

# **Ossining Union Free School District K-12 School Counseling-Guidance Plan**

**2025-2026**

**(04/05/2025 Update)**



**OSSINING  
PRIDE**

# **Comprehensive School Counseling Plan 2025-2026**

## **FOUNDATION**

### **New York State Department of Education Guidance:**

School counseling programs in New York State are required to have the components described in The New York State Education Department Commissioner's Regulation Part 100.2(j) Guidance Plan. This regulation, in place since the 1970's, requires each public school district, "shall have a guidance program for all students" that is reviewed annually and updated as necessary, filed in district office and made available for review by any individual. (adopted from Southern Westchester County BOCES School Guidance Plan)

In 2017, the New York State Education Department ("The Department") amended the school counseling regulations in an effort to help increase opportunities for all students to be successful. It is important for students to have access to a certified or licensed school counselor in the early years to help inspire young students to strive for success and consider college and career opportunities. Access does not necessarily mean that every elementary school must hire a full-time counselor; but requirements such as core curriculum instruction do require that the time of a certified school counselor be included in the elementary program. It is equally important to emphasize the positive effects that school social workers, school psychologists, school counselors, school nurses, health educators, teachers, and parents can have on student success when they collaborate and work as a team, offering their respective professional expertise to support the "whole child. (New York State Department of Education).

A. In grades K-5, the program should be designed in coordination with the teaching staff to:

- ✓ Prepare students to participate effectively in their current and future educational programs
- ✓ Help students who exhibit any attendance, academic, behavioral or adjustment problems
- ✓ Help students cope with family issues that impact their education and life
- ✓ Educate students concerning avoidance of sexual abuse
- ✓ Encourage involvement of families and guardians in all aspects of the educational process including students' social emotional and behavioral health

- ✓ Preserve and support the social and emotional health of all students

B. In grades 6-12, the services of certified or licensed school counselors is required as well as:

- ✓ An annual review of each students' educational progress and career plans;
- ✓ Instruction at each grade level to help students learn about various careers and about career planning skills;
- ✓ Other advisory and individual or group counseling assistance to:
  - Enable students to benefit from the curriculum
  - Help students develop and implement postsecondary education and career plans;
  - Help students who exhibit any attendance, academic, behavior or adjustment problems; and family issues that impact their education and life
  - To preserve and support the social and emotional health of all students
  - To evaluate student progress and encourage each student to pursue appropriate programs commensurate with his/her abilities, aptitudes and interests; and to develop a schedule of course work that support progress toward NYS Diploma requirements

In addition the school counseling program objectives include:

- Encouraging parental/guardian involvement in student progress and involve them in guidance related services
- Providing career guidance to students at each grade level so that they may attain the knowledge and skills necessary to secure employment and perform work in a satisfactory manner
- The provision of consultation/advocacy services to teachers, student support personnel, parents, and administration in understanding and meeting the individual needs of students
- Maintenance of a working relationship with all agencies involved with youth
- Addressing the needs of students with handicapping or special conditions
- Providing opportunities for parent/guardian programming efforts in meeting the social emotions, behavioral, mental health and educational needs of students

C. In grades 6-12,

✓ Certified School Counselors shall provide an annual individual progress review plan, which shall reflect each student's [educational progress and career plans](#). For a student with disability, the plan shall be consistent with the student's individualized education program.

D. Additionally, the School Counseling/Guidance plan is required to specifically include:

- ✓ Program objectives, which describe expectations of what students will learn from the program
- ✓ Activities to accomplish the objectives
- ✓ Staff members and other resources assigned to accomplish the objectives
- ✓ Provisions for the annual assessment of program results and,
- ✓ Establish a **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.

#### **Every Student Succeeds Act:**

The Department's Every Student Succeeds Act (ESSA) State Plan aligns with these amended school counseling regulations by including provisions that encourage schools and districts to adopt a "Whole School, Whole Community, Whole Child" multi-tiered model to promote positive school climates that, in turn, improve student outcomes. School climate is the way school culture affects a child's sense of safety and acceptance, and consequently, is a critical determinant of their ability to focus on the task of learning. [\(1\)](#) Research shows that the whole child approach with an emphasis on social emotional learning (SEL) will lead to improved outcomes for children. In fact, the quality of the school climate may be the single most predictive factor in any school's capacity to promote student achievement.[\(2\)](#) (New York State Education Department).

#### **Dignity for All Students Act (DASA):**

DASA addresses issues related to harassment and discrimination in our schools. DASA was signed into law on September 13, 2010 and became effective on July 1, 2012. DASA raises awareness and sensitivity to potential acts of discrimination and harassment based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender and sex. DASA's focus is to encourage a positive environment in our schools that is free from harassment, discrimination and bullying.

## **OSSINING UNION FREE SCHOOL DISTRICT**

### **Ossining Union Free School District:**

Our school counseling department is committed to helping each student reach their full potential. We believe that each student should have a relationship with their school counselor, which is the foundation for achieving our goals. The school counselors take the responsibility of being a role model and guide to each student extremely seriously, and are constantly looking for ways to improve both individually and collectively.

### **District Demographics:**

The Ossining Union Free School District is a Pre-Kindergarten through grade 12 public school district located in Westchester County. The Ossining Union Free School District has a population of approximately 5,584 students in six schools organized by grade rather than neighborhood. The district's student body is 19% White, 63% Hispanic, 8% Black and 7% of other ethnicities (23-24 enrollment).

### **Mission:**

Ensuring Excellence for All Students Through Equity

### **Vision:**

We strive to be a model education system that puts equity in the forefront. Educators, families and community members work in partnership with all students to ensure they graduate with a deep passion for lifelong learning and making the world a better place.

### **Core Values:**

- All students have the ability to achieve and meet high standards that will ensure college and career success (ASCA page 23)
- Provide a diverse and innovative learning environment
- Promote a holistic approach to education through academics, athletics, and the arts
- Teach life lessons focused on compassion, kindness, and empathy
- Partner with community agencies to allocate resources that provide an integrated focus on health, wellbeing, social services, and youth development

**Ossining UFSD Long Range Plan:**

The recent developed Long Range plan, encompass the following three pillars that are aligned in and embedded within the practices of the current school counseling plan:

1) Relevance and Student Choice

Goal: We will create and utilize culturally responsive-sustaining, contemporary, and engaging real-world learning experiences that are inspired, designed, and guided by student voice and student choice. (e.g., college and career readiness/planning)

2) Multiple Literacies

Goal: We will provide the scaffold structures and services needed for students to develop, strengthen , and attain expertise in multiple literacies at every stage of their Ossining learning journey. (e.g., financial literacy, emotional literacy etc.).

3) Culture of Care

Goal: We will bolster the social and emotional needs of all learners by creating a deep culture of care with an equity lens that envelops students, parents, staff, and community members with structures and supports that emphasize the social and emotional skills and knowledge that children must possess to be great learners. (e.g., behavioral, emotional and systemic supports).

**MTSS:**

A multi-tiered system of supports (MTSS) provides a guiding framework for educators, school, and district leaders to remove barriers to learning at the systems level, use evidence-based practices to support the whole child along a tiered continuum, and make decisions for targeted and intensive interventions based on data. The multi-tiered systems of support (MTSS) framework has been highlighted as a critical lever of improvement under the Every Student Succeeds Act (ESSA), which calls for the use of evidence-based interventions and data-driven progress monitoring for students. Researchers believe that a multi-tiered system of supports originated in the public health field (Walker et al, 1996) in which universal practices, such as hygiene and handwashing, existed at the Tier 1 level and were supplemented by Tier 2 and Tier 3 medical interventions (adopted from Panorama).

Within the Ossining School Counseling/Guidance Plan, the MTSS framework aims to guide the implementation of social emotional, behavioral and mental health supports at various levels in an integrated school-wide system that promotes mental health alongside academic outcomes.

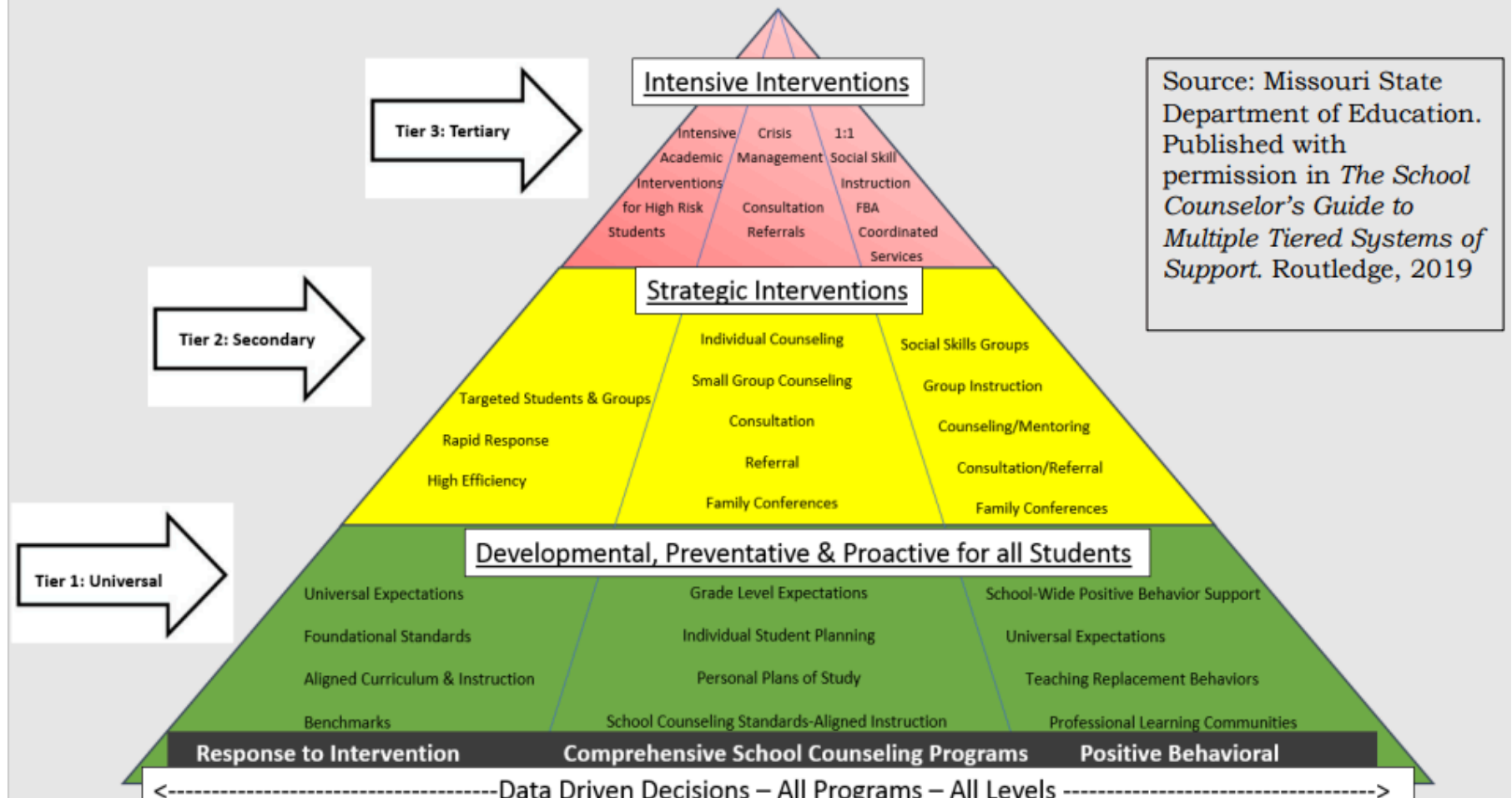
**The Key Components of MTSS Include:**

1. Multiple tiers of integrated supports
2. Evidence-based practices
3. Universal screening
4. Progress monitoring
5. Fidelity of implementation (i.e., treatment integrity)
6. Data-based decision making
7. Problem-solving teaming

**MTSS and [School Counselors](#):**

School counselors are stakeholders in the development and implementation of multi tiered system of supports (MTSS), including, but not limited to, response to intervention and responsive positive behavioral interventions and supports. School counselors align their work with MTSS through the implementation of a school counseling program designed to affect student development in the academic (achievement), career (career exploration and development) and social/emotional (behavior) domains. (American School Counseling Association).

## Integrated School-wide Systems Promoting Mental Health





## INTRODUCTION

The overarching goal of the School Counseling Program is to enhance and promote the learning process. School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy, social/emotional development and college and career readiness. (American School Counselor Association, 2015).

### **Standards for Professional Practice:**

In an effort to provide students and their families with the levels of support they need, Ossining UFSD sets high standards for both the work and conduct of its professional staff. The competencies and ethical practices of the school counselors, will align with the standards set by recognized professional organization:

School Counselor Professional Standards:

- 1) The ASCA School Counselor Competencies
- 2) The ASCA School Counselor Ethical Standards

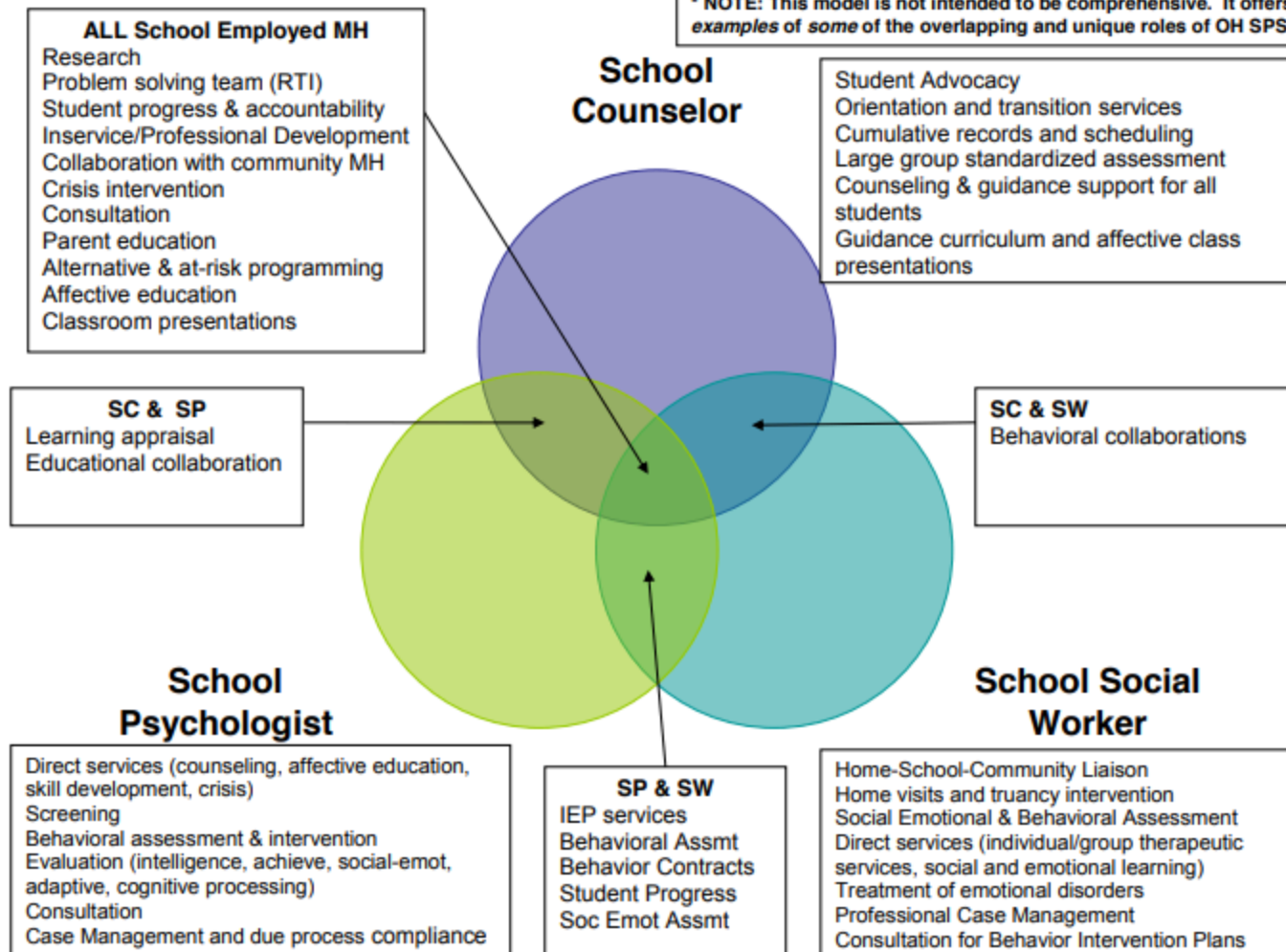
As we continue in the 21st century, the needs of our students have become increasingly more complex leading to the expansion of professional practice, roles, responsibilities and tasks assigned to meet the needs of our diverse student population. It is therefore imperative that we partner with school program staff, community-based organizations and families to assist students' educational, social, behavioral, and emotional needs. Therefore, our professional staff collaborate with- and support- teachers in providing support that meets student's individual needs including those related to students with Individualized Educational Programs and those Learning English as a New Language.

School Counselors, School Psychologists and School Social Workers often have distinct yet overlapping roles in the support of students and families.

## Overlapping and Unique Roles of OH Specialized Pupil Services Personnel\*

Adapted from Sun Prairie Area School District, Wisconsin

\* NOTE: This model is not intended to be comprehensive. It offers examples of some of the overlapping and unique roles of OH SPSP



It is important to emphasize the positive effects that school social workers, school psychologists, school counselors, school nurses, health educators, teachers, parents and community members have on student success when they collaborate and work as a team, offering their respective professional expertise to support the “whole child.” Therefore professionals also coordinate with community programs, agencies and organizations, in not only meeting the existing requirements for graduation and post -graduation planning, but in assisting students and families with counseling needs within and outside the school community, including mental health, crisis intervention, substance abuse and referrals to individual/ family therapy as needed.

### **Ossining Counseling Department Mission Statement:**

The **mission** of the Ossining Counseling Program is to provide an environment that fosters the “Whole School, Whole Community, Whole Child” through a multi- tiered approach. We inspire all students to reach their highest potential, think critically and be academically successful in a positive school climate, leading to positive student outcomes. We aim to provide a comprehensive, developmentally age-appropriate and sequential school counseling program that is aligned with the New York State Learning Standards and national (ASCA) and state (NYSSCA) standards. alongside the goals of Ossining UFSD.

The **purpose** of the School Counseling Plan is to serve **all** students in grades K-12 equitably in helping reach their full potential. It is to graduate **all** students with the understanding necessary to achieve their personal, educational, vocational, and social potential throughout life.

### **Program Review:**

Annual review of our program will reveal if there are immediate implementation needs. We will be using guidelines on how to review our program that are made available through the American School Counselor Association’s (ASCA) publications related to implementing a comprehensive developmental school counseling program;: [NYSSCA Program Assessment](#) and [individual progress review guidelines](#), the latter of which is aligned with the District goals.

The National Standards for Students encompass ASCA Mindset and Behavior Standards for student success which describe the knowledge, attitudes and skills students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts. [Mindsets-Behaviors.pdf \(schoolcounselor.org\)](#)

Category 1: Mindset Standards – Includes standards related to students’ psycho-social attitudes or beliefs about themselves in relation to academic work. These make up the student’s belief system as exhibited in behaviors.  
School Counselors encourage the following **Mindsets** for all students:

**Category 1: Mindset Standards**  
School counselors encourage the following mindsets for all students.

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 2. 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 lifelong learning are necessary for long-term success

(ASCA, 2022)

Category 2: Behavior Standards – These standards include behaviors commonly associated with being a successful student. The behaviors are visible, outward signs that a student is engaged as well as putting forth effort to learn. The behaviors are grouped into three subcategories.

- A. Learning Strategies: Processes and tactics students employ to aid in the cognitive work of thinking, remembering or learning.
- B. Self-management Skills: Continued focus on a goal despite obstacles and avoidance of distractions or temptations to prioritize higher pursuits over lower pleasures.
- C. Social Skills: Acceptable behaviors that improve social interactions, such as those among peers or between students and adults.

Each behavior standard has specific competencies that are measurable indicators of the broader standard. These competencies can be used to further define the behaviors necessary for the implementation of a school counseling program. The behaviors standards are found in the following chart:

<b>Category 2: Behavior Standards</b> School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:		
Learning Strategies	Self-Management Skills	Social Skills
<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 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 to support success
<b>B-LS 4.</b> Self-motivation and self-direction for 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 others 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> 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

## American School Counselor Association (ASCA):

### **Academic Development:**

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

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

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

### **College/Career Readiness:**

**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.

**Standard B:** Students will employ strategies to achieve future college and career goals with success and satisfaction.

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

### **Social and Emotional Development:**

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

**Standard B:** Students will make decisions, set goals, and take necessary action to achieve goals.

**Standard C:** Students will understand safety and survival skills.

**Districtwide Grades K-12**

<b>Delivery</b>		<b>Foundation</b>		<b>Management</b>	
<b>Program Activity or Service</b>	<b>Grade Level</b>	<b>Program Objective</b>	<b>ASCA Standard</b>	<b>Timeline</b>	<b>Staff Responsible</b>
Tiered Intervention Strategies	K-12	Develop tiered academic and behavioral/social emotional intervention strategies (Tier 1, Tier 2, Tier 3 and Enrichment)	A:SA	Sept-June	Teachers, Social Workers, Psychologists, Elementary Behavioral Specialist
Individual Academic Achievement	K-12	Parent Conferences to discuss academic performance	A:B2.1	Sept-June	Teachers, Counselors, Social Workers, Psychologists (as needed)
Attendance	K-12	Attendance data reviewed and analyzed to assess the nature of the absence. Point person to contact parent /guardian and set up a meeting	A:B2.1 A:B2.2	Sept-June	Teachers, Counselors, Social Workers, Psychologists (Roosevelt), Attendance Officers at OHS
Attendance Procedure	K-12	Establish and maintain contact with parents to improve student academic performance	A:B2.6	Sept-June	Social Workers, Teachers, School Counselors
Family Engagement	K-12	Build relationships between families and school community to increase opportunities for all students	A:SB C/CD:SB S/E:SA	Sept-June	Social Workers, School Counselors, Psychologists
Individual Social Emotional Counseling	K-12	Identify social emotional benchmarks of development and provide support to enhance skills	S/E:SA	Sept-June	Social Workers, School Counselors, Psychologists

Delivery		Foundation		Management	
Program Activity or Service	Grade Level	Program Objective	ASCA Standard	Timeline	Staff Responsible
Academic Placement	K-12	Ensure appropriate academic placement for students, through the review of RTI, ENL and Spec Ed. Programs and summer school	S/E:SB	Sept-June	Social Workers, Counselors, Psychologists, School Counselors, Building data teams
SEL Counseling Techniques	K-12	Continue to ensure social emotional support services including: individual and group counseling sessions with social workers, and psychologist	A:SB C/CD:SB S/E:SA C/CD:SC	Sept-June	Social Workers, Psychologists, School Counselors
Family Support Systems	K-12	Providing direct services via referrals to community resources, collaboration with other professionals, and education on social-emotional well-being	A:SC	Sept-June	Social Workers, Psychologists, School Counselors, Community School Leaders
Data Driven Benchmark Success	K-12	Utilize data from assessments scores to guide and monitor students with SEL benchmarks to increase student achievement	A:SC	Sept-June	Social Workers, Psychologists, School Counselors use of Mindsets & Behaviors



Delivery		Foundation		Management	
Program Activity or Service	Grade Level	Program Objective	ASCA Standard	Timeline	Staff Responsible
Academic/Social Emotional Monthly data assessment	K-12	<ul style="list-style-type: none"> <li>Conduct monthly reviews addressing student progress, assessment scores, attendance/ chronic absences interventions/strategies both academic and behavioral, concluding with developing a plan of action to address areas of growth through special activities through academic support</li> </ul>	A:SC S/E:SA S/E:SB	Sept-June	Social Workers, Psychologists, School Counselors, Teachers, Building data teams
At Risk screenings	K-12	Cognitive, Socio emotional, behavioral, and academic screenings	A:B1.4	Sept-June	Psychologists
CSE/504 Initial Evaluation responsibilities	K-12	Evaluation of students referred to the CSE	A:B1.4	Sept-June	Psychologists
CSE re evaluations	K-12	Mandated Triennial evaluations	A:B1.4	Sept-June	Psychologists
CSE Meetings	K-12	Chair sub- CSE meetings, chair manifestation hearings, Annual Reviews	A:B1.4	Sept-June	Psychologists

**Elementary Schools Pre K-5 (Park, Brookside, Claremont, Roosevelt)**

Delivery		Foundation		Management	
Program Activity or Service	Grade Level	Program Objective	ASCA Standard	Timeline	Staff Responsible
Workshop Series on Preventing At-Risk Behaviors Through Second Step	5	<ul style="list-style-type: none"> <li>Bullying</li> <li>Drug Awareness</li> <li>Responsible Decision-making</li> <li>Peer Pressure and Confident Communications, Internet Safety and Social Media Awareness</li> </ul>	S/E:SB A:SC	Sept-June	School Teachers and School Counselor
Kindergarten Orientation	K	Meet and tour the elementary building, classrooms and simulate a bus run	A:SA	August	Staff at Park
Good Touch/ Bad Touch	3/4/5	Discuss and give strategies regarding personal safety	PS:C1.3 S/E:SA	February	Social Worker/ PE Teachers
PBIS Assemblies	K-5	School wide expectations Bus expectations	S/E:SA	Sept-June	PBIS Team, Social worker Teachers, Principal Asst. Principal, TA, Psychologists
Behavior Intervention	K-5	Classroom visits/SEL support Observation, FBA's, BIPs	PS:A1.4 PS:A1.5, PS:A1.6	September - June	Social Worker /Psychologists

### Middle School Grades 6-8 (Anne M. Dorner)

Delivery		Foundation		Management	
Program Activity or Service	Grade Level	Program Objective	ASCA Standard	Timeline	Staff Responsible
Course Selection Process	8	The Director of School counseling meets with groups of students to review course selections, how courses impact future plans and the online course request process	C:B2.4	March/ April	Director of School Counseling and School Counselors
CSE Transitional Process	6	Attend CSE meetings for incoming 5th graders to ensure a smooth transition that supports the social emotional and academic needs of students from Roosevelt to AMD	A:B1.4	February- June	Psychologists
House meetings	6-8	Schedule and facilitate parent-teacher conferences, kid talk meetings, and case conferencing	A:B1.1 A:B1.5	September - June	School Counselors, Psychologists
SSIG (support staff interface group)	6-8	Weekly meetings with Support staff to case conference and set goals	A:B2.6	September - June	School, Counselors Social Workers, Psychologists
6th grade orientation	6	Supporting parents and incoming 6th grade students in the transition to middle school	PS:A1.4	August	School Counselors
Career Assessment	6-8	Career Assessment for initial CSE's	C:B1.5	September -June	School Counselors

Delivery		Foundation		Management	
Program Activity or Service	Grade Level	Program Objective	ASCA Standard	Timeline	Staff Responsible
5th grade visits	6-8	Classroom visits to provide transitional information and discuss elective choices	PS:B1.1	Spring	School counselors
Classroom visits	6-8	To address bullying, harassment internet safety, safety, and SEL needs	PS:C1.7	September -June	School counselors, Social Workers
School and Community based enrichment program	6-8	Communicate to students/parents/guardians regarding summer programs/BOCES/P-Tech/AVID/STEP/Johns Hopkins/summer school/camps	A:C1.2	September - June	School Counselors
Organization and planning	6-8	Administratively scheduling and coordinating parent/teacher/house/student meetings. Managing daily parent/guardian drop ins	A:B1.4	September -Jun	School Counselors
Crisis Response Team	6-8	Assist with organization and implementation of a building level response team	PS:C1.7	September -Jun	School Counselors, Social Workers, Psychologists
8th Grade Orientation	8	Assisting with transition of 8th graders to 9th grade	A:C1.1	June	School Counselors
Responsive Services	6-8	Short-term counseling intervention to resolve immediate conflicts/problems/crisis events and intervene in school specific situations that disrupt learning. In collaboration with school-staff/parents/guardians/community members/students	PS:A1.3 PS:A1.4 PS:A1.5	Ongoing	School Counselors, Psychologist, Social Workers

### School Grades 9-12 (Ossining High School)

Delivery		Foundation		Management	
Program Activity or Service	Grade Level	Program Objective	ASCA Standard	Timeline	Staff Responsible
Social and Emotional Transition	9	Provide a 9th grade orientation to ease student's transition to OHS	PS:A1.4	September	Director of School Counseling and School Counselors, Administrators, School Psychologists, Social Workers
CSE Transitional Process	9	Attend CSE meetings for incoming 8th graders to ensure a smooth transition that supports the social emotional and academic needs for students from AMD to OHS	A:B1.4	February-June	Psychologists
Parent/Guardian Involvement	9-12	Continue to provide information via Infinite Campus Platform as well as mailers, O-Blasts and teacher/parent/counselor contact	A:B1.4	Sept-June	Director of School Counseling and School Counselors, Psychologists
Monitor student's progress	9-12	Student's credits and graduation requirements are tracked and reviewed every year. At risk meetings are conducted with seniors	A:B2.1 A:B2.2 A:B2.3	Sept-June	Director of School Counseling and School Counselors
Post-Graduation and Career Planning	9-12	Students will be introduced to the Naviance Career Platform, perform a variety of career assessments and review results with counselors. Access to college and career post-secondary options	C:C1.1	Sept-June	School Counselors

Delivery		Foundation		Management	
Program Activity or Service	Grade Level	Program Objective	ASCA Standard	Timeline	Staff Responsible
Alumni Day	9-12	Exposing students a variety of career paths through bringing back graduates to share their experiences	C:C1.2 C:C1.3	March	Teachers
House Team Meetings	9-12	Participate in House Team Meetings that develop systems and structures to support students academically, social emotionally, and college and career	B-PA 2	September - June	House Teams: School Counselors, Administrators, Social Workers, School Psychologists, and Dean of Students
Financial Aid Night	11-12	Sharing with parents and students the possibilities of financial aid as they go through the application process for colleges	A:A2.1	September and January	Director of School Counseling in collaboration with LatinoU
College Fair	9-12	Exposing students to a variety of colleges to peek their long term goals and career interest	C:C2.1	October	School Counseling Department
Freshman Parent Night	9	Providing an overview of freshmen year and reviewing opportunities as a high school student	A:A3.3 A:A3.4	February	Director of School Counseling
Sophomore Parent Night	10	Informing parents and students of the opportunities students have through Boces CTE programs and courses that interest students with future career plan	C:A1.2	January	Director of School Counseling

Delivery		Foundation		Management	
Program Activity or Service	Grade Level	Program Objective	ASCA Standard	Timeline	Staff Responsible
Junior Parent Night	11	Providing parents with opportunities to visit a variety of speakers and expose them to the college process	C:A1.7	November	Director of School Counseling
FAFSA/HESC presentation	12	Walking parents through the process of applying for financial aid	PS:B1.11	September	Director of School Counseling in collaboration with outside organizations
BOCES Tours	10/11	Exposing students to a variety of career prep programs that Boces offer	C:B1.1 C:B1.2 C:B1.7	February	School Counselors
Senior Class Meeting	12	Review the college process with students	C:B1.1 C:B1.2	September - October	School Counselors
1:1 Junior Conferences	11	Counselors meet with parents and students to plan and prepare for senior year	C:B1.1 C:B1.2	January-February	School Counselors
Grade level In School Group meetings	9 - 10	Counselors meet with students in groups to discuss systems and resources to support their academic and professional growth. Discuss courses selection as well as post-secondary goals	A:B1, A:B2, PS:A1, PS:B1	October - February	School Counselors

Delivery		Foundation		Management	
Program Activity or Service	Grade Level	Program Objective	ASCA Standard	Timeline	Staff Responsible
Teacher/School Counselor Conferences	9-12	Assist teachers and counselors in dealing with at risk students	PS:C1.6	September -June	Social Workers, Psychologists, School Counselors
Parent Conferences	9-12	Academic/ Social Emotional meetings with Parent/Guardians	PS:C1.7	September-June	School Counselors



## **OHS**

### **House System**

<b>Diana Mingo</b> <b>House 1 - Assistant Principal</b>  <b>Office location: 201</b> <b>Extension: 2325</b>	<b>Latina Khalil-Hairston</b> <b>House 2 - Assistant Principal</b>  <b>Office location: Main Office</b> <b>Extension: 2336</b>	<b>Jordan Barbach</b> <b>House 3 - Assistant Principal</b>  <b>Office location: Next to Open Door</b> <b>Extension: 2308</b>	<b>Jen Quiros</b> <b>House 4 - Assistant Principal</b>  <b>Office location: 200</b> <b>Extension: 2315</b>
<b>Assigned Counselors:</b>  ❖ Jalay Knowles x2317 ❖ Laura Montoya-Urbe x2371	<b>Assigned Counselors:</b>  ❖ Kendall McFarlane x2320 ❖ Madeline Cuddy x2321	<b>Assigned Counselors:</b>  ❖ Harold Corporan x2399 ❖ Kenny Taveras x2309	<b>Assigned Counselors:</b>  ❖ Kevin Brooks x2322 ❖ Veronica Galindo x2319
<b>Social Worker:</b> Ana Marcela Maldonado x2306	<b>Social Worker:</b> Hector Rodriguez x2388	<b>Social Worker:</b> Yocasta Jimenez x2327	<b>Social Worker:</b> Shamar Watson x2400
<b>Psychologist:</b> April Morales x2323	<b>Psychologist:</b> Tasia Rolle x2353	<b>Psychologist:</b> Nicole O'Brien x2305	<b>Psychologist:</b> Andrew Zhinin x2367
<i>Department Support in ELA in collaboration with the Director of Literacy</i>  English, Reading, Social Studies, Clinicians, Security Officers, Deans of Students	<i>Department Support in collaboration with the Director of STEM</i>  Math, LifeSkills/CALP, Support Staff	<i>Department Support in Math &amp; Science collaboration with the Director of STEM</i>  Science, Engineering, Business & NY GEAR UP	<i>Department Support in collaboration with the Director of ENL and World Language</i>  ENL, World Language, AVID, NYGEAR UP
<b>Clerical Support:</b> Jessica Rosario <b>Office location:</b> 200A <b>Extension:</b> 2336	<b>Clerical Support:</b> Katherine Aguilar <b>Office location:</b> 200A <b>Extension:</b> 2311	<b>Clerical Support:</b> Sue Hylka <b>Office location:</b> Next to Open Door <b>Extension:</b> 2369	<b>Clerical Support:</b> Jessica Rosario <b>Office location:</b> 200A <b>Extension:</b> 2336
<b>Attendance Officer (House 1 &amp; 2)</b> Renee Francis x 2314		<b>Attendance Officer (House 3 &amp; 4)</b> Ulric Watson x2332	

### School District Counselors and Clinicians in Ossining School District

Schools	School Counselor(s)
Claremont	Kathryn Metz
Roosevelt	Brittany Walsh
Anne M. Dorner	Melanie Acevedo
	Antonio Godinho
	Maria Riveiro
Ossining High School	Kevin Brooks
	Harold Corporan
	Madeline Cuddy
	Veronica Galindo
	Jalay Knowles
	Kendall McFarlane
	Laura Montoya-Uribe
	Kenny Taveras