-group measured for accountability achieving proficiency on Grades 3-8 ELA and Math assessments will increase as follows:

- 20% of our students who score at Level 1 will improve to Levels 2, 3, and 4 the following year.
- 20% of our students who score at a Level 2 will improve to Levels 3 and 4 the following year.

**2. Improve Student Engagement**

Through improved student engagement in learning, development of citizenship values and use of behavioral interventions, violations of the student Code of Conduct will decline in each school by 5% each year.

**3. Increase Regents Diploma Graduation Rate**

The Regents diploma graduation rate from Troy High School will increase by 3% for each school year until it exceeds 90% and the number of students obtaining a Regents Diploma with Distinction will increase by 5% each year.

**4. Improve Attendance**

The percentage of students who are “Chronically Absent,” as defined by NYSED, will decrease in each building and district-wide by 2 percentage points each year for the next five years.

**5. Improve Equity In Opportunities And Outcomes**

Guided by the NYS Board of Regents Framework on Diversity, Equity, and Inclusion as well as the NYSED’s Culturally Responsive-Sustaining Education Framework, equity in opportunities and outcomes will be improved for all students throughout the district.

*BOE APPROVED: 9/6/2023*

## **Use of Data**

A comprehensive school counseling program is designed to be data-driven. The use of data is an integral part to ensure that every student is monitored and therefore benefits from the school counseling program. The use of data determines program accountability and progress toward goals. In addition, the utilization of data helps to facilitate counselors to uncover any gaps in student achievement and recognize any disparities between groups. It serves as a guide on where to focus resources, programs, interventions and strategies to meet students' needs and ensure school success. Professional school counselors monitor student progress through the following types of data:

**Student Achievement Data** measures student academic progress, including:

- Standardized test scores
- Grade point averages
- SAT and ACT scores
- Graduation rates
- Diploma types
- Achievement levels
- Promotion and retention rates
- Dropout rates
- Specific academic programs (academic honors, college prep., etc.)
- 3-8 ELA and Math scores

**Behavioral Data** is correlated with academic achievement including:

- Course enrollment patterns
- Discipline referrals
- Suspension rates
- Alcohol, tobacco and other drug violations
- Rate of chronic absenteeism
- Parent/guardian involvement
- Participation in extracurricular activities
- Homework completion rates

**Standards and Competency-related Data** measures student mastery of the competencies delineated in the ASCA National Standards. The data includes:

- Percentage of students with a four-year plan
- Percentage of students who have participated in job shadowing
- Percentage of students who have set and attained academic goals
- Percentage of students who apply conflict resolution skills

**Disaggregate Data** is used to determine if any gaps in achievement exist via the comparison of student demographics and additional groups. The data may include:

- Race/ethnicity
- Gender
- Language
- Socio-economic status
- Special education
- Vocational outcomes
- Grade level
- Teacher assignment
- Home language

**Participation Data** answers the question, “Who participated in what activities?” The data may include number of students and why/criteria:

- Student Sessions
- Groups and Group Sessions
- Classroom Lessons
- Presentations/Assemblies
- Parent/Guardian communication and meetings (broken down by category from eSchool)



**Mindsets and Behaviors Data** shows what progress students have made toward attaining the ASCA Mindsets and Behaviors standards and answers the question, “What did students learn through participation in school counseling activities?” The data may include:

- Surveys- needs assessment, pre and post tests, achievement in competencies, changes in attitudes/beliefs
- Social Emotional screeners (SAEBRS, THS screener)

**Outcome Data** measures the evidence of impact and answers the question “How did the learning affect students’ achievement, attendance and discipline?” It is necessary to determine the true impact of the school counseling program. This may include the review of immediate and long range data. Data will drive program decision making. Outcome data includes:

- Student Outcome Goal data
  - a. Achievement- 3-8 ELA and Math scores
  - b. Engagement/Behavior- Code of Conduct violations
  - c. Regents Diploma Graduation Rate
  - d. Chronic Absenteeism Rate
- Other Progress (ex. improvement in rate of absenteeism)

***A comprehensive school counseling program is data driven.*** School counselors must show that each activity implemented is part of the program, and was developed from analysis of the students’ needs (including needs assessments), achievements, and/or related data. To do this, school counselors need to evaluate process, perception, and results data.

*Programs Used:*

- eSchool
- Naviance
- Fastbridge (SAEBRS)

At each level (Elementary, Middle, and High School), school counselors will review and discuss data driven needs for the student population. This may include review of graduation rates, chronic absenteeism, and achievement data. For every desired competency and result there must be a plan how the desired competency will be achieved. Each action plan should include: competencies addressed, description of activity, timeline in which the activity will be completed, who is responsible for delivery, means of evaluating student success, expected results.

## **Calendars**

Annual calendars are used by counselors to guide program management. The Troy City School Counseling Department's annual calendars reflect the school's mission and the vision of having a comprehensive school counseling curriculum. The annual calendar provides a framework for the school counseling programs and helps guide the counselors in their individual daily and weekly calendars. Each building maintains an annual calendar of programming.

*\*SEE APPENDIX A (Specific Building Counseling Plans, Annual Calendars)*

## **Action Plans**

Each building level counseling department will decide on a plan of action to meet student need. Counselors and the school district leadership team will agree on how services will be assigned to specific counselors.

## **Lesson Plans**

Lesson plans assist counselors in planning for large group and classroom lessons and presentations.

## **Principal Counselor Partnership**

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

- Deliver school counseling core curriculum instruction;
- Provide individual student appraisal and advisement;
- Provide responsive services; and
- Manage system support.

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

## Use of Time

District counselors recognize the value of delivery of services to students. It is recommended that school counselors spend 80% or more of their time delivering *Direct and Indirect Services* to students. The remaining time is spent on program management and support services, including program defining, managing and assessing of tasks.

Component	Elementary School	Middle School	High School
Deliver Direct and Indirect Services	80%	80%	80%
Manage	No more than 20%	No more than 20%	No more than 20%
Assess	5%	5%	5%

## School Counseling Advisory Council

This is an interdisciplinary group that is advisory in nature. Advisory council membership is reflective of the Troy City School District community and includes grades K-12 representation. The council includes district and community stakeholders, such as students, parents, teachers, school counselors, administrators and other valued community members.

The Advisory Council is composed of outstanding leaders from the school and community. Its purpose is to:

- Provide feedback on programming with regard to student and community needs
- To make recommendations regarding the school counseling department's response to those needs
- To advocate for and support the school counseling program
- Provide feedback on Annual Student Outcome Goals
- Review Annual Student Outcome Results

# DELIVER

## **Direct Student Services**

Direct student services are in-person interactions between school counselors and students.

1. **Instruction-** The counseling curriculum provides developmental activities that address academic, career and personal/social needs of students K-12 including Social Emotional Learning and bullying prevention information aligned with the Dignity for All Student Act. This is accomplished through the following:
2.
  - Classroom activities and lessons presented by the school counselors in the classroom;
  - Group activities conducted by the school counselors outside of the classroom to address students' particular needs; and
  - Use of a detailed **scope and sequence** overview of the school counseling delivery system.

*[\\*SEE APPENDIX B for K-12 Scope and Sequence](#)*

3. **Appraisal and Advisement-** School counselors monitor students' progress so they may achieve success in academic, personal/social, and career areas. This may be accomplished through the following:
  - Individual or Small Group Appraisal - working with students in analyzing and evaluating abilities, interests, skills, and achievement;
  - Individual or Small Group Advisement - working directly with students on achieving success in personal/social, academic, and career areas;
  - Case Management - monitoring individual students' progress academically, behaviorally and socially; and
  - Placement - collaborating with school staff in determining the best educational setting for students as they meet their academic and social goals.
4. **Counseling-** School counselors provide support and interventions to meet the needs of students. This is accomplished through the following:
  - Individual and Small Group Counseling - counseling is provided for students experiencing social, emotional, personal, or academic difficulties; and

- Crisis Counseling - short term counseling that is provided to students, families or staff as an immediate intervention to a crisis.

## **Indirect Student Services**

Indirect student services are services provided on behalf of students as a result of the school counselor's interactions with others.

1. **Referrals:** School counselors refer students and parents to school or community resources for additional assistance or information when students need support beyond short-term services or counseling;
2. **Consultation:** School counselors provide information, opinions and recommendations to individuals who can support a student's need or seek information from an expert about student needs; and
3. **Collaboration:** School counselors collaborate with school staff to implement curriculum across content areas to support student achievement.
  - Teaming: school counselors collaborate with school staff and community members and participate in district wide and building committees;
  - Professional Development: school counselors regularly participate in training, conferences, and meetings to update knowledge and skills and to stay current with trends in education and counseling and changes in regulations;
  - Program Promotion: school counselors provide orientation and information regarding the programs to the greater community via websites, counseling newsletters and presentations; and
  - Consultation with Teachers and Staff: counselors collaborate with teachers and other staff members to provide information regarding the needs of students. School counselors participate in district committees and in service programs.
  - Parent and Community Outreach: school counselors provide ongoing support and information to the greater community regarding students' needs.
  - Research: school counselors need to utilize research in the development of their programs and participate in research designed to improve their programs.
  - In each building, a counselor may be appointed the DASA Coordinator and conduct investigations into bullying, harassment and discrimination as outlined in the Dignity for All Students Act. This would be done in collaboration with other school staff and administrators.

*[\\*SEE APPENDIX C for K-12 Direct and Indirect Services](#)*

# ASSESS

## Program Assessment

**Data Analysis** - Counselors collect, analyze, and report data by specific subgroups and ensure that decisions about student instruction and learning are driven by achievement data for every subgroup. The process begins with needs and strengths assessment and moves through what changes need to be made. The use of data replaces hunches and hypotheses with factual information instead and guides the school counselor and student support staff in planning and delivering learning support programs for all students.

**Program Results/Outcome** - Counselors analyze the school counseling program using information collected through process, perception, or outcomes data samples. This data will be used to inform decisions related to program improvements. The Troy City School District School Counseling Advisory Council along with each counseling department will review the programs to identify trends and areas of success and areas in need of improvement.

## School Counselor Assessment and Appraisal

**Evaluation and Improvement** - Program evaluation and improvement has four components: self-analysis of the school counselor's strengths and areas of improvement using the School Counselor Competencies Assessment, self-analysis of the school counseling program's strengths and areas of improvement using the School Counseling Program Assessment, evaluation of the school counselor's performance using the annual district observation protocols, including Domain 4 documentation, and review of program goals created at the beginning of the year.

## **Appendix A**

**CHS Building Counseling Plan**

**School 2 Building Counseling Plan**

**School 14 Building Counseling Plan**

**School 16 Building Counseling Plan**

**School 18 Building Counseling Plan**

**Troy Middle School Building Counseling Plan**

**Troy High School Building Counseling Plan**

**Troy Community School Building Counseling Plan**

## **Appendix B**

**K-12 Scope and Sequence**

## **Appendix C**

**Elementary Direct and Indirect Services**

**Middle School Direct and Indirect Services**

**High School Direct and Indirect Services**

## Appendix D

<b>Carroll Hill School</b>	<b>Christine Potaczala, <i>DASA Coordinator</i></b> 518-328-5760; <a href="mailto:potaczalac@troycsd.org">potaczalac@troycsd.org</a>	<b>Troy High School</b>	<b>Brendan Bradt</b> 518-328-5471; <a href="mailto:bradtb@troycsd.org">bradtb@troycsd.org</a> <b>Grade 9: A – D</b> <b>Grade 10: A – Cu</b> <b>Grade 11: A – De</b> <b>Grade 12: A – C</b>
<b>School 2</b>	<b>Jennifer White, <i>DASA Coordinator</i></b> 518-328-5647; <a href="mailto:whitej@troycsd.org">whitej@troycsd.org</a>		<b>Heather Gelatt, <i>DASA Coordinator</i></b> 518-328-5468; <a href="mailto:gelatth@troycsd.org">gelatth@troycsd.org</a> <b>Grade 9: Mu - R</b> <b>Grade 10: R</b> <b>Grade 11: Mo – R</b> <b>Grade 12: Me – R</b> (All Gardner Dickinson Students 10-12, Smart Scholars)
<b>School 14</b>	<b>Lauren Reynolds, <i>DASA Coordinator</i></b> 518-328-5860; <a href="mailto:reynoldsl@troycsd.org">reynoldsl@troycsd.org</a>		<b>Bradley Kasper</b> 518-328-5470; <a href="mailto:kasperb@troycsd.org">kasperb@troycsd.org</a> <b>Grade 9: K – Mo</b> <b>Grade 10: K - P</b> <b>Grade 11: Jo – Mi</b> <b>Grade 12: He - Mc</b> All – ELL and Self-contained students
<b>School 16</b>	<b>Kaitlyn Morhous, <i>DASA Coordinator</i></b> 518-328-5127; <a href="mailto:morhousk@troycsd.org">morhousk@troycsd.org</a>		<b>Riley Long</b> 518-328-5474; <a href="mailto:longr@troycsd.org">longr@troycsd.org</a> <b>Grade 9: E – J</b> <b>Grade 10: D – J</b> <b>Grade 11: Di - Ji</b> <b>Grade 12: Di – Ha</b> (Smart Scholars Students)
<b>School 18</b>	<b>Jamilah Sawyer, <i>DASA Coordinator</i></b> 518-328-5560; <a href="mailto:sawjerja@troycsd.org">sawjerja@troycsd.org</a>		<b>Ikea Witt</b> 518-328-5466; <a href="mailto:witti@troycsd.org">witti@troycsd.org</a> Grade 9, 10, 11, 12: S – Z
<b>Troy Middle School</b>	<b>Casey Klein, <i>6th Grade</i></b> 518-328-5366; <a href="mailto:kleinc@troycsd.org">kleinc@troycsd.org</a> <b>Sonya Shaw, <i>7th Grade</i></b> <i>TMS and District DASA Coordinator</i> 518-328-5366; <a href="mailto:shaws@troycsd.org">shaws@troycsd.org</a> <b>Alexandria Phillips, <i>8th Grade</i></b> 518-328-5360; <a href="mailto:phillipsal@troycsd.org">phillipsal@troycsd.org</a> <b>Laura Stukenborg, <i>Behavior Support Specialist</i></b> 518-328-5358; <a href="mailto:stukenborgl@troycsd.org">stukenborgl@troycsd.org</a>	<b>Troy Community School</b>	<b>Elizabeth VonEitzen, <i>DASA Coordinator</i></b> 518-328-5016; <a href="mailto:voneitzene@troycsd.org">voneitzene@troycsd.org</a>