

Seneca Falls Central School District



Comprehensive Developmental School Counseling/Guidance Program

*Rooted in a strong community;
inspiring excellence for every student to learn, grow, and shape their future*

2026-27

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School Guidance Plan Committee



Mission Statement

The SFCSD is committed to fostering academic excellence, equitable opportunities, and the unique potential of every student. By creating safe, nurturing, and supportive environments, we aim to develop confident, independent, and responsible individuals who are prepared to succeed academically and contribute meaningfully to their communities.

Vision Statement

Rooted in a strong community; inspiring excellence for every student to learn, grow, and shape their future

All students in grades kindergarten through twelve will participate in a developmentally appropriate sequential school counseling program based on the American School Counseling Association's National Standards for School Counseling. This program will prepare students to become effective learners, achieve personal and social goals, and develop into responsible, contributing members of society.

School Counselors Standards for Professional Practice

- School counselors design and deliver programs that reflect an understanding of best practice and important concepts and principles within that practice. Program design is proactive in nature, clearly articulated, developmentally appropriate and is delivered to all students.
- Counselors establish a comfortable and respectful environment and practices, which cultivates a culture of acceptance and creates a safe place for individual growth.
- Counselors engage students individually and in group settings to assist the primarily educational mission of the schools, which is to enhance student thinking and learning.
- Counselors are highly regarded as professionals by colleagues and parents. They can be depended upon to serve primarily the students' interests as well as the larger community. They are active in their professional organizations, the school and in the district.

Domain 1 – 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.

Objectives:

1. Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.
2. Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.
3. Students will understand the relationship of academics to the world of work and to life at home and in the community.

Expected Outcomes:

- Improve Academic Self-concept
- Acquire Skills for Improving Learning
- Achieve School Success
- Improve Learning
- Plan to Achieve Goals
- Relate School to Life Experiences

Methods of Evaluation

- Report Card
- Teacher/Counselor Observation
- Parent Feedback
- Post-secondary outcomes – percentage of students: attending college, entering the military or workforce, taking a gap year
- Graduation rate including diploma types (annotations of mastery, CTE endorsement, honors designation).

Frank Knight & Cady Stanton Students

Activities	Target Group	Tier (1,2,3)	Staff Assigned	Program Objectives	Evaluation Method (process,perception,outcomes)
Too Good For Drugs Too Good For Violence	PK-2 3-4	1	County Counselor	Students will increase understanding of personal safety, building healthy relationships.	Specific Program Pre-and Post Survey Pre survey completed by County Counselor
DARE (gr 5 only) /Red Ribbon Week	3-5	1	School Wide, School Resource Officer,	Build awareness of how to make healthy choices	Participation, Journal Entries and Final Project
Individual /small group counseling	K-5	2, 3	District PPS Staff; County Counselors, <i>Intern</i>	Students function appropriately in the school setting	Narrative feedback Monitor progress toward goals <u>Frequency & intensity of service</u> Referrals Individual by Social Workers & School Psychologists
Student Support Teams MTSS	K-2 3-5	1,2, 3	School-wide	Referred students receive interventions	Progress monitoring based on data (including Panorama early warning system) Tiered Fidelity Instrument (TFI)
Communication with stakeholders	PK-5	1, 2, 3	K-5 Staff	Enhance and foster relationships and awareness on student progress *Remote Options: Zoom, email, Parent Square, Seesaw, phone calls, etc.	Schedules and notes
Attendance Monitoring	PK-5	1,2	Classroom Teachers, Nurse; Office Staff; Principal; SRO' MTSS, Counseling Staff,	Identify chronic absenteeism and/or tardiness to develop interventions Increasing awareness of school stakeholders regarding the importance of attendance	Schooltool data and Panorama alerts Reviewed reports at regular counselor meetings. Utilized SRO to conduct home visits. Phone calls and letters from the Principal/Counselors. Communication materials (proactive

			District Attendance Coordinator	Bi-weekly attendance data review and intervention decision-making	efforts-attendance groups, newsletters, expectations, teacher-logs) Breakfast bunch groups to encourage attendance
504/ Individualized Education Plan	K-5	3	Teacher, PPS Director, Counselor, School Psychologist, OT/PT/SL	Provide accommodations and modifications to allow students access to the curriculum	Progress monitoring of goals Student Achievement
Behavior Management Plans	K-5	3	School Psychologist; Counselor , MTSS team & Teacher as appropriate	Provide students strategies to improve attend to instruction and take accountability for their learning	Progress monitor in short intervals Consultation with teacher (i.e. behavior report card, function based thinking pathway, break cards, Student Support Plans, etc...)
Social/Emotional Awareness	PK-5	1	Classroom Teacher; Social Worker (Weekly lessons)	Students will understand and demonstrate healthy social/emotional skills.	Teacher observation Crisis/Student referral data Zones of Regulation is implemented in several classrooms SEL Survey
Social Skills Instruction	PK-5	1	Classroom Teacher; Social Worker (weekly lessons)	Students will obtain and maintain positive peer relationships.	Teacher Observation Decrease in peer conflict referrals SEL Survey
DASA - Bullying Prevention	PK-5	1	Social Worker; Counselor	Understand the DASA policy. Demonstrate appropriate ways to prevent and/or respond to bullying.	Number of DASA Material Incident Reports Teacher Observation

Seneca Falls Middle School Students

Activities	Target Group	Tier (1,2,3)	Staff Assigned	Program Objectives (Students will be able to___)	Evaluation Method (process,perception,outcomes)
Eighth Grade Path to Success Transition Program	8	1	Advisors	Students will be paired with a sophomore, junior, or senior student mentor to help with transitioning students from 8th into 9th grade.	Student participation, grades, attendance.
Building-wide PBIS curriculum	6-8	1	School-wide	Students will apply the principles of BLUE in order to achieve academic progress.	Students passing rate, students failing one or more classes, number of referrals, attendance in class and school
SOS (Supporting Our Students) Club	7	2	7th Grade Core Teachers	Students will attend 10th period in the library to work with teachers to get caught-up on work and gain additional support.	Grades, homework completion
Consultation with parents/staff	6-8	1, 2, 3	School-wide	Students will improve academic performance when relationships are fostered due to the communication with parents/guardians. Communication with parents through email, Zoom, phone contacts, Parent Square, SchoolTool and in-person meetings.	Classroom participation, grades, attendance
New Student Orientation	6-8	1	Registrar; Counselor	Familiarize incoming 6th - 8th grade students and their parents, as well as new students to the district, of the academic offerings and requirements.	Completion of orientation
CSE 504/IEP Case Management	6-8	3	Teacher, PPS Director,	Provide accommodations and modifications to allow students access to curriculum	Progress monitoring of goals Student Achievement Panorama

			Counselor, School Psychologist ,School Social Worker, OT/PT/SL		
Behavior Management Plans	6-8	3	School Psychologist ,Social Worker ,Counselor & Teacher as appropriate	Provide individualized strategies to address target problem behavior which will allow students the opportunity to attend to instruction and be accountable for their learning	Progress monitoring; short interval goals
DASA - Bullying Prevention	6-8	1, 2, 3	Counselor /DASA Coordinator, FACS Teacher	(1) Understand the DASA policy (2 & 3) Demonstrate appropriate ways to prevent and/or respond to bullying. (4) Educate students and faculty/staff on bullying prevention, causes, and interventions.	Reduced instances of bullying. Teacher Observations
Academic Scheduling	8	1	School Counselor	Discuss needed required classes and electives for incoming 9th graders. Classroom Presentations	Course Requests - Sent home for parent review schedule - Sent home for parent review schedule correction/request meetings.
Academic Counseling	6-8	1, 2, 3	School Counselor	(1) Classroom presentations (2) Failing course counseling (3) Parent conversation	Increased percentage of passing classes/students Panorama
PASS Class (Personal and Academic Success Skills)	8	1	Teachers, Counselors	Students will be able to develop skills in order to be successful for future success (ex: communication, time management, organization).	Demonstration of skills Increase academic success

				The School Counselor presents information on career development in this class.	
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Mynderse Academy Students

Activities	Target Group	Tier (1,2,3)	Staff Assigned	Program Objectives (Students will be able to___)	Evaluation Method (process,perception,outcomes)
Post-Secondary Advisement (Informational meetings, college advisement, etc.)	9-12	1	School Counselors, Career Services Coordinator	Students will be able to make an informed decision regarding post-secondary options/plans	Career Plans, senior checkout sheet, Life-Track survey, Pathful Interest Inventory assessment <i>2025-2026 Outcomes</i> <ol style="list-style-type: none"> 1. <i>Individual (Academic) meetings</i> 2. <i>Groups (Academic) meetings</i> 3. <i>Processed ___ college applications for ___ students</i> 4. <i>___ Letters of recommendation</i>
Discussions with students regarding Community service opportunities.	9-12	1	School Counselors, Career Services Coordinator	Students will learn about different opportunities within their community where they can complete their 20 hour graduation requirement. Counselor News Google Classroom for Community Services- submission through this method	Completion of 20 hours of community service.
Various field trip opportunities - FLTCC, New Visions, Career & College Fairs	9-12	1	School Counselors, Career Services Coordinator	Providing students with opportunities to attend field trips to Finger Lakes Technical & Career Center, and college and career fairs, college campus visits	Number of students participating in field trips List of field trips being offered.

Academic Annual Reviews and Progress Toward Graduation Reviews	9-12	1 & 3	School Counselors	Students will meet with school counselors to discuss their progress towards meeting their graduation requirements and post-secondary goals.	<ol style="list-style-type: none"> 1. Meetings with students 2. Completion of graduation monitoring sheets <ol style="list-style-type: none"> a. Piloting the CCCR program on School Tool 3. 504/IEP/General Education Graduation monitoring meetings. 4. Outcome - graduation rate 5. Diploma Type 6. Additional credentials including Civic Readiness, Bi-Literacy seals, CDOS, Mastery, Honors endorsements.
Academic Scheduling	9-12	1	School Counselors	Discuss needed required classes and Electives.	<p>Course Requests</p> <ul style="list-style-type: none"> - Sent home for parent review <p>Schedule</p> <ul style="list-style-type: none"> - Sent home for parent review - Schedule correction/requests meetings
Academic Counseling	9-12	1, 2, 3	School Counselors	<ol style="list-style-type: none"> (1) Individual counseling for students failing classes (2) Parent phone conversation/email (3) Student/Parent/Counselor/Admin meetings 	<p>Increased percentage of passing classes/students.</p> <p>Panorama / MTSS Dashboard / SchoolTool Dashboards</p> <p><i>2025-2026 Outcomes</i></p> <ol style="list-style-type: none"> 1. <i>Individual (Academic) meetings</i> 2. <i>Groups (Academic) meetings</i> 3. <i>Academic Groups</i>
Credit Recovery	9-12	2 & 3	School Counselors, Principal, Teachers	Students will be provided opportunities to complete the necessary work to show they have learned the content, by increasing their grade to 65% in order to meet graduation requirements, within the following 5 weeks.	Completion of graduation requirements.

Peer Tutoring	9-12	1 - 3	Assistant Principal	High achieving students are paired with a student who would like peer assistance. The pair of students meet during a common study hall period, lunch, or 10th period.	Work completion on time, passing grades
What I Need "WIN" group	9-12	1 & 2	MTSS Coaches, Teachers	Students will be provided the opportunity to meet with a variety of teachers in one space after school for extra help. The learning opportunity is open to all students, though teachers invite students who need extra practice and support	Number of student participants
"Task Lab"	9-12	2	Teacher assistant, Case managers, School Counselors, Teachers	Students will be provided support for organization and task management. (Provided as an alternate support to Resource Room. Students w/wo disabilities.) - 26-27	Work completion on time, passing grades
Online Learning Opportunities	9-12	3	School Counselors	Students are provided with opportunities to complete classes through multiple online platforms.	Successful completion of class.
Promotion of College Credit Bearing Courses	9-12	1	School Counselors, Teachers	Students will be informed and have opportunities to take a variety of college credit bearing courses. FLCC/CCC/MCC/NEC/RIT(PLTW)/AP	Enrollment in college credit courses
New Student Registration & Transcript Review & Orientation	9-12 New Students	1	Registrar; School Counselors	Familiarize new 9-12th grade students and their parents to the district, and inform them of the academic offerings and requirements. Provide new students with Mynderse shirts	Completion of orientation and completion of new schedule.
Freshman	9	1	School	Familiarize Freshman students, their	Parent/Freshman Orientation

Orientation and Freshman Parent Information Meeting			Counselors; Building Principals; Teachers	families and new students to the district with information about the academic offerings and requirements.	Student meeting
CSE 504/IEP Case Management/ Monitoring	9-12	3	Teacher, PPS Director, School Counselors, School Social Worker, School Psychologist, OT/PT/SL	Provide accommodations and modifications to allow students access to curriculum	Progress monitoring of goals Student Achievement
Behavior Management Plans	9-12	3	School Psychologist, Social Worker; Teacher as appropriate	Provide individualized strategies to address target problem behavior which will allow students the opportunity to attend to instruction and be accountable for their learning. Re-Entry Plans	Progress monitoring; short interval goals Panorama
DASA - Bullying Prevention	9-12	1, 2, 3	DASA Coordinator, School Counselors, School Psychologist	(1) Understand the DASA policy (2 & 3) Demonstrate appropriate ways to prevent and/or respond to bullying. Monthly reminders of ways to report and prevent bullying to staff, students, and parents	Reduced instances of bullying Teacher Observations DASA Presentations

AP/PSAT/SAT/ ACT	10-12	1 & 2	Counselor	Students will be informed of the AP/PSAT/SAT/ACT exams and provided with opportunities to take these exams.	Participation in exams <i>2025-2026 Outcomes</i> 1. PSATs: 2. APs: 3. SATs: 4. ACTs:
NYInspires Updates and Changes to Graduation Requirements	9-12	1, 2, 3	Principal, Asst. Principal, Counselors, Dept. Chairs, Teachers	Meet outcomes and requirements as they are disseminated by NYSED.	Transcripts Development of Inkwire Portfolio Updated the District Strategic Plan

Domain 2: 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 lifespan.

Objectives:

1. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
2. Students will employ strategies to achieve future career goals with success and satisfaction.
3. Students will understand the relationship between personal qualities, education, training, and the world of work.

Expected Outcomes:

- Develop Career Awareness
- Develop Employment Readiness
- Acquire Career Information
- Identify Career Goals
- Acquire Knowledge to Achieve Career Goals

- Apply Skills to Achieve Career Goals

Methods of Evaluation

- Report Card
- Teacher/Counselor Observation
- Parent Feedback
- Career Plan results
- Post-secondary outcomes – percentage of students: attending college, entering the military or workforce, taking a gap year.

Frank Knight & Cady Stanton (K-5) Students

Activities	Target Group	Tier (1,2,3)	Staff Assigned	Program Objectives (Students will be able to___)	Evaluation Method (process,perception,outcomes)
College/Career Visit	5th grade	1	5th grade team	Experience academic college life & awareness that college opportunity is for all	Participation (FLCC, Dairy Farm, Theater Careers from REV Visits, Challenger STEM trip)
Classroom jobs reflecting career titles	PK-5	1	Teachers	Increase awareness of career opportunities	Participation Jobs posted in classrooms
Guest Presenters	PK-5	1	Teachers	Introduce and create awareness of various career opportunities (Dental Hygienist, Reading Week readers, Veterans, etc)	Participation

Seneca Falls Middle School (6-8) Students

Activities	Target Group	Tier (1,2,3)	Staff Assigned	Program Objectives (Students will be able to___)	Evaluation Method (process, perception, outcomes)
Goal Setting/Decision Making	6-8	1	Counselor; Home, Health, Career Teacher	Identify strengths and interests, potential career interests, perform personal & interest inventory assessments.	Virtual Job Shadow; Annual Career Plan

Annual Career Planning	6-8	1	Counselor	Identify strengths and interests, potential career interests, perform personal & interest inventory assessments. Individualized meeting to begin formalized Career Plan. Additionally, students will have access to career exploration software, Virtual Job Shadow, which allows them to take career interest and personality and learning styles assessments to bring awareness of possible compatible careers. (Grade 8) *Remote Options: Google Classroom	Annual Career Plan Virtual Job Shadow lesson which provides students with remote access to assessment results. Additionally, it can serve as a portfolio for experiences, achievements, and career and educational planning. (Grade 8)
Annual Visit to Finger Lakes Technical And Career Center (When Offered)	8	1	Counselor	Familiarize students with potential course offerings at Tech Center & visit programs of interest in person or virtually	Survey

Mynderse Academy (9-12) Students

Activities	Target Group	Tier (1,2,3)	Staff Assigned	Program Objectives (Students will be able to___)	Evaluation Method (process, perception, outcomes)
Annual Review of Career Plan	9-12	1	School Counselors	Students will be able to identify short and long-term goals and identify strengths and areas to improve upon in order to reach these goals.	Students will have completed an annual career plan each year they are in high school.
Career Exploration	9-12	1	School Counselors, Career Services Coordinator	Students can participate in job shadows and college and career-oriented field trips. Additionally, students will have access to career exploration software, Pathful, which allows them to take	Students fill out post-career experience assessments. Career exploration software, Pathful, provides students with remote access to assessment results. Additionally, it can serve as a portfolio for experiences,

				career interest, personality, and learning styles assessments to bring awareness of possible compatible careers.	achievements, and career and educational planning.
Career Cafe	9-12	1	Career Services Coordinator	Students will have the opportunity to participate in Career Cafe, which features career-related in-person or virtual guest speakers during lunch periods in the cafeteria lobby and/or Career Center.	Students complete post-career experience reflection.
Job Shadowing	9-12	1	Career Services Coordinator	Students will gain knowledge and hands-on experience in a career of interest. Additionally, students will have the opportunity to improve their employability (soft) skills. Job shadows will happen in person or virtually	Job shadow supervisors provide an evaluation after each event, and students complete a post-career experience assessment. <i>2025-2026 Outcomes</i> 1. <i>Job Shadows:</i> 2. <i>Paid Internships:</i>
Student with Disabilities Post-Secondary Transition Planning	9-12	3	Special Education Teacher; Counselors; Social Worker, School Psychologist, Outside agencies	Identify potential career opportunities and plan for post-secondary goals; identify what services school is responsible to provide to meet their transition planning needs Access VR- awareness of services available post-secondary	IEP; Age-Appropriate Transition Assessment Post Secondary Goal Progress
Ongoing promotion and coordination of job and career development opportunities & skills	9-12	1	School Counselors, Career Services Coordinator	Utilize Schootool email function, district website, announcements, one-on-one communications, Parentsquare/Studentsquare notifications, Counselor News on Google Classroom, hallway display monitor to promote opportunities	Gauge success by the number of participants and the feedback received.

Career & College Fair	9-12	1	Career Services Coordinator	Invite businesses and agencies annually to provide career education opportunities to students. Students have the opportunity to improve their communication skills.	Students are provided with suggestions of questions to ask guests to learn more about potential careers and education programs. 1. Career & College Fair a. All Students Attend
Field Trips	9-12	1	School Counselors, Career Services Coordinator	Provide career exploration field trips to increase awareness of possible future professions, skills and educational requirements.	Number of students who attended each field trip
BOCES - FLTCC (presentations, field trip, etc.)	10-12	Available to Tier 1 (certain requirements need to be met to attend)	School Counselors	Students will have the opportunity to learn about the career and technical programs offered at FLTCC and may choose to attend their junior and senior years.	Attendance of program
NYInspires Updates and Changes to Graduations Requirements	9-12	1, 2, 3	Principal Asst. Principal Counselors Dept. Chairs Teachers	Meet outcomes and requirements as they are disseminated by NYSED Curriculum Crosswalk of what is currently taught that aligns with the Portrait of a Graduate Components to determine curriculum gaps.	Transcripts Development of Inkwire Portfolio Updated the District Strategic Plan Curriculum Mapping to Portrait of a Graduate

Domain 3 – 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.

Objectives:

1. Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.
2. Students will make decisions, set goals and take necessary action to achieve goals.
3. Students will understand safety and survival skills.

Expected Outcomes:

- Acquire Self-knowledge
- Acquire Interpersonal Skills
- Self-knowledge Application
- Acquire Personal Safety Skills

Methods of Evaluation

- Report Card
- Teacher/Counselor Observation
- Parent Feedback
- Social Emotional/ Behavioral Goals and Objectives in student IEPs

Frank Knight & Cady Stanton (K-5) Students

Activities	Target Group	Tier (1,2,3)	Staff Assigned	Program Objectives (Students will be able to___)	Evaluation Method (process,perception,outcomes)
Classroom Lessons	PK-5	1	Social Workers	Awareness of social emotional learning topics & strategies Skill development of strategies	Decreased office/bus referrals Decreased student crisis situations Increase social emotional/emotion regulation aptitude
Monthly Team Counseling	3-5	1/2/3	Social worker, principal,	Meetings to discuss students social-emotional concerns and supports	Monitored by minutes taken during meetings; calendars; tasks distributed; follow-up on

Meetings			school psychologist, county mental health therapists	Discuss case load of mental health staff in building	concerns; referrals to outside providers
Character Education Programs	PK-2	1	School-wide	Awareness & development of specific character traits	Participation Monthly classroom lessons
PBIS (Positive Behavior Intervention Systems)	PK-5	1, 2 & 3	School-wide	Students understand and follow a set of expectations for positive behavior	Participation Data (referrals, crisis, etc...) PBIS Acknowledgement System Crisis Calls Monthly Recognitions Family Survey
PBIS Individual Student Progress Monitoring Charts (pom pom charts)	PK-2	1	Classroom Teachers PBIS Team	Track their individual BLUE behaviors daily.	Classroom Teachers and PBIS team review data to determine which students are struggling to meet BLUE expectations based on their individual charts. Problem solving, including student conferencing, to identify root causes. Individual plans created with targeted behaviors to help students learn specific BLUE behaviors and reach their individual goal of completing their BLUE chart.
Behavior Monitoring Systems Team	PK-5	1-3	Principal, MTSS Coordinator Psychologist, Social Worker	Bi-weekly behavior data review and intervention decision-making	Referral data Intervention data
Components of Responsive Classroom	PK-5	1	Classroom Teachers	Demonstrate appropriate social skills Discuss and communicate feelings Social problem solving Build relationships	Participation Crisis Calls Discipline Data

				Increase positive peer interactions	
DASA/Bullying Prevention	PK-5	1	Social Worker; Counselor	Understand the DASA policy. Demonstrate appropriate ways to prevent and/or respond to bullying.	Number of DASA Material Incident Reports Teacher Observation
Individual/Small group counseling	K-5	2 or 3	Social Worker; Psychologist, <i>Intern,</i> County/Comm unity Partners Counselors; Safe Harbors Preventative Counselors	Provide counseling based on student(s) social emotional needs	Rating scales for individual goals Teacher observation Student participation Panorama SEL Survey
Consultation with staff/parents	PK-5	2 & 3	Social Worker; Psychologist	Communicate regarding student need	Call log; notes; emails
Community Outreach/Support	PK-5	2 or 3	School Wide	Connect student(s) and families to outside resources	Communication with outside supports Regular Effective Practices meetings
Extra Curricular Activities	PK-5	1	School Wide	Provide enrichment opportunities for all students	Participation
Young Voices	3-5	2	Safe Harbors	Provide counseling and lessons for self-esteem building and emotional regulation	Participation
Banana Splits Group	3-5	2	School Psychologist/ School Social Worker	Support group for students with long distant adult relationships; divorce, etc.	Pre/Post self- survey Multiple groups yearly at 3-5
Zones of Regulation	PK- 5	1, 2, 3	Social Workers, School Psychologists,	To help students regulate their emotions and their various levels of need	Teacher Referrals and Observations; Crisis Call Data

			Teachers		
Personal Safety (Erin's Law)	PK-5	1	Safe Harbors	To educate students on personal safety as a form of prevention	Survey data
Resource website (Calming corner, brain breaks, etc.)	PK-5	3	Counseling staff	To provide strategies for social/ emotional learning and behavioral supports	Data of use
SEL Screener	K-5	1	Classroom Teacher	To help evaluate SEL needs of students & provide targeted support	Panorama
Healthy Bodies Lessons	5	1	Health Certified Teachers/CCE Educators	To help students understand and make good choices about their changing bodies and a healthy lifestyle.	Participation (Puberty Lesson, DARE, Cornell Cooperative Extension)

Seneca Falls Middle School (6-8) Students

Activities	Target Group	Tier (1,2,3)	Staff Assigned	Program Objectives (Students will be able to___)	Evaluation Method (process,perception,outcomes)
Classroom Lessons	6-8	1,2	Counselor, Home, Health & Career Skills Teacher, Individual Classroom Teacher	Study skills, personal responsibility, bullying, being BLUE, importance of maintaining good grades, balance, stress management, etc.. Improve awareness and develop skills in targeted areas. SEL, ie., self-management, respect, acceptance, decision-making, etc.	Attendance in classes Student application of strategies discussed.
Scheduled Social/Emotional Lessons	6	1	Counselor and classroom teacher	Teach social-emotional skills that align with the NYS learning standards.	Attendance in classes, decrease student disruptive behaviors, pre assessment and post assessment scores.

Power of Peace	6-8	1	Adult Leaders, Counselor, Social Workers	Support one another and build a culture of caring and empathy within our school	Panorama Survey, recognitions/celebrations, program evaluations, campaigns
Individual Counseling, (Academic, Crisis, Social-Emotional)	6-8, as needed	2 & 3	Counselor; School Psychologist, Social Worker	Improve social skills, develop coping strategies for stress, provide counseling support for a variety of reasons.	Progress monitoring Teacher Feedback Parent Feedback Student Feedback CSE/504 Building level meetings Crisis on Call
Behavior Management Plans	6-8	2-3	School Psychologist; Social Worker & Teacher as appropriate	Provide individualized strategies to address target problem behavior which will allow students the opportunity to attend to instruction and be accountable for their learning	Progress monitoring; short interval goals
Behavior Intervention Plans	6-8	3	School Psychologist; Social Worker & Teacher, Aide if applicable/ appropriate	Establish a formal program that aims to stop inappropriate behavior and establishes appropriate alternative behavior to replace the inappropriate behavior.	Progress monitoring schedule on BIP
Parents & Home Support	6-8	1	Counselor; School Psychologist, Social Worker	Managing stress, time management, coping skills, organization, work completion, home stress	Parent communication.
Deleted Effective Practices Meeting					

Anti-bullying and activities fostering positive peer relations	6-8	1	Counselor, DASA Coordinator	Collaborate to generate a positive school climate. Increase empathy and inclusion of all students, generate ideas to be an upstander, etc.	Posters, cards, etc..
PBIS, Being Blue	6-8	1	Entire School Faculty and Staff	Promote & recognize positive behavior.	Rewards distributed. Decreased office referrals. Increased student achievement of school behavioral expectations.
Professional Development & Consultation & Collaboration with Staff	6-8	1, 2, 3	Counselors, School Psychologist, Principal, Social Worker	Increase awareness and understanding of student developmental and social/emotional needs * Remote Options: Collaboration & Online PD offerings	Breakout sessions Team meetings Faculty meetings Individual consultations STOP Grant activities : Youth Mental Health First Aid, ASSIST
Re-entry /Transition Planning & Facilitation	6-8	3	Social Worker, Counselors, School Psychologist	To support the transition and re-entry process when students return from a long-term absence from out of school suspension, hospitalization, placement, tutoring, etc.	Coordinate school family connection Help students to develop a plan for a safe and positive reentry Connecting pertinent parties involved in the long-term absence (in and out of school) CAREPATH Services.
Student Support Teams MTSS	6-8	1,2,3	School-wide	Referred students receive interventions	Progress monitoring based on data CSE Meetings 504 Meetings Team Meetings/Staffings Tiered Fidelity Instrument (TFI)
Virtual Calming Room/Blue Break Room	6-8	1,2,3	Counselors, Social Worker, Teachers	Utilize virtual resources to manage stress, anxiety, and concentration from any location.	Visitation data to website page.

Personal Development and Awareness	6-8	1	Principal, Counselors, Social Worker, Outside Providers and Educators	Increase awareness and education for students on current social issues or challenges that they may be facing.	Presentations Community event Sustained programming (clubs) Teacher survey feedback
Bi-Weekly Counseling Meetings	6-8	1,2,3	Counselors, Social Worker, School Psychologist, Administration, Resource Officer, Community Counselors	Bi-Weekly meetings to discuss student social-emotional concerns.	Monitored by minutes taken during meetings; calendars; tasks distributed; follow-up on concerns; referrals to outside providers

Mynderse Academy (9-12) Students

Activities	Target Group	Tier (1,2,3)	Staff Assigned	Program Objectives (Students will be able to___)	Evaluation Method (process,perception,outcomes)
Student of the Month	9-12	4	School Wide	Recognize students per department for specific criteria per month.	Recognition and certificate
PBIS Rewards	9-12	1	School Wide	Follow BLUE expectations: Be respectful, live responsibly, unite together, excel daily.	-Number of Devil Dollars distributed -Establish baseline for future data tracking
Power of Peace	9-12	1	Adult Leaders, social worker	Support one another and build a culture of caring and empathy within our school Development of Power of Peace Club	Panorama Survey, recognitions/celebrations, program evaluations, campaigns Number of student participants

Teen Mental Health First Aid	9-12, focus on 10th	1	Social Worker, School Psychologist, Counselors, health teachers,	Recognize mental health challenges and how and when to seek out support for themselves or others.	Counseling notes, Panorama SEL survey, program assessment, Post-lesson exit tickets to be reviewed by teacher/counselor. Students are more informed about mental health and increased awareness of services.
Personal Development & Awareness	9-12	1	Principal, Counselors, Social Worker, Outside Providers and Educators	Increase awareness and education for students on current social issues or challenges that they may be facing. Self-help and self-improvement information cards available in the counseling office. Offering counseling groups	Presentation Community event Sustained programming (clubs) Student survey feedback (SEL Survey through Panorama) Teacher survey feedback Counseling Groups
Group Counseling	9-12, as needed	1 & 2	Social Worker, Counselors, School Psychologists	Improve social relationships and appropriate social opportunities. Attendance groups with a focus on at risk students. Stress Reduction group	-Participation Numbers -Student Survey/Input
Individual Counseling, (Academic, Crisis, Social-Emotional)	9-12, as needed	2 & 3	Counselors, Social Worker, School Psychologist	Improve social skills, develop coping strategies for stress, providing counseling support for a variety of reasons. Provide referrals for outside counseling as needed.	Progress monitoring Teacher Feedback Parent Feedback Student Feedback 1. Individual (Academic) meetings 2. Individual SEL 3. Crisis (on-call emergencies)
Classroom Lessons	9-12	1	School Counselors	Improve awareness and develop skills in targeted areas.	Teacher feedback Student feedback
Behavior Management Plans	9-12	2-3	School Psychologist, Counselor,	Provide individualized strategies to address target problem behavior which will allow students the opportunity to	Progress monitoring; short interval goals

			Social Worker & Teacher	attend to instruction and be accountable for their learning	
Behavior Intervention Plans	9-12	3	School Psychologist; Counselor, Social Worker, Teacher & Aide if applicable/ appropriate	Establish a formal program that aims to stop inappropriate behavior and establishes appropriate alternative behavior to replace the inappropriate behavior.	Progress monitoring schedule on BIP
Effective Practices	9-12	3	Counselors, Principals, Community Resources, Police Department, Administration Social Worker, School Psychologist, Nurses	Reviewing school and community resources work together to provide support for students and their families.	Supports put into place or evaluated
Parents & Home Support	9-12	1	Counselor; School Psychologist, Social Worker	Managing stress, time management, coping skills, organization, work completion, home stress, attendance, etc	Parent Communication
Professional Development & Consultation & Collaboration with Staff	9-12	All	Counselors, School Psychologist, Principal, Social Worker	Increase awareness and understanding of student developmental and social/emotional needs Power of Peace	Breakout sessions Team meetings Faculty meetings Individual consultations STOP Grant Trainings - Youth Mental Health First Aid, ASSIST

					Faculty/Staff trained in YMHFA Faculty/Staff offered opportunity to participate in Power of Peace
Re-entry /Transition Planning & Facilitation	9-12	3	Social Worker, Counselors, School Psychologist	To support the transition and re-entry process when students return from a long-term absence from out of school suspension, hospitalization, placement, tutoring, etc.	Coordinate school family connection Help students to develop a plan for a safe and positive reentry Connecting pertinent parties involved in the long-term absence (in and out of school) 1. Restorative Circle Assistance CAREPATH services.
Student Support Teams MTSS	9-12	1,2, 3	School-wide; MTSS Coaches	Referred students are considered for interventions	Progress monitoring based on data CSE Meetings 504 Meetings Team Meetings/Staffings Tiered Fidelity Instrument (TFI)
Virtual Calming Room	9-12	1, 2, 3	Counselors, Teachers, Social Worker, School Psychologist	Utilize resources to manage stress, anxiety, and concentration from any location.	Visitation data to website page.
Counseling Meetings	9-12	1,2,3	Counselors, Social Worker, School Psychologist, Administration, Resource Officer, Community Counselors	Bi-Weekly meetings to discuss student social-emotional concerns.	Monitored by minutes taken during meetings; calendars; tasks distributed; follow-up on concerns; and referrals to outside providers.
NYInspires Updates and	9-12	1, 2, 3	Principal Asst. Principal	Meet outcomes and requirements as they are disseminated by NYSED	Transcripts Development of Inkwire Portfolio

Changes to Graduations Requirements			Counselors Dept. Chairs Teachers		Updated the District Strategic Plan
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School Counseling Plan Development Committee

Hande McDonald	PK-2 School Social Worker	Kevin Korzeniewski	6-8 Assistant Principal/AD
Emma St. Martin	K-2 School Psychologist	Abigail Bourcy	3-5 School Psychologist
Tarryn Gould-Hebert	MS School Psychologist		HS School Psychologist
Cara Lajewski	BOE Member	Barb Robinson	General/Special Education Teacher
Susan Moulton	K-5 School Social Worker	Karissa Blamble	Director of Special Programs
Christine Tompkins	PK-2 School Social Worker	Stacey Bogart	6-12 Social Worker
Sheri Doell	6-8 School Counselor	Kevin Rhinehart	6-8 Principal
Jessica Taylor	9-12 School Counselor	Melissa Reeves	MTSS Coordinator 6-12 (BOCES)
Abigail Bourcy	K-12 School Psychologist	Dr. Michelle Reed	Superintendent of Schools
Dan Bobbett	9-12 School Counselor	Jodie Verkey	Assistant Superintendent of Instruction
Janet Clendenen	PK-2 Principal	Carrie Heffron	9-12 Assistant Principal
Amy Hibbard	3-5 Principal	Faith Lewis	9-12 Principal
Jamie Oberdorf	Assistant Principal Intern/MTSS K-5	Sean Mullen	Parent Representative
Kimberly Stevers	Career Services Coordinator		

Updated 12/4/19 , 7/20, 11/2020 , 5/2021, 11/2021. 12/2021, 11/2022, 4/2023, 11/2023, 5/2024, 5/2025, 12/2025, 5/2026
BOE Approval/Presentation 8/2021, 12/2021 (21-22 SY), 12/2022 (22-23 SY), 12/2023 (23-24 SY), 6/2025, 12/2025
DSC 1/29/2020 11/5/2020, 12/2021,12/2022, 5/2024, 5/2025, 12/25