

# BH-BL Comprehensive School Counseling Plan

The Burnt Hills Ballston Lake Central School District developed this comprehensive school counseling plan in alignment with the district mission and collective commitments. The Plan communicates our core beliefs surrounding the school counseling needs of our students utilizing the American School Counselor Association National Model and NYSED regulations as a framework to guide the district counseling plan.

As per the New York State Education Department's Comprehensive Developmental School Counseling Program - Commissioner's Regulation §100.2(j), which was developed using the American School Counselor professional standards and competencies.

- *[NYSED Regulation](#) requires that public school districts create and implement a comprehensive school counseling plan that prepares students to participate effectively in their current and future educational programs as age appropriate, and be designed to address multiple student competencies including career/college readiness standards, and academic and social/emotional development standards.*
- *The American School Counselor Association (ASCA) has professional standards and competencies for all school counselors. They believe that a comprehensive school counseling plan promotes and enhances student outcomes in the area of foundational skills, direct and indirect student services as well as program management and school support. It is within these competencies, mindsets and behaviors that are pertinent to a school comprehensive guidance plan. Lesson plans will detail New York State learning standards for career development and occupational studies and what ASCA mindset and behavior the lesson teaches.*
- Each plan shall be updated annually and include program goals, objectives, activities, program development and maintenance planning, school counseling curriculum, professional development planning, and evaluation methods based on data analysis of program results.
- An advisory council composed of representative stakeholders (such as parents, board of education members, administration, community-based service providers, teachers, certified school counselors and/or other pupil personnel service staff) shall meet no less than twice a year for the purpose of reviewing the comprehensive school counseling plan and provide advisement, as needed.
- A program outcomes report that includes an analysis of all systematic components of a comprehensive developmental school counseling program will be presented annually to the board of education.

# **District Mission, Core Beliefs, and Key Expectations**

## **The Mission of the Burnt Hills-Ballston Lake Central School District**

The Burnt Hills-Ballston Lake Central School District creates an educational environment that ensures opportunities for learning, personal growth and social responsibility.

## **The Burnt Hills-Ballston Lake Central School District Core Beliefs**

- The BH-BL community values its children and the quality of their education.
- Comprehensive public education is available to all. The District provides a variety of experiences to allow all children to learn.
- High academic achievement is a priority.
- Students and staff need to be challenged to achieve excellence.
- Continuous improvement is essential.
- Change is the result of thoughtful study involving students, staff, and community.
- Learning is a lifelong process.
- Students, staff, parents, and community members are partners, and all have a personal responsibility in the educational process.
- Quality education is worth the investment and requires sound fiscal management.

## **The Burnt Hills-Ballston Lake Central School District Key Expectations:**

All Students will:

- Respect and be respected.
- Be prepared to learn to the best of their abilities.
- Use opportunities available to set personal goals and make informed choices to accomplish those goals.

All District Employees will:

- Create an environment in which children are safe, treated fairly, and prepared for the future with quality instruction.
- Strive for excellence by working hard, continuing to learn and grow, and being adaptable, qualified, and well prepared.
- Respect, and be respected by, students, parents, & community.
- Work cooperatively and communicate openly with all partners in the educational process.

# K-12 Counseling Department Mission and Vision

## Mission Statement

The Burnt Hills-Ballston Lake K-12 School Counseling program is designed to enhance the academic, career, and social-emotional development of our students. The mission is to provide all students with comprehensive and developmentally appropriate activities, services, and counseling to maximize student success. School counselors, directly and indirectly, help students apply academic achievement strategies, manage emotions, apply interpersonal skills, and explore career pathways. School counselors help set students on a path for postsecondary success including higher education, vocational training, military, and/or the workforce.

## Vision Statement

Students of Burnt Hills-Ballston Lake schools are respectful citizens who are prepared to learn to the best of their abilities. Every student's unique abilities, dreams, and talents will be fostered and advocated for in a caring and supportive school environment. Students have obtained the skills necessary to navigate post high school pursuits including college, career, and/or employment pathways. Students will have the resources to help reach their fullest educational potential and receive the knowledge to be respectful and productive members of today's society.

## K-12 Program Overview

School counselors are K-12 certified/licensed educators with a minimum of a master's degree in school counseling, making them uniquely qualified to address all students' academic, career, and social/emotional development needs. School counselors are student advocates who collaborate with teachers, administrators, families, and community members to create a culture of success for all. Though daily roles may look different at each grade level, our driving principles remain the same at all levels: **School counselors provide critical social-emotional and academic supports, to promote success and achievement for all students, and to help set students on a path for postsecondary success.**

- The K-12 counseling program is designed by certified school counselors and coordinated with the professional staff and administration for review and implementation. School counselors must provide services to students based on individual need, as well as targeted group, grade-level and school-wide programming related to academic success, social/emotional development, early career development and building life skills.
- The program shall be designed for the purpose of facilitating and encouraging students to fully participate in their current educational setting while developing strategies for personal growth to access future educational opportunities. Counselors also assist students who may exhibit challenges to school success, including but not limited to attendance, emotional and behavioral

concerns. Counselors work to collaborate with parents and guardians to encourage involvement and foster a positive home-school partnership.

- School counselors provide direct student services including classroom instruction, interest inventories, academic planning, course selection and portfolio development along with crisis response and individual and group counseling to ensure student safety, personal growth and overall success within the school.
- School counselors facilitate access to indirect student services through consultation and collaboration with other professionals. Counselors serve as regular members of school Pupil Assistance Teams (PAT) developing academic, social emotional and behavioral intervention plans with a team of professionals. When appropriate, referrals are made to an outside licensed professional and/or pupil personnel service provider, for more targeted support.

### **K-12 Counseling Team and Caseloads**

*School Counselors at the Burnt Hills-Ballston Lake District believe:*

- *All students are significant.*
- *All students have access to their counselors every day without an appointment.*
- *School counselors must be advocates for every student.*
- *School counselors develop positive relationships with each student and get to know their personal history to help understand them.*


<b>Name</b>	<b>Building</b>	<b>Caseload</b>
Jenna Haskel	Charlton Heights ES	Schoolwide caseload of ~450 students K-5
Anthony Umina	Pashley ES	
Heather Strom	Stevens ES	
Kevin Debonis	O'Rourke MS	Grade Level caseload of ~250 students.  <i>Counselors follow a cohort of students throughout middle school</i>
Nancy Hyde	O'Rourke MS	
Samantha Marchesiello	O'Rourke MS	
Kerry Austin	BHBL HS	Student Based caseload across multiple grade levels of ~250 students.  <i>Counselors follow individual students for 4 years of high school</i>
Erin Hogan	BHBL HS	
Jennifer Raucci	BHBL HS	
Russell Weinlein	BHBL HS	

# Elementary, Middle & High School Counseling Framework

## K-12 SCHOOL COUNSELING


**Program Emphasis at Each Level:**

**Elementary School**




- Classroom Presentations
- Small Groups
- Baseline Social Skills
- Second Step Program
- Skill Building
- Problem Solving
- Organizational Skills

**Middle School**

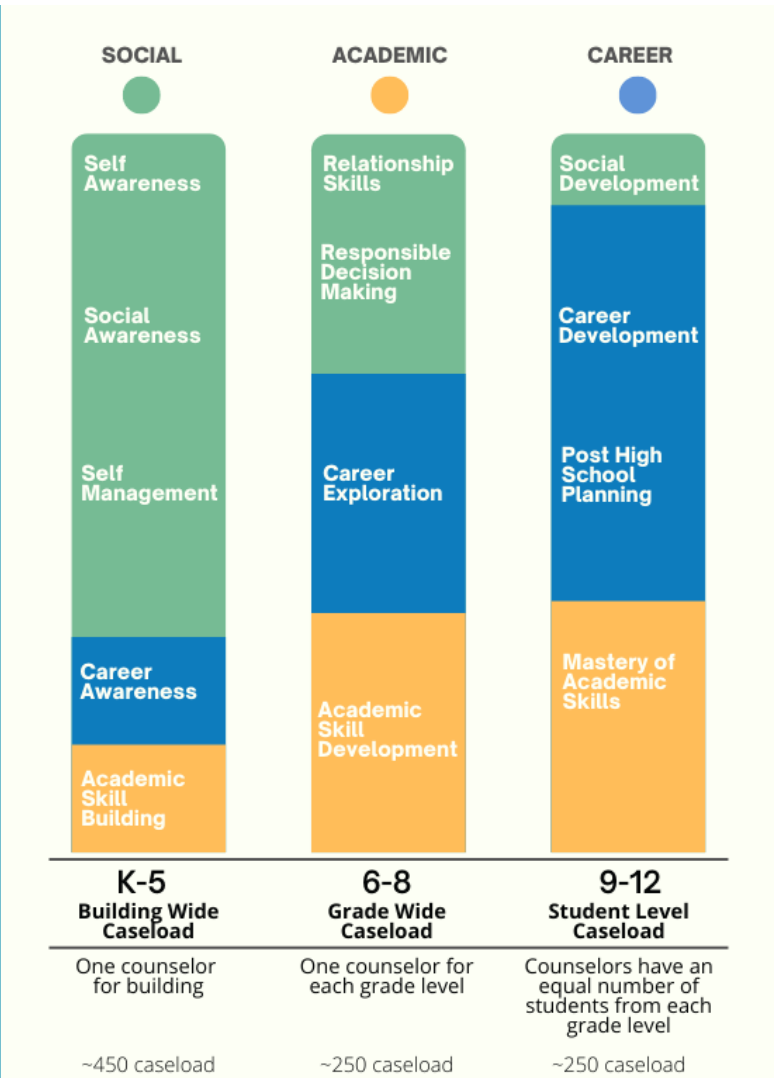


- Classroom Presentations
- Small Groups
- Social Skills Development
- Monthly Social Emotional Activities
- Career Exploration
- School Readiness
- Greater Independence

**High School**



- Yearly Student Annual Review
- Classroom Presentations
- Individual Meetings
- Graduation Requirements
- Career Planning & College Readiness
- Develop & Implement Post High School Plan



Each level is further defined through a [curriculum map](#) outlining counseling initiatives and program goals through an annual timeline at each of the three levels.