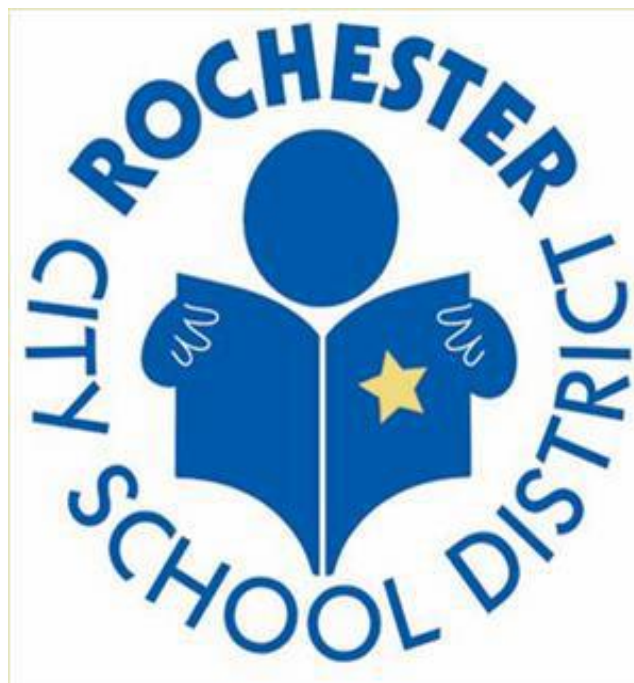


**Rochester City School District
Department of Student Support Services
K-12 Comprehensive School Counseling Program
District Guidance Plan
2019 - 2020**



“Every child deserves a school counselor.”

Acknowledgements:

Ms. Ruth B. Turner, Chief of Student Support Services and Social Emotional Supports

Ms. Crystal Clark, Director of Student Support Services

Dr. Hennessey Lustica, TTFS Assessment & Consulting, LLC

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Executive Summary

This K-12 Comprehensive School Counseling District Program Guidance Plan serves as a living document, roadmap and resource for school counselors and other key stakeholders to address the academic, social-emotional, and college/career needs of the students. The plan also helps to increase equity for students throughout the Rochester City School District. The goal of the plan is to ensure students receive high quality and effective school counseling in accordance with New York State Education Department's regulations and the American School Counseling Association.

School counseling plays an integral role in the lives of children. It can shape and transform outcomes for students, families and the community at large. Over the years, the school counseling framework has shifted from just simply guidance. In fact the title has been changed from Guidance Counselors to School Counselors to ensure the connotation of the title is aligned with the diversity and broad scope of the job duties (ASCA, 2019). School counseling involves taking on a holistic viewpoint of children to address the forever growing and changing needs of the 21st century learners.

In order to address the students' needs with fidelity, equity and intentionality, the K-12 Comprehensive School Counseling District Program Guidance Plan has been developed and will be implemented in the 2019 - 2020 school year. The guidance plan is a living document that is subject to changes throughout the school year.

Benefits of a K -12 Comprehensive School Counseling District Program Guidance Plan

For students:

- Prepares students for the challenges of the 21st century by acquiring knowledge and skills in academic, career and personal/social development.
- Connects the educational program to future success.
- Facilitates career exploration and development.
- Develops decision making and problem solving.
- Assists in acquiring knowledge of self and others.
- Enhances personal-social development.
- Assist in developing effective interpersonal relationship skills.
- Broadens knowledge of our changing world.
- Guarantees school counseling services for every student.
- Increases the opportunity for counselor-student interaction.
- Encourages facilitative, and cooperative peer interaction.
- Fosters resiliency factors for students.

For Parents:

- Prepares their children for the challenges of the 21st century through academic, career and personal/social development.
- Works collaboratively and supports parents with advocating for their child's academic, career, and personal/social development.
- Develops a systematic approach for their child's long-range planning and learning.
- Increases opportunities for parent/school interaction.
- Enables parents to access school and community resources.

For Administrators:

- Integrates school counseling with the academic mission of the school.
- Provides a program structure with specific content.
- Assists administration to use school counselors effectively to enhance learning and development for all students.
- Provides a means of evaluating the effectiveness of the school counseling program.
- Demonstrates school counseling accountability.
- Enhances community image of the school counseling program.

For Teachers:

- Provides an interdisciplinary team effort to address student needs and educational goals.
- Provides skill development for teachers in classroom management, teaching effectiveness, and effective education.

- Provides consultation to assist teachers in their guidance and advisement role.
- Positively impacts school climate and the learning community.
- Supports classroom instruction.
- Encourages positive, calendared activities and supportive working relationships.
- Promotes a team effort to address developmental skills and core competencies.
- Increases teacher associability to the classroom presenter and resource person.

For the Board of Education:

- Provides rationale for implementing a comprehensive developmental counseling program in the school system.
- Provides assurance that a quality school counseling program is available to every student.
- Demonstrates the necessity of appropriate levels of funding for implementation.
- Supports appropriate credentialing and staffing.
- Provides a basis for determining funding allocations for school counseling programs.
- Furnishes program information to the community.
- Gives on-going information re: student acquisition of competencies/ standards through counseling efforts.

For School Counselors:

- Provides a clearly defined role and function in the educational system.
- Eliminates non-counseling functions.
- Provides direct services to every student.
- Enhances the role of the school counselor as a student advocate.
- Ensures involvement in the academic mission of the school.
- Places school counselors in a leadership role to close the gap.

For Student Support Services Personnel:

- Provides School psychologists, social workers and other professional student services personnel with the clearly defined role of a school counselor.
- Clarifies areas of overlapping responsibilities.
- Fosters a team approach to enhance cooperation.

For the Community:

- Provides an increased opportunity for collaboration and participation of community members with the school counseling program.
- Creates community awareness and visibility of the school counseling program.
- Connects the community to the needs of the school and the school to the needs of the community.

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- Enhances economic development through quality preparation of the students for the world of work.

Part A: Introduction

Rochester City School District: The Rochester City School District is an urban district located in Rochester, New York. The district serves students in grades kindergarten through grade 12 at 66 schools. The district is comprised of 26,687 students and the student body is reflective of the community in which it resides. The demographic breakdown for the district is as followed: 57.55% African American, 28.45% Hispanic, 9.9% White, and 3.8% Asian, Native Hawaiian or multiracial. 91% are economically disadvantaged, 15% of the student body are English Language Learners, 4% are deemed homeless and 21 % are students with disabilities. The graduation rate for the 2017-2018 school year for Rochester City School District was 59%.

Mission: The mission of the Rochester City School District is to provide a quality education that ensures our students graduate with the skills to be successful in a democratic society and the global economy.

Vision: Every Child by Face and Name. Every Classroom, Every School. To and Through Graduation.

We believe if every student is known by face and name through personalized multi-tiered systems of support that:

- Promote the well-being of the whole child, whole school, whole community,
- Guarantee powerful learning for every student,
- Build capacity to ensure comprehensive school improvement, and
- Cultivate equity by design,

then the District will disrupt long-standing patterns of failure by ensuring every child is reading on grade level and graduating on time.

We are committed to:

- Equity
- Relational Capacity
- Innovation
- Coherence
- Accountability

The Pillars of our Strategic Framework:

- Promote the well-being of the whole child, whole schools, and whole community.
- Ensure powerful learning for every student.
- Build capacity to ensure comprehensive school improvement, and
- Cultivate understanding, collaboration, partnerships and advocacy for equity, justice and achievement for all.

We accomplish these Pillars through:

- Strong community schools, meaningful parent engagement, and literacy for a lifetime.
- High quality, culturally, linguistically responsive and rigorous 21st Century curriculum and instruction in all classrooms.
- Aggressive recruitment and early hiring of high quality and diverse district and school leaders, teachers, and employees.
- Equity drive policies, goals, and measures.
- Positive school climate, culture and relationships with children and families.
- High quality professional development and coaching support for Central Office, principals, and teachers.
- Redesigned student-based allocation formula to ensure equity, transparency, and flexibility.
- Student voice and agency in authentic district and schoolwork.
- Safe, supportive, trauma responsive schools and classrooms.
- Responsive, data informed, gap-closing systems of teaching and learning and social-emotional interventions.
- Responsive and highly effective central office organized to support school improvement.
- Data dashboards for transparent and accountable decision making.
- Invitational and family-friendly schools.
- Strong, research-based preschool, parent engagement, and Expanded Learning Opportunities which include after-school and summer learning programs.
- Well-designed coherent placement and programs to service students with specialized needs.
- Community and parent partnership outcomes for every department, program and school.

2019 - 2020 Superintendent's Goals

Goal 1 Achieve a 5% increase in the graduation rate between August 2019 and August 2020.

Focus on accelerating progress in reading and math in our classrooms.

Goal 2 Increase student proficiency in ELA and Math by 7% by August 2020.

The RCSD will no longer be one of the lowest performing school districts in New York State. The District must act with urgency to take over top spots in special education, close achievement gaps, and reduce disproportionality.

Goal 3 Reduce the disproportionate special education classification of students of color and the disproportionate suspension of students of color by 1.5% by 2020; while also increasing the enrollment of students of color in advanced coursework by 5% by June 2020.

Chronic absenteeism rates in Rochester are staggering. Children who attend school every day read four times better by third grade than their peers with lower attendance. Being absent just two days a month adds up to missing half a year of school by the fourth grade. The District remains focused on students being in school every day.

Goal 4 Reduce chronic absenteeism by 5% by June 2020.

What are the best ways to engage parents and families in the RCSD? The District will work this year with all stakeholders and other constituents to define family engagement.

Goal 5 In order to better define parent/family engagement by June 2020, we will ensure there is an active Student Leadership Group in all high schools and that all schools will meaningfully engage families in the School-Based Planning Team process, in accordance with the School-Based Planning Team manual.

The District is addressing the current budget deficit.

Goal 6 Achieve and maintain fiscal stability by implementing a plan that will put the District on secure financial footing.

**Rochester City School District
 K – 12 Comprehensive School Counseling Program Overview**

The *mission* of the RCSD Department of School Counseling is 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. School Counselors address the academic, career and social-emotional development needs of students with a global perspective. School Counselors work collaboratively with families, staff and community partners to prepare students to become effective 21st century learners, achieve success in school and develop into contributing members of society.

The *vision* of the RCSD Department of School Counseling is: Every student will acquire the academic, career and personal/social skills to reach their fullest educational potential.

The members of the RCSD School Counseling team are:

Ms. Ruth B. Turner, Chief of Student Support Services and Social Emotional Supports
 Ms. Crystal Clark, Director of Student Support Services

School	School Counselor
#3	Shadae Ivey
#4	Joseph Muniga
#5	John Gilbert
#8	Walter Gabalski
#12	Martina Ocran
#17	Gina Verdin
#19	Shanice Taylor
#28	Daniel Green
#45	Lisa Eberhart
#50	Persephone Modeste
#23, #25, #46 & #52	Ashley King
#7, #42, #43 & RISE	Brittany Smith

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School	School Counselor
#9, #15,#22 & #35	Genesis Fillmore
#2, #16, #33 & #39	Margery Musinger
#20, #34, #53 & #54	Sarah Reitkopp
#10, #29 & #44	Kimberly Scott
#58	Eleanor Hilling Michelle Higgins Kristine Resch
East Lower School	Brett Crandall Rebecca Laske Anne Rosdahl
East Upper School	Stephanie Bliss Christine Burnell Courtney Dubiel Mary Gilbert Kate VanLare James Vann
Edison Career & Tech	Hector Detres Lisa DiGiulio Robert Leet -Curran Chennita Gartrell Vacant Sha'Ronda Jackson Carrie DeVoria
James Monroe	Annmarie Gilbert Laconda Graham Eleonor Payton Christine Sargent Rahel M. Smith
Joseph C. Wilson Foundation	Sherrolletta Scissum

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School	School Counselor
Joseph C. Wilson Magnet	Wendy O. Clifford Meade Heilmann Chenetta Hunter- Stokes Jaime Miner
Leadership Academy	William Broome Joseph Feeney LaRon White
Northeast @ Douglass	Jane Ewane-Sobe Aaren Hittepole Jamal Hughes
Northwest @ Douglass	Melissa Sakofsky Qushon Taylor-Bertram
Rochester Early College	Stefan Mcdonald Vacant
School Of The Arts	Michelle Coccia Sarah Coe Lisa Kasdin Michael Murphy Talya Sirianni
School Without Walls	Jamie Salatino Jennifer St. Clair
Integrated Arts & Tech	Renee Aylesworth Diana Fauth Shari Mcvay Rachel Wilson
Vanguard	Vanessa Crans Kadya Donadelle Kristen Iannopollo
All City High	Gail Leysath Wendy Nichols Katrin Scheirer – College & Career
Home Hospital Tutoring	Benjamin Ruekberg
LyncX Academy	Tonya Thompson
New Beginnings	Deanna Dominice
North STAR Education	Gerard Hopkins

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School	School Counselor
Pathways in Technology	Lauren Armstrong Julie Rossette
Rochester Bilingual and Literacy Academy	Harry Roldan
Rochester International Academy	Lauren Wesolowski
Young Mothers/ Interim Health Academy	Benjamin Ruekberg
Youth & Justice	Carsmon Binger Deanna Dominice
Agency Youth	Meghan Frein Gianforti
Student Equity and Placement	Christine Perrotta
REOC / Public Safety and Cosmetology	Kimberley Scott

Part B: Foundation/Management

NYS Education Department Commissioner's Regulations Part 100.2(j) **<http://www.p12.nysed.gov/part100/pages/1002.html#j>**

Public Schools. Each school district shall have a guidance program for all students.

In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse, and to encourage parental involvement.

In grades 7-12, the guidance program shall include the following activities or services:

- (a) 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;
- (b) instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;
- (c) other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education and career plans, to help students who exhibit any attendance, academic, behavioral or adjustment problems and to encourage parental involvement, provided that advisory assistance shall be provided by teachers or counselors or by certified teaching assistants under the supervision of counselors or teachers, and that such individual or group counseling assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed schools social workers in cooperation with school counselors; and
- (d) the services of personnel certified or licensed as school counselors.

Each school district shall develop a district plan which sets forth the manner in which the district shall comply with the requirements of this subdivision. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. Such plan shall be filed in the district offices and shall be available for review by any individual. The plan shall present program objectives, which describe expectations of what students will learn from the program; activities to accomplish the objectives; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

(2) Nonpublic schools. Each nonpublic secondary school shall provide a guidance and counseling program for students in grades 7-12.

RCSD School Counseling Program Vision, Missions & Goals

School Counseling Roles and Responsibilities

Adapted from the American School Counselor Association (ASCA) National Model, 2019

The *mission* of the RCSD Department of School Counseling is 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. School Counselors address the academic, career and social-emotional development needs of students with a global perspective. School Counselors work collaboratively with families, staff and community partners to prepare students to become effective 21st century learners, achieve success in school and develop into contributing members of society.

The *vision* of the RCSD Department of School Counseling is: Every student will acquire the academic, career and personal/social skills to reach their fullest educational potential.

The RCSD Department of School Counseling *believes*:

- School counseling programs promote school success through a focus on academic achievement, prevention and intervention activities, advocacy, and social/emotional and career development. School counselors work to promote student success by closing existing achievement gaps and providing access to a demanding academic program for each student.
- School counselors ensure that every student benefit directly from the school counseling program.
- School counselors work with all students, families, and members of the community as an integral part of the educational program.

The RCSD Department of School Counseling *goals* are:

- To foster student achievement for EVERY student.
- To implement a comprehensive school counseling program which is data-driven, proactive, prevention-based, developmentally appropriate and supports school improvement.
- To promote and enhance the learning process for ALL students.

The RCSD Department of School Counseling goals are achieved through adherence to the ASCA National Model (2019), which includes the following tenets:

Assess

- **Systemic Assessments:** School counselors incorporate assessments and tools that are reflective of the school's needs.
- **Student Standards:** Support students in three domains: academic, career, and social/emotional development
- **School counselor competency and school counseling program assessments.** School counselors participate in ongoing evaluation in accordance with the Rochester Teacher Contract.
- **Use-of-time assessment.** As recommended by the ASCA National Model (2016), school counselors dedicate 80 percent or more of their time to direct and indirect services with students.
- **Advisory councils.** The RCSD School Counseling Advisory Committee acts as the overarching advisory council for the K-12 Comprehensive Plan/Program.
- **Annual and weekly calendars.** School counselors actively post annual and weekly calendars of counseling events in multiple arenas (i.e., counseling website, counseling newsletter, parent portal, district PTA calendar, etc.).

Deliver

- **School counseling core-curriculum:** This curriculum consists of structured lessons designed to help students academically, personally, and within the career domain. School counselors deliver this curriculum in small group, classroom, and seminar formats.
- **Individual student planning:** School counselors coordinate ongoing systemic activities designed to assist students in establishing social-emotional goals, pursuing academic milestones, and developing post-secondary plans.
- **Responsive services:** School counselors work with students to meet their immediate needs and concerns. This may include individual counseling, group counseling, or crisis response.
- **Indirect student services:** School counselors collaborate and consult with families, teachers, other school personnel and community organizations to provide academic, career, and social emotional support to students.

Define

- **Annual agreements.** School counselors participate in ongoing collaboration with administrators to development and maintain the goals of the school counseling program. The developed goals are shared annually with school staff and community members via the RCSD Board of Education Annual Report.
- **Use of data.** School counselors work diligently to design and measure the results of the K-12 comprehensive plan utilizing data. School counselors use data to measure:
 - Preventive school counseling program
 - Core counseling curriculum
 - Responsive services
 - Individual and group counseling

- Parent feedback
- Student progress

Examples include pre and post intervention qualitative measures, student attendance, discipline, grades, and growth indicators.

- **Curriculum, small-group and closing-the-gap action plans.** School counselors assess student need to develop and implement developmental, prevention and intervention activities and services for students to positively impact achievement, behavior and attendance.

Manage

- Develop and implement counseling department mission and vision statements.
- Advocate for students', academic, social, personal, and emotional needs.
- Participate in professional development activities through professional membership.
- Remain current with trends and policies in education.

The **RCSD School Counseling Advisory Committee**, in accordance with NYS requirements must meet at least two times per year, reviews the Comprehensive Counseling Plan/Program and day-to-day operations of the RCSD Department of School Counseling. *This team meets once a month. The committee includes:

Stephanie Bliss, School Counselor
Crystal Clark, Director of Student Support Services
Michelle Coccia, School Counselor
Annmarie Gilbert, School Counselor
Chenetta Hunter-Stokes, School Counselor
Ashley King, School Counselor
Kristen Iannopollo, School Counselor
Sha'Ronda Jackson, School Counselor
Robert Leet-Curran, School Counselor
Persephone Modeste, School Counselor
Eleanor Payton, School Counselor
Brittany Smith, School Counselor
Ruth B. Tuner, Chief of Student Support Services and Social Emotional Supports

Student Standards:
**The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-
Readiness Standards for Every Student**
Adopted from the ASCA National Model, 2016

The RCSD Department of School Counseling works with students and families, within the framework of student standards as outlined in the ASCA National Model. As such, school counselors work within three broad domains through classroom lessons, activities and/or individual/small-group counseling:

- *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 life span.
- *Social/Emotional Development* – Standards guiding school counseling programs to help students manage emotions, learn, and apply interpersonal skills.

The ASCA Mindsets & Behaviors for Student Success:

<https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

NYSED Career Development & Occupational Studies (CDOS) Student Standards
Adopted from <http://www.p12.nysed.gov/cte/cdlearn/documents/cdoslea.pdf>

The RCSD Department of School Counseling partners with students, families, administrators, teachers, and the greater school community to provide career development opportunities and post-secondary planning for all students.

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

1.1 Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

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

2.1 Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows

students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.

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

3a.1 Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions

3a.2. Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.

3a.3. Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.

3a.4. Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.

3a.5. Technology is the process and product of human skill and ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants.

3a.6. Information management focuses on the ability to access and use information obtained from other people, community resources, and computer networks.

3a.7. Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.

3a.8. Systems skills include the understanding of and ability to work within natural and constructed systems.

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

B/IS Business/Information Systems: Core, Specialized, and Experiential

HS Health Services: Core, Specialized, and Experiential

E/T Engineering/Technologies: Core, Specialized, and Experiential

HPS Human and Public Services: Core, Specialized, and Experiential

NAS Natural and Agricultural Sciences: Core, Specialized, and Experiential

A/H Arts/Humanities: Core, Specialized, and Experiential

School Counselor Professional Standards
 Adopted from the ASCA National Model 2010, 2017
<https://www.schoolcounselor.org/>

The RCSD Department of School Counseling works diligently with students, families, administrators, teachers, and the greater school community to follow and adhere to professional school counseling competencies and ethical standards as outlined in the ASCA National Model.

The ASCA Professional School Counselor Competencies:
<https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>

The ASCA Ethical Standards:
<https://www.schoolcounselor.org/asca/media/asca/Resource%20Center/Legal%20and%20Ethical%20Issues/Sample%20Documents/EthicalStandards2010.pdf>

NYS Social Emotional Learning Standards
<http://www.p12.nysed.gov/sss/documents/NYSSELBenchmarks.pdf>

The RCSD Department of School Counseling works diligently to align counseling curriculum and preventative programming with New York State Social Emotional Learning Benchmarks.

Goal 1: Develop self-awareness and self-management skills essential to success in school and in life.

Grade Level	K – 3	4 – 5	6 – 8	9 – 10	11 – 12
A. Identify and manage one’s emotions and behavior.	1A.1a. Recognize and describe emotions and how they are linked to behavior. 1A.1b. Demonstrate control of impulsive behavior	1A.2a. Describe a range of emotions and the situations that cause them. 1A.2b. Describe and demonstrate ways to express emotions in a constructive manner. 1A.2c. Demonstrate control of behaviors that interfere with time on task.	1A.3a. Analyze factors that create stress or motivate successful performance. 1A.3b. Apply strategies to manage stress and to motivate oneself to constructively address challenges. 1A.3c. Demonstrate the capacity to maintain concentration on a task.	1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior. 1A.4b. Generate ways to develop more positive attitudes. 1A.4c. Demonstrate the capacity to shift one’s focus between tasks and maintain concentration on one’s goal.	1A.5a. Evaluate how expressing one’s emotions in different situations affects others. 1A.5b. Evaluate how expressing more positive attitudes influences others. 1A.5c. Demonstrate the ability to adjust one’s behavior in response to changes in one’s environment or to changes in one’s goal(s).
B. Recognize personal qualities and external supports.	1B.1a. Describe one’s likes, dislikes, needs, wants, strengths, challenges, and opinions. 1B.1b. Identify family, peer, school, and	1B.2a. Describe personal strengths/skills and interests that one wants to develop. 1B.2b. Explain how family members,	1B.3a. Analyze how personal strengths and areas in need of improvement influence choices and outcomes. 1B.3b. Analyze	1B.4a. Set priorities that build on strengths and identify areas for improvement. 1B.4b. Analyze how positive adult role models and	1B.5a. Implement a plan to build on a personal strength, meet a personal need, or address a personal challenge. 1B.5b. Implement a plan

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	community strengths and supports.	peers, school personnel, and community members can support responsible behavior and school success.	how making use of school and community supports and opportunities can help one surmount challenges and contribute to achievement in school and in life.	support systems contribute to personal growth and achievement in school and in life.	to build on a personal strength to meet a need, or address a challenge facing one's community. 1B.5c. Evaluate how developing interests and "giving back"/filling useful roles support school and life success.
C. Demonstrate skills related to achieving personal and academic goals	1C.1a. Describe why learning is important in helping students achieve personal goals. 1C.1b. Identify goals for personal behavior progress, achievement, or success.	1C.2a. Describe the steps in setting and working toward goal achievement. 1C.2b. Monitor progress on achieving a short-term personal goal.	1C.3a. Set a short-term goal and develop a plan for achieving it. 1C.3b. Analyze why one achieved or did not achieve a goal	1C.4a. Identify strategies to make use of resources to overcome obstacles to achieve goals. 1C.4b. Apply strategies to overcome obstacles to goal achievement.	1C.5a. Set a postsecondary goal with action steps, timeframes, and criteria for evaluating achievement. 1C.5b. Monitor progress toward achieving a goal and evaluate one's performance against criteria.

Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships.

Grade Level	K – 3	4 – 5	6 – 8	9 – 10	11 – 12
A. Recognize the feelings and perspectives of others.	2A.1a. Recognize that others may experience situations differently from oneself. 2A.1b. Use listening skills to identify the feelings and perspectives of others.	2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel. 2A.2b. Describe the expressed feelings and perspectives of others.	2A.3a. Hypothesize others' feelings and perspectives in a variety of situations and explain the reasons for one's conjecture. 2A.3b. Analyze how one's behavior may affect others.	2A.4a. Analyze similarities and differences between one's own and others' perspectives. 2A.4b. Use communication skills to gain understanding of others' feelings and perspectives	2A.5a. Demonstrate how to express understanding of those who hold different opinions. 2A.5b. Demonstrate ways to express empathy for others.
B. Recognize individual and group similarities and differences.	2B.1a. Describe the ways that people are similar and different. 2B.1b. Describe positive qualities in others	2B.2a. Identify differences among, and contributions of, various social and cultural groups. 2B.2b. Demonstrate how to interact positively with those who are	2B.3a. Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it. 2B.3b. Analyze the effects of taking action to oppose	2B.4a. Analyze the origins and negative effects of stereotyping and prejudice. 2B.4b. Demonstrate respect for individuals from different social and cultural groups.	2B.5a. Evaluate strategies for being respectful of others and opposing stereotyping and prejudice. 2B.5b. Evaluate how advocacy for the wellbeing and rights of others contributes to the common good.

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			bullying and/or bias based behavior based on individual and group differences		
C: Use communication and social skills to interact effectively with others.	2C.1a. Identify ways to work and play well with others. 2C.1b. Demonstrate adaptability and appropriate social behavior at school	2C.2a. Describe approaches for making and keeping friends. 2C.2b. Analyze ways to work effectively in groups	2C.3a. Analyze ways to establish positive relationships with others. 2C.3b. Demonstrate cooperation and teamwork to promote group effectiveness.	2C.4a. Evaluate the effects of requesting support from and providing support to others. 2C.4b. Evaluate one's contribution in groups as a member and leader.	2C.5a. Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families. 2C.5b. Plan, implement, and evaluate one's participation in a group project.
D. Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways	2D.1a. Identify problems and conflicts commonly experienced by peers. 2D.1b. Identify approaches to resolving conflicts constructively	2D.2a. Describe causes and consequences of conflicts. 2D.2b. Apply constructive approaches in resolving conflicts.	2D.3a. Evaluate strategies for preventing and resolving interpersonal problems. 2D.3b. Define unhealthy peer pressure and evaluate strategies for resisting it.	2D.4a. Analyze how active listening, "I" statements and other communication strategies help to resolve conflicts. 2D.4b. Analyze how conflict-resolution skills contribute to work within a group.	2D.5a. Evaluate the effects of using collaborative negotiation skills to reach win-win solutions. 2D.5b. Evaluate current conflict-resolution skills and plan how to improve them

Goal 3: Demonstrate ethical decision-making skills and responsible behaviors in personal, school, and community contexts.

Grade Level	K – 3	4 – 5	6 – 8	9 – 10	11 – 12
A: Consider ethical, safety, and societal factors in making decisions.	3A.1a. Explain why acts that hurt others are wrong. 3A.1b. Identify social norms and safety considerations that guide behavior.	3A.2a. Demonstrate the ability to respect the rights of self and others. 3A.2b. Demonstrate knowledge of how social norms affect decision making and behavior.	3A.3a. Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions. 3A.3b. Analyze the reasons for school and societal rules.	3A.4a. Demonstrate personal responsibility in making ethical decisions. 3A.4b. Evaluate how social norms and the expectations of different social groups, including dealing with the expectations of those in authority in various settings, influence personal decisions and actions.	3A.5a. Apply ethical reasoning to evaluate societal practices. 3A.5b. Examine how the norms of different societies and cultures influence their members' decisions and behaviors
B: Apply decision making skills to deal responsibly with daily	3B.1a. Identify a range of decisions that students make at school and at	3B.2a. Identify and apply the steps of systematic	3B.3a. Analyze how decision-making skills have an impact on	3B.4a. Evaluate one's personal abilities to gather information,	3B.5a. Analyze how present decision-making affects college

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<p>academic and social situations.</p>	<p>home. 3B.1b. Make positive choices when interacting with classmates</p>	<p>decision making. 3B.2b. Generate alternative solutions and evaluate their consequences for a range of academic and social situations.</p>	<p>study habits, academic performance, and interpersonal relationships. 3B.3b. Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.</p>	<p>generate possible solutions, and anticipate the consequences of decisions. 3B.4b. Apply decision making skills to establish responsible interpersonal and intergroup relationships, and work relationships.</p>	<p>and career choices. 3B.5b. Evaluate how responsible decision making affects interpersonal and group relationships.</p>
<p>C. Contribute to the well-being of one's school and community.</p>	<p>3C.1a. Identify and perform roles that contribute to one's classroom. 3C.1b. Identify and perform roles that contribute to one's family</p>	<p>3C.2a. Identify and perform roles that contribute to the school community. 3C.2b. Identify and perform roles that contribute to one's local community.</p>	<p>3C.3a. Evaluate one's participation in efforts to address an identified school need. 3C.3b. Evaluate one's participation in efforts to address an identified need in one's local community.</p>	<p>3C.4a. Plan, implement, and evaluate one's participation in activities and organizations that improve school culture and climate. 3C.4b. Plan, implement, and evaluate one's participation in a group effort to contribute to one's local community</p>	<p>3C.5a. Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need. 3C.5b. Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.</p>

RCSD Department of School Counseling District Programs

The RCSD Department of School Counseling is committed to connecting students with district programs that help meet and address their unique needs. The following programs are available to students:

- Agency Youth
- All City
- Career Technology Education – Work Based Learning
- Home Hospital Tutoring
- Lynx Academy
- North STAR Academy
- Pathways in Technology
- Rochester Educational Opportunity Center – Public Safety and Cosmetology Programs
- Rochester Bilingual and Literacy Academy
- Rochester International Academy
- Young Mothers / Interim Health Academy
- Youth & Justice

RCSD Department of School Counseling Community Based Organizations Referrals

The RCSD Department of School Counseling is committed to collaborating with community based organizations to support students' academic, college and career readiness, and social/emotional needs.

As such, the Department of School Counseling has partnered with the following agencies:

- Action for Better Community
- Alcohol/Narcotics Anonymous, AA, Ala Teen, Ala Non
- Alternatives for Battered Women
- American Lung Association
- American Red Cross
- Association for the Blind & Vision Impaired
- Baden Street Settlement
- Better Days Ahead
- Big Brothers/Big Sisters
- Boys & Girls Club
- Boy Scouts
- Catholic Family Center
- Center for Dispute Settlement
- Center for Youth
- Charles Settlement House
- Children's Institute
- City of Rochester
- Community Place of Greater Rochester
- Compeer
- Conifer Park
- Continuing Developmental Services
- Crestwood Children's Center
- Delphi Drug & Alcohol Council
- Eastman Dental Clinic
- Educational Talent Search
- EnCompass
- Epilepsy Foundation
- Evelyn Brandon Health Center
- FACT Family Access & Connection Team
- Finger Lakes Developmental Disabilities Services Org.
- Gandhi Institute
- Hillside Agencies
- LDA Life & Learning Association
- Learn to Earn

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- Legal Aid Society
- Liberty Resources
- Lifetime Assistance
- Metro Council for Teen Potential
- Monroe County Human Services
- Monroe County Health Department
- Monroe Community College
- Nazareth College Partners Thru Learning
- (NEAD) North East Youth Development
- Out Alliance
- Pathways to Peace
- Planned Parenthood/In Control Program
- Puerto Rican Youth Development/Ibero
- RIT /Urban League Programs
- Rochester After School Academy (RASA)
- Rochester College Access Network
- Rochester General Hospital
- Rochester Landscape Technician's Learn to Earn
- Rochester Community Mobile Crisis
- Rochester Mental Health Center
- (SPCC) Society for Protection & Care of Children
- (SWAN) South West Area Neighbors
- St. Joseph's Neighborhood Center
- St. Joseph's Villa

RCSD Department of School Counseling Diverse Stakeholder Teams

The RCSD Department of School Counseling is committed to collaborating with and supporting various diverse stakeholder teams to meet the needs of students. The students are most successful when a village approach is utilized.

As such, the Department of School Counseling members serve on a plethora collaborative teams:

- School Based Planning Teams
- Response to Intervention / Multi-tiered Student Support System
- Grade Level Teams
- Cohort Teams
- Graduation Committees
- Master Scheduling Teams
- Student & Family Support Center Teams
- Restorative Practice Teams
- Mental Health Teams
- Crisis Intervention Teams
- Emergency Management Teams
- Building Committees

Part C: Delivery and Accountability
 RCSD Comprehensive School Counseling Program Map

**RCSD Elementary School
 Grades K – 6
 Academic Domain**

Program Service	Program Objective	NYSED Regulation	NYS SEL	ASCA Standards	Grade	Time	Staff & Resources	Evaluation
Exploring Middle/ High School	Presentation of high school survival skills.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.1b, 1B.2b, 1C.2b, 3B.2b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	6	May – June 2020	School Counselors	Survey
Annual Individual Student Progress Reviews	Review of students’ academic, behavior and attendance to set goals.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.1b, 1B.2b, 1C.2b, 3B.2b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	6	Oct 2019 – June 2020	School Counselors	Qualitative feedback
Parent Workshops: How to Support your Child’s Academics	Provide tools for parents to help support their child with meeting academic goals.	i.2, i.3, i.4, i.5, i.6, i.8	1B.1b, 1B.2b, 1C.2b, 3B.2b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	K-6	Oct 2019 – June 2020 Based upon PTC & Open House	School Counselors Parent Liaisons Home School Assistants	Survey

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Parent Workshop: MS/HS Selection Process	Increase parents' awareness about the school selection process.	i.2, i.3, i.4, i.5, i.6, i.8	1B.1b, 1B.2b, 1C.2b, 3B.2b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	K-6	Jan–Feb 2020	School Counselors School Counselors Parent Liaisons Home School Assistants	Survey
Parent Workshop: Understanding what High School has to Offer	Work with parents as partners in their child's education as it relates the transition from elementary to high school.	i.2, i.3, i.4, i.5, i.6, i.8	1B.1b, 1B.2b, 1C.2b, 3B.2b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	K-6	Oct 2019 - June 2020 Based upon PTC & Open House	School Counselors School Counselors Parent Liaisons Home School Assistants	Survey
School of Choice Presentation	Increase students' awareness about the school selection process.	i.2, i.3, i.4, i.5, i.6, i.8, ii.2, ii.3	1C.1a, 1C.1b, 1C.2a, 1C.2b, 3B.1b, 3C.1a	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	6	Jan - Feb 2020	School Counselors	Survey

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Study Skills Curriculum: Organizational Skills	Provide students with skills to organize assignments.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A.2c, 1C.1b, 1C.2a	B-LS3, B-LS7, B-SMS3, B-SMS5, B-SMS8, B-SMS10, B-SS1	4-6	Dec 2019	School Counselors	Pre/post assessment
Study Skills Curriculum: Following Directions	Provide students with tools and tips to increase academic outcomes.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A.2c, 1C.1b, 1C.2a	B-LS3, B-LS7, B-SMS3, B-SMS5, B-SMS8, B-SMS10, B-SS1	K-3	Dec 2019	School Counselors	Pre/post assessment
Understanding your Report Card	Identify and understand RCSD report card standards.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1C.1a, 1C.1b, 1C.2a, 1C.2b, 3B.1b, 3C.1a	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	3 - 6	Nov 2019 – May 2020 *Each Marking Period	School Counselors	Post assessment

**RCSD Grades K-6
 College and Career Readiness Domain**

Program Service	Program Objective	NYSED Regulation	NYS SEL	ASCA Standards	Grade	Time	Staff & Resources	Evaluation
Career Presentations	Presentations from professionals in our community.	i.1, i.2, i.8, ii.3	1B.1b, 1B.2b, 1C.2b, 3B.2b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	K - 6	Oct 2019 – June 2020	School Counselors	Job fair worksheets
Career Interest Inventory	Understand career clusters. *Introduction to NY CareerZone or MyNextMove to assess students' interests in careers.	i.1, i.2, i.8, ii.3	1B.1b, 1B.2b, 1C.2b, 3B.2b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	4 - 6	Mar 2020	School Counselors	Completion of inventory
Career Search	Understand career clusters.	i.1, i.2, i.8, ii.3	1B.1b, 1B.2b, 1C.2b, 3B.2b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	4 - 6	Mar 2020	School Counselors	Save two career clusters
Career vs. Job Presentation	Understand the characteristics of a careers and jobs.	i.1, i.2, i.8, ii.3	1B.1b, 1B.2b, 1C.2b, 3B.2b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	4 - 6	Mar 2020	School Counselors	Student presentation (share out)
Job Skills Presentation	To explore career skills and interests.	i.1, i.2, i.8, ii.3	1B.1b, 1B.2b, 1C.2b, 3B.2b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	4 - 6	Mar 2020	School Counselors	Post assessment

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College Planning	Understanding post-secondary options in relations to careers. Introduce students to college via bingo game. *CollegeDay.org	i.1, i.2, i.8, ii.3	1B.1b, 1B.2b, 1C.2b, 3B.2b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	4 - 6	Mar 2020	School Counselors Teachers	Post assessment
College Visits	Pre-visit presentations. *RIT's STEP Program welcomes students grades K-12.	i.1, i.2, i.8, ii.3	1B.1b, 1B.2b, 1C.2b, 3B.2b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	5 - 6	Oct – Nov 2019; Mar – Apr 2020	School Counselors	Survey
Annual individual career review plan	Review career interest results and next steps for students.	i.1, i.2, i.8, ii.3	1B.1b, 1B.2b, 1C.2b, 3B.2b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	6	May – June 2020	School Counselors	Qualitative feedback
Financial Planning Workshop	To familiarize students with budgeting, wants vs. needs and understanding financial literacy.	i.1, i.2, i.8, ii.3	1B.1b, 1B.2b, 1C.2b, 3B.2b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	6	March 2019 – April 2019	School Counselors	Money management game

**RCSD Grades K – 6
 Social-Emotional Domain**

Program Service	Program Objective	NYSED Regulation	NYS SEL	ASCA Standards	Grade	Time	Staff & Resources	Evaluation
Meet the Counselor Sessions	Identify school counselors: role and location. Understand how, when, and why to meet with the school counselor. Relationship building.	i.2, ii.4, ii.4.1	1B.1b, 1B.2b, 2C.1b, 2D.1b	M3, B-LS, B-SS2	K - 6	Sept – Nov 2019	School Counselors	Human Bingo Pre/post assessment Presentation
Counseling Curriculum: Dealing with Stress	Teach students how to properly cope with stress.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A.1a, 1A.1b, 1A.2a, 1A.2b, 2A.1a, 3A.2a, 3B.1b	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	3 - 6	Mar – May 2020	School Counselors	Pre/post assessment
Counseling Curriculum: Diversity	Celebrate diversity by teaching students how to embrace differences. *Utilize TeachingTolerance.org	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1B.1a, 1B.1b, 1B.2a, 1B.2b, 2A/1a, 2A.1b, 2A.2a, 2A.2b,	M3, B-LS9, B-SS2, B-SS4, B-SS6, B-SS7	K – 6	Oct 2019 – May 2020	School Counselors	Pre/post assessment

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			2B.1a, 2B.1b, 2B.2a, 2B.2b. 2C.1a, 3C.1a, 3C.1b, 3C.2a, 3C.2b					
Counseling Curriculum: Online Safety	Teach students about proper social media usage and etiquette.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	2D.1a, 3A.1a, 3A.1b, 3A.2a, 3A.2b, 3B.1a, 3B.1b, 3B.2b, 3C.2b	B-LS1, B-LS5, B-SMS 1-10, B-SS2, B-SS5, B-SS9	3 - 6	Oct 2019	School Counselors	Pre/post assessment
Counseling Curriculum: Positive Thinking	Expanding on growth mindset to teach students how to think positively. Understand the importance of a positive attitude and how it affects many facets of one's life.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A.1a, 1A.1b, 1A.2a, 1A.2b, 2A.1a, 3A.2a, 3B.1b	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	K - 6	Mar – May 2020	School Counselors	Pre/post assessment
Counseling Curriculum: Personal Space	Personal space, choices.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	2D.1a, 3A.1a, 3A.1b, 3A.2a, 3A.2b, 3B.1a,	B-LS1, B-LS5, B-SMS 1-10, B-SS2, B-SS5, B-SS9	K - 6	Oct 2019 – June 2020	School Counselors	Pre/post assessment

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			3B.1b, 3B.2b, 3C.2b					
Counseling Curriculum: Test Anxiety	Expanding on calm lesson to teach students how to use those tools when faced with testing anxieties. Test anxiety support before NYS State tests.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A.1a, 1A.1b, 1A.2a, 1A.2b, 2A.1a, 3A.2a, 3B.1b	B-LS3, B-LS7, B-SMS3, B-SMS5, B-SMS8, B-SMS10, B-SS1	3 – 6	Mar 2019	School Counselors	Pre/post assessment
Counseling Curriculum: Six Sides of Breathing	Model and teach breathing exercises to regulate mood and emotions. *Use CALM APP- Educators can obtain free membership.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A.1a, 1A.1b, 1A.2a, 1A.2b, 2A.1a, 3A.2a, 3B.1b	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	3 - 6	Oct 2019 – June 2020	School Counselors	Pre/post assessment
Goal Setting Curriculum: Goal Setting	Use of SMART Goals.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1B.1a, 1B.1b, 1B.2a, 1B.2b, 1C.1a, 1C.1b, 1C.2a, 1C.2b, 2C.1a, 2C.1b,	B-LS3, B-LS7, B-SMS3, B-SMS5, B-SMS8, B-SMS10, B-SS1	3 - 6	Dec 2019 – Jan 2020	School Counselors	Pre/post assessment

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			2C.2a, 2C.2b,2D.1a, 2D.1b, 2D.2a, 2D.2b					
Parent Workshop: Bullying/Cyber safety	Provide resources for parents and support around bullying related issues.	i.2, i.3, i.4, i.5, i.6, i.8	2D.1a, 3A.1a, 3A.1b, 3A.2a, 3A.2b, 3B.1a, 3B.1b, 3B.2b, 3C.2b	M1, M5, B-SMS2, B-SMS6, B-SMS7, B-SMS8, B-SMS9, B-SMS10, B-SS3, B-SS4, B-SS9	K - 6	Oct 2019	School Counselors Parent Liaisons Home Assistants	Parent survey
Parent Workshops: CPS Issues	Inform parents about support that can be provided to address underlying familial challenges.	i.2, i.3, i.4, i.5, i.6, i.8, i.7	2D.1a, 3A.1a, 3A.1b, 3A.2a, 3A.2b, 3B.1a, 3B.1b, 3B.2b, 3C.2b	M1, M5, B-SMS2, B-SMS6, B-SMS7, B-SMS8, B-SMS9, B-SMS10, B-SS3, B-SS4, B-SS9	K - 6	Oct 2019 – June 2019 Based upon PTC & Open House	School Counselors	Parent survey
Counseling Curriculum: Anti-Bullying	Introduce National Anti-Bullying month to students.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	2D.1a, 3A.1a, 3A.1b, 3A.2a, 3A.2b, 3B.1a,	M1, M5, B-SMS2, B-SMS6, B-SMS7, B-SMS8, B-SMS9, B-SMS10, B-	K - 6	Oct 2019	School Counselors	Pre/post assessment

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			3B.1b, 3B.2b, 3C.2b	SS3, B-SS4, B-SS8, B-SS9				
Counseling Curriculum: Friendship/ Bullying	What is bullying? Understanding what a healthy friendship is and how to use conflict resolution skills.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	2D.1a, 3A.1a, 3A.1b, 3A.2a, 3A.2b, 3B.1a, 3B.1b, 3B.2b, 3C.2b	M1, M5, B-SMS2, B-SMS6, B-SMS7, B-SMS8, B-SMS9, B-SMS10, B-SS3, B-SS4, B-SS8, B-SS9	K - 6	Oct 2019	School Counselors	Pre/post assessment
Counseling Curriculum: Conflict Resolution	Teach students how to resolve conflict via restorative practice and role play.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A.1a, 1A.1b, 1A.2a, 1A.2b, 2A.1a, 3A.2a, 3B.1b	B-LS1, B-LS9, B-SMS1 – 10, B-SS 1-9	K - 6	Oct 2019 – June 2020	School Counselors	Role Plays
Counseling Curriculum: Cultural Understanding & Awareness	Help students understand cultural similarities and differences *Use TeachingTolerance.org diversity activities	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1B.1a, 1B.1b, 1B.2a, 1B.2b, 2B.1a, 2B.1b, 2B.2a, 2B.2b3C.2b	M3, B-LS9, B-SS2, B-SS4, B-SS6, B-SS7	K - 6	Oct 2019 – June 2020	School Counselors	Pre/post assessment
Counseling Curriculum: Cyber Safety	Cyber safe golden rules.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	2D.1a, 3A.1a, 3A.1b,	B-LS1, B-LS5, B-SMS 1-10,	3 - 6	Oct 2019	School Counselors	Pre/post assessment

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			3A.2a, 3A.2b, 3B.1a, 3B.1b, 3B.2b, 3C.2b	B-SS2, B-SS5, B-SS9				
Counseling Curriculum: Self-regulation	Zones of regulation, expected vs. unexpected behaviors.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A.1a, 1A.1b, 1A.2a, 1A.2b, 2A.1a, 3A.2a, 3B.1b	M3, B-LS9, B-SS2, B-SS4, B-SS6, B-SS7	K - 6	Oct 2019 – June 2020	School Counselors	Wrinkled Heart Activity
Counseling Curriculum: Getting Along with Others	Teach students how to work together via team activities. Community building circles.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	2D.1a, 3A.1a, 3A.1b, 3A.2a, 3A.2b, 3B.1a, 3B.1b, 3B.2b, 3C.2b	M3, B-LS9, B-SS1 - 9	K- 6	Oct 2019 – June 2020	School Counselors	Pre/post assessment
Counseling Curriculum: Gratitude	Help students understand the importance of and celebrate thankfulness.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A.1a, 1A.1b, 1A.2a, 1A.2b, 2A.1a, 3A.2a, 3B.1b	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	K - 6	Oct – Nov 2019; May – June 2020	School Counselors	Pre/post assessment
Counseling Curriculum: Growth Mindset	Understand the difference between a growth and fixed mindset.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1C.1a, 1C.1b, 1C.2a, 1C.2b, 3C.1a,	M1 – 6, B-LS1, B-LS2, B-LS6, B-LS 7B-SMS5, B-	K- 6	Mar – May 2020	School Counselors	Handouts, Jeopardy game, group goals.

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			3C.1b, 3C.2a, 3C.2b	SMS6, B- SS8				Pre/post assessments
Counseling Curriculum: Healthy Relationships	Qualities of a good friendship.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	2D.1a, 3A.1a, 3A.1b, 3A.2a, 3A.2b, 3B.1a, 3B.1b, 3B.2b, 3C.2b	M3, B-LS9, B-SS1 - 9	K- 2	Oct 2019	School Counselors	Pre/post assessment
Counseling Curriculum: Hygiene	Increase awareness about the importance of self- care.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	2D.1a, 3A.1a, 3A.1b, 3A.2a, 3A.2b, 3B.1a, 3B.1b, 3B.2b, 3C.2b	M3, B-LS9, B-SS1 - 9	3 - 6	Oct 2019 – June 2020	School Counselors	Pre/post assessment
Counseling Curriculum: Empathy, thankfulness, kindness and diversity	Understanding character traits, how to possess and encourage them in others.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A.1a, 1A.1b, 1A.2a, 1A.2b, 2A.1a, 3A.2a, 3B.1b	M1, M2, B- SMS1, B- SMS2, B- SMS6, B- SMS7, B- SMS10, B- SS9	3 - 6	Oct – Dec 2019	School Counselors	Pre/post assessment
Counseling Curriculum: Manhood	Understanding the transition from boys to men.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	2D.1a, 3A.1a, 3A.1b, 3A.2a, 3A.2b, 3B.1a,	M1 – 6, B- SMS1-10	5 - 6	Oct 2019 – June 2020	School Counselors Community Partner	Pre/post assessment

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	*Utilize guest speakers from the community.		3B.1b, 3B.2b, 3C.2b					
Counseling Curriculum: Healthy Relationships	Boundary setting. Characteristics of healthy/unhealthy relationships.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	2D.1a, 3A.1a, 3A.1b, 3A.2a, 3A.2b, 3B.1a, 3B.1b, 3B.2b, 3C.2b	M3, B-LS9, B-SS1 - 9	3 – 6	Oct 2019 – June 2020	School Counselors	Pre/post assessment
Counseling Curriculum: Mental Health	Mental Health Month. Provide a series of activities that teach students about mental health.	i.1, i.3, i.4, i.5, i.6, i.7, i.8, ii.4	All	All	K - 6	Mar – May 2020	School Counselors	Pre/post assessment
New Year Resolution Program	Goal setting – long-term and short-term.	i.1, i.2, i.8	1C.1a, 1C.1b, 1C.2a, 1C.2b, 3C.1a, 3C.1b, 3C.2a, 3C.2b	B-LS3, B-LS7, B-SMS3, B-SMS5, B-SMS8, B-SMS10, B-SS1	3 - 6	Jan – Feb 2020	School Counselors	Pre/post assessment
Second Step Curriculum	Social Emotional skill development.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	All	All	K - 6	Sept 2019 – June 2020	School Counselors Teachers	Pre/post assessment

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Trauma/SDQ/P TSS/ Suicide Prevention Screening	Complete risk assessments with students to assess mental state and provide further assistance if needed.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A-1C, 2A-2D, 3A-3C	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	K - 6	Sept 2019 – June 2020	School Counselors Social Worker School Psychologist	Number of screenings conducted
Advisory Program	Help coordinate and implement advisory program to meet social-emotional needs of students. *Advisory is specific to certain schools.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A-1C, 2A-2D, 3A-3C	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	K - 6	Sept 2019 – June 2020	School Counselors Social Worker School Psych	Number of students enrolled in advisory
Mental Health Team	Work in collaboration with school social worker and admin to identify students in need of support. Develop and implement crisis plans for students.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A-1C, 2A-2D, 3A-3C	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	K - 6	Sept 2019 – June 2020	School Counselors School Social Worker School Psych Admin Community Partners	Meeting minutes Development of crisis plans

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Mandated Reporter	Report child harm to child protective services to help students and families receive resources needed to address challenges.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A-1C, 2A-2D, 3A-3C	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	K - 6	Sept 2019 – June 2020	All	Number of reports completed
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**RCSD Middle School
 Grades 7 - 8
 Academic Domain**

Program Service	Program Objective	NYSED Regulation	NYS SEL	ASCA Standards	Grade	Time	Staff & Resources	Evaluation
Meet the Counselor Sessions	Identify school counselors: role and location. Understand how, when, and why to meet with the school counselor. Relationship building.	i.2, ii.4, ii.4.1	1B.3a, 1B.3b, 2C.3b, 2D.3b	M3, B-LS, B-SS2	7, 8	Sept – Nov 2019	School Counselors	Pre/post assessment
Academic Goal Setting Meetings	Help students set goals and plans of action to increase academic performance.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1C.3a, 1C.3b, 3B.3b, 3C.3a	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	7, 8	Sept 2019 – May 2020	School Counselors	Report card
Academic Reviews	Report card review with students.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1C.3a, 1C.3b, 3B.3b, 3C.3a	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	7, 8	Oct 2019 – May 2020 *Review each	School Counselors	Student feedback

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						marking period		
Attendance meetings and interventions	Participate and support attendance teams to implement student interventions. Complete attendance referrals to FACT.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1C.3a, 1C.3b, 3B.3b, 3C.3a	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	7, 8	Oct 2019 – May 2020	School Counselors Attendance Teams Home Assistants Parent Liaisons	Attendance data
Attendance Monitoring	Review students' attendance via PowerSchool and SPA.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1C.3a, 1C.3b, 3A.3b, 3B.3b, 3C.3a	M3, M4, M6, B-LS4, B-LS7, B-LS10	7, 8	Oct 2019 – April 2020	School Counselors Attendance Teams	Attendance percentages
Counseling Curriculum: Habits for Success *Use of Naviance if applicable	Create an academic-related SMART goal.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1A.3a, 1A.3c1B.3b, 1C.3a, 1C.3b, 2C.3b, 3B.3a, 3C.3a	M1 – M6, B-LS1-10, B-SMS1-10	7, 8	Sept – Oct 2019	School Counselors	Academic SMART Goal
Counseling Curriculum: How I Learn *Use of Naviance if applicable	Identify habits that lead to success.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1A.3a, 1A.3c1B.3b, 1C.3a, 1C.3b, 2C.3b, 3B.3a, 3C.3a	M1 – M6, B-LS1-10, B-SMS1-10	7	Sept – Oct 2019	School Counselors	Learning Style Inventory

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Counseling Curriculum: Transition skills *Use of Naviance if applicable	Prepare for the transition to high school.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1A.3a, 1A.3c1B.3b, 1C.3a, 1C.3b, 2C.3b, 3B.3a, 3C.3a	M1 – M6, B-LS1-10, B-SMS1-10	8	Jan – Feb 2020	School Counselors	Transition to High School Survey
Counseling Curriculum: Time Management *Use of Naviance if applicable	Understand how to manage time wisely.	i.1, i.2, i.8, ii.3	1A.3a, 1A.3c1B.3b, 1C.3a, 1C.3b, 2C.3b, 3B.3a, 3C.3a	M1 – M6, B-LS1-10, B-SMS1-10	8	Sept – Oct 2019	School Counselors	Time Management Reflection Survey
Facilitator: Parent/Teacher Meetings	Co-facilitate teacher and parent meetings using community building restorative practices.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	All	M1 – M6, B-LS1-10, B-SMS1-10	7, 8	Sept 2019 – June 2020	School Counselors Teachers Home Assistants	Parent feedback forms Sign in sheets
High School/Honors Expectations *Use of Naviance if applicable	Increase student awareness about next steps towards high school via classroom presentations.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1C.3a, 1C.3b, 3B.3b, 3C.3a	M1 – M6, B-LS1-10, B-SMS1-10	7, 8	Jan – Feb 2020; April – May 2020	School Counselors	Student scheduling/ Course selection Evidence of classroom presentation

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Honors Placement	Schedule students to increase rigor. I.e. place in credit bearing courses.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1C.3a, 1C.3b, 3B.3b, 3C.3a	M1 – M6, B-LS1-10, B-SMS1-10	8	Aug 2019 – June 2020	School Counselors Admin	Number of 8 th grade students credit bearing courses
Honor Roll Celebration	Collaborate with key stakeholders to conduct honor roll celebrations for scholars.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1A.3a, 1A.3c1B.3b, 1C.3a, 1C.3b, 2C.3b, 3B.3a, 3C.3a	M1 – M6, B-LS1-10, B-SMS1-10	7, 8	Nov – May 2020	School Counselors School Staff	Number of students on honor roll Honor roll celebration sign in sheets
Individual Student Meetings	Individual meetings to review academic, career, and social-emotional goals.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1C.3a, 1C.3b, 3B.3b, 3C.3a	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	7, 8	Oct 2019 – May 2020	School Counselors	Student feedback
Student Scheduling	Student schedule development and maintenance.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1C.3a, 1C.3b, 3B.3b, 3C.3a	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	7, 8	Aug 2019 – June 2020	School Counselors	Percentage of schedule changes
District Student Government	Encourage students to participate in SGA. Work with students to develop advocacy skills.	i.1, i.2, i.8, ii.3	1A.3a, 1A.3c1B.3b, 1C.3a, 1C.3b, 2C.3b, 3B.3a, 3C.3a	M1 – M6, B-LS1-10, B-SMS1-10	7, 8	Sept 2019 – May 2020	School Counselors School based and district SGA staff leaders	Number of students connected to SGA Referrals to District SGA Referral to Red Cross

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								Youth Leadership Program
Town Hall Meeting	Meet quarterly with caseload to review academic expectations. Provide snapshot of cohort/class.	i.1, i.2, i.8, ii.3	1C.1a. 1C.1b, 1C.2a, 1C.2b, 3B.1b, 3C.1a	M1 – M6, B-LS1-10, B-SMS1-10	7, 8	Nov 2019 – May 2020	School Counselors Admin Team Community partners	Intervention Plans, report cards, credits earned.
Transcript: What is it?	Introduction to high school transcripts. Discussion of NYS graduation requirements.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1C.1a. 1C.1b, 1C.2a, 1C.2b, 3B.1b, 3C.1a	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	8	Mar – May 2020	School Counselors	Pre/post assessment

**RCSD Grades 7 – 8
 College and Career Readiness Domain**

Program Service	Program Objective	NYSED Regulation	NYS SEL	ASCA Standards	Grade	Time	Staff & Resources	Evaluation
Career Day	Work collaboratively to plan a career day. *Students will be introduced to a variety of careers based on Career Zone, MyNextMove or Naviance data.	i.1, i.2, i.8, ii.3	1A.3a, 1A.3c1B.3b, 1C.3a, 1C.3b, 2C.3b, 3B.3a, 3C.3a	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-LS9, B-LS10, B-SS1, B-SS9	7, 8	Apr – May 2020	School Counselors Community Partners Admin	Survey
Career Exploration Field Trip or Presentation	Plan trips to introduce students to variety of career paths. Invite various speakers from career to share their career path/story. *Edison’s CTE pathway visit	i.1, i.2, i.8, ii.3	1A.3a, 1A.3c1B.3b, 1C.3a, 1C.3b, 2C.3b, 3B.3a, 3C.3a	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-LS9, B-LS10, B-SS1, B-SS9	7, 8	Jan 2020 – May 2020	School Counselors	Survey Number of students in attendance
Career Zone, MyNextMove Activities or Naviance.	Students learn career interest via completion of interest inventories.	i.1, i.2, i.8, ii.3	1A.3a, 1A.3c1B.3b, 1C.3a, 1C.3b,	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-	7, 8	Feb – March 2020	School Counselors	Completed activities

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			2C.3b, 3B.3a, 3C.3a	LS9, B-LS10, B-SS1, B-SS9				
Summer of Opportunities	Assist students will obtaining summer employment.	i.1, i.2, i.8, ii.3	1A.3a, 1A.3c1B.3b, 1C.3a, 1C.3b, 2C.3b, 3B.3a, 3C.3a	M1 – M6, B-LS1-10, B-SMS1-10	8	Feb – March 2020	School Counselors Parents School Staff Community Partners	Number of applications completed
Community Based Organizations	Link students to services that best fit their needs.	i.1, i.2, i.8, ii.3	1A.3a, 1A.3c1B.3b, 1C.3a, 1C.3b, 2C.3b, 3B.3a, 3C.3a	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-LS9, B-LS10, B-SS1, B-SS9	7, 8	Sept 2019 – June 2020	School Counselors Student & Family Support Coordinators Admin Parents	Number of students linked to service via counselor referral.
College Field Trips	Introduce students to college.	i.1, i.2, i.8, ii.3	1A.3a, 1A.3c1B.3b, 1C.3a, 1C.3b, 2C.3b, 3B.3a, 3C.3a	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-LS9, B-LS10, B-SS1, B-SS9	8	Dec 2019 – June 2020	School Counselors Community Partners	Survey
Counseling Curriculum:	Understands the cost of college at various	i.1, i.2, i.8, ii.3	1A.3a, 1A.3c1B.3b, 1C.3a,	M-2, M-4, M-5, M-6, B-LS4, B-LS7,	8	Dec 2019 –	School Counselors	Cost of College Survey

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What College Costs	post-secondary institutions.		1C.3b, 2C.3b, 3B.3a, 3C.3a	B-LS8, B-LS9, B-LS10, B-SS1, B-SS9		June 2020		
Counseling Curriculum: Career SMART Goal *Use of Naviance if applicable	Create a career-related SMART goal.	i.1, i.2, i.8, ii.3	1A.3a, 1A.3c1B.3b, 1C.3a, 1C.3b, 2C.3b, 3B.3a, 3C.3a	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-LS9, B-LS10, B-SS1, B-SS9	7, 8	Feb – March 2020; Apr – May 2020	School Counselors	Career related SMART goal
Counseling Curriculum: Connecting Interests and Careers *Use of Naviance if applicable	Understand learning styles and preferences.	i.1, i.2, i.8, ii.3	1A.3a, 1A.3c1B.3b, 1C.3a, 1C.3b, 2C.3b, 3B.3a, 3C.3a	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-LS9, B-LS10, B-SS1, B-SS9	8	Feb – March 2020	School Counselors	Career Clusters Finder
Resume and Volunteer Building	Help students build a resume.	i.1, i.2, i.8, ii.3	1A.3a, 1A.3c1B.3b, 1C.3a, 1C.3b, 2C.3b, 3B.3a, 3C.3a	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-LS9, B-LS10, B-SS1, B-SS9	7	Apr – June 2020	School Counselors	Completed resume
Counseling Curriculum: My Career Path	Identify career clusters of interest.	i.1, i.2, i.8, ii.3	1A.3a, 1A.3c1B.3b, 1C.3a, 1C.3b,	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-	8	Feb – March 2020	School Counselors	Two saved career clusters in Naviance or

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*Use of Naviance if applicable			2C.3b, 3B.3a, 3C.3a	LS9, B-LS10, B-SS1, B-SS9				other platforms.
Counseling Curriculum: What's Your Road? *Use of Naviance if applicable	Understand the value of taking risks.	i.1, i.2, i.8, ii.3	1A.3a, 1A.3c1B.3b, 1C.3a, 1C.3b, 2C.3b, 3B.3a, 3C.3a	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-LS9, B-LS10, B-SS1, B-SS9	8	Sept 2019 – May 2020	School Counselors	Road trip Nation Custom Survey
Counseling Curriculum: Re-imagining Success *Use of Naviance if applicable	Join school and community related activities. Create resume based on activities joined.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1A.3a, 1A.3c1B.3b, 1C.3a, 1C.3b, 2C.3b, 3B.3a, 3C.3a	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-LS9, B-LS10, B-SS1, B-SS9	8	Nov 2020 – Dec 2020	School Counselors	Resume
Work Permits	Process work permits for students to increase likelihood of employment.	i.1, i.2, i.8, ii.3	1A.3a, 1A.3c1B.3b, 1C.3a, 1C.3b, 2C.3b, 3B.3a, 3C.3a	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-LS9, B-LS10, B-SS1, B-SS9	8	Sept 2019 – June 2020	School Counselors Home Assistants	Number of work permits distributed
Summer learning enrichment	Connect students to resources to provide summer learning enrichment.	i.1, i.2, i.8, ii.3	1A.3a, 1A.3c1B.3b, 1C.3a, 1C.3b,	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-	8	May – June 2020	School Counselors Parent engagement	Number of students enrolled in summer

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			2C.3b, 3B.3a, 3C.3a	LS9, B-LS10, B-SS1, B-SS9			Student Support Centers Extended Learning	learning opportunities
8 th grade Exit Interviews	Students participate in Mock interviews to prepare them to transition to 9 th grade.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b, 2C.4b, 2C.5b, 3B.4b, 3B.5b	M-3, M-4, M-5, B-LS7, B-LS8, B- LS10, B- SMS8	8	May – June 2020	School Counselors Admin Teachers Community Partners	Qualitative feedback

**RCSD Grades 7-8
 Social/Emotional Domain**

Program Service	Program Objective	NYSED Regulation	NYS SEL	ASCA Standards	Grade	Time	Staff & Resources	Evaluation
DASA Anti Bullying Presentation	Teach students about the Dignity for All Students Act and its processes.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A.3b, 1B.3a, 1B.3b, 2A.3a, 2A.3b, 2B.3a, 2B.3b, 2C.3a, 2C.3b, 2D.3a, 2D.3b	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	7	Oct – Nov 2019	School Counselors DASA Coordinators School Social Worker Mental Health Team if applicable	Pre/post assessment
Restorative Circles	Teach students how to use restorative practices to build community and repair harm.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A.3b, 1B.3a, 1B.3b, 2A.3a, 2A.3b, 2B.3a, 2B.3b, 2C.3a, 2C.3b, 2D.3a, 2D.3b	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	7, 8	Oct 2019 – June 2020	School Counselors Student Support Personnel Teachers	Qualitative feedback Discipline rate
Small Group Skill Building	Use SEL universal screening tool to identify and create skill building groups	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A.3b, 1B.3a, 1B.3b, 2A.3a, 2A.3b, 2B.3a, 2B.3b, 2C.3a,	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-	7, 8	Oct 2019 – May 2020	School Counselors	Pre/post assessment

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	that address psycho social issues.		2C.3b, 2D.3a, 2D.3b	SMS7, B-SMS10, B-SS9			School Social Workers School Psych Teachers	
Counseling Curriculum: Cyberbullying	Teach students about proper social media usage and etiquette.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A.3b, 1B.3a, 1B.3b, 2A.3a, 2A.3b, 2B.3a, 2B.3b, 2C.3a, 2C.3b, 2D.3a, 2D.3b	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	7	Oct - Dec 2019	School Counselors	Pre/post assessment
Counseling Curriculum: Healthy Friendships	Learn aspect and importance of healthy relationships.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A.3b, 1B.3a, 1B.3b, 2A.3a, 2A.3b, 2B.3a, 2B.3b, 2C.3a, 2C.3b, 2D.3a, 2D.3b	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	7	Oct – Dec 2019	School Counselors	Pre/post assessment
Counseling Curriculum: Group Work	Self-esteem, arts and crafts, stress reliever.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A.3b, 1B.3a, 1B.3b, 2A.3a, 2A.3b, 2B.3a, 2B.3b, 2C.3a, 2C.3b, 2D.3a, 2D.3b	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	7	Oct 2019 – May 2020	School Counselors	Pre/post assessment
Counseling Curriculum:	Understand how to overcome obstacles to achieve success.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1A.3b, 1B.3a, 1B.3b, 2A.3a, 2A.3b, 2B.3a,	M1, M2, B-SMS1, B-SMS2, B-	7	Dec 2019 –	School Counselors	Road trip Nation

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Overcoming Obstacles *Use of Naviance or College Board's Road Trip Nation if applicable			2B.3b, 2C.3a, 2C.3b, 2D.3a, 2D.3b	SMS6, B-SMS7, B-SMS10, B-SS9		Jan 2020		Custom Survey
Counseling Curriculum: Listening to Myself *Use of Naviance if applicable	Understand the skills needed to build self-confidence.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A.3b, 1B.3a, 1B.3b, 2A.3a, 2A.3b, 2B.3a, 2B.3b, 2C.3a, 2C.3b, 2D.3a, 2D.3b	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	7	Oct 2019 – May 2020	School Counselors	Personal SMART goal
Counseling Curriculum: Teamwork *Use of Naviance if applicable	Understand how to successfully work with a team of peers.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A.3b, 1B.3a, 1B.3b, 2A.3a, 2A.3b, 2B.3a, 2B.3b, 2C.3a, 2C.3b, 2D.3a, 2D.3b	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	7	Apr – May 2020	School Counselors	Teamwork reflection survey
PBIS Incentive Trips	Collaborate with stakeholders to create and implement incentive trips for students.	i.1, i.2, i.8, ii.3	1A.3b, 1B.3a, 1B.3b, 2A.3a, 2A.3b, 2B.3a, 2B.3b, 2C.3a, 2C.3b, 2D.3a, 2D.3b	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	7, 8	Oct 2019 – June 2020	School Counselors School Staff	Percentage of students attending

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Counseling Curriculum: Working Through Stress *Use of Naviance if applicable	Understand how to cope with stressful situations.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A.3b, 1B.3a, 1B.3b, 2A.3a, 2A.3b, 2B.3a, 2B.3b, 2C.3a, 2C.3b, 2D.3a, 2D.3b	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	8	Sept – Oct 2019	School Counselors	Stressful Situation Reflection Survey
Counseling Curriculum: My Personal School Support Network	Identify personal support network.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A.3b, 1B.3a, 1B.3b, 2A.3a, 2A.3b, 2B.3a, 2B.3b, 2C.3a, 2C.3b, 2D.3a, 2D.3b	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	8	Jan 2020 – May 2020	School Counselors	Transition to High School Survey
Mentoring Program	Connect students with community partnerships for mentoring supports.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A.3b, 1B.3a, 1B.3b, 2A.3a, 2A.3b, 2B.3a, 2B.3b, 2C.3a, 2C.3b, 2D.3a, 2D.3b	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	8	Sept 2019 – June 2020	School Counselors Student Support Center Personnel Parents	Grades Attendance Discipline Number of students in programs
PBIS Incentives	Collaborate with stakeholders to create incentives for students.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A.3b, 1B.3a, 1B.3b, 2A.3a, 2A.3b, 2B.3a, 2B.3b, 2C.3a,	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-	8	Sept 2019 – June 2020	School Counselors	Percentage of students receiving incentives

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			2C.3b, 2D.3a, 2D.3b	SMS7, B- SMS10, B- SS9				
Counseling Curriculum: Social Media Safety	Teach students how to safely utilize and navigate social media.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A.3b, 1B.3a, 1B.3b, 2A.3a, 2A.3b, 2B.3a, 2B.3b, 2C.3a, 2C.3b, 2D.3a, 2D.3b	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	8	Oct – Nov 2019	School Counselors	Pre/post assessment
Restorative Practices	Tier 1 community building circles. Tier 2 & 3 repairing harm circles.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A.3b, 1B.3a, 1B.3b, 2A.3a, 2A.3b, 2B.3a, 2B.3b, 2C.3a, 2C.3b, 2D.3a, 2D.3b	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	7, 8	Oct 2019 – May 2020	School Counselors School Social Workers Restorative Coordinator if applicable	Qualitative feedback Discipline rate
DASA Presentations	Seeks to provide students with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, a school bus and/or at a school function.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A.3b, 1B.3a, 1B.3b, 2A.3a, 2A.3b, 2B.3a, 2B.3b, 2C.3a, 2C.3b, 2D.3a, 2D.3b	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	8	Jan – Mar 2020	School Counselors DASA Coordinators School Social Workers	Quantity of DASA Reports Discipline reports VADIR

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							Mental Health Team if applicable	
Respect 360 *If applicable	Trauma informed tool kit that provides students with the activities to build healthy coping skills.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A.3b, 1B.3a, 1B.3b, 2A.3a, 2A.3b, 2B.3a, 2B.3b, 2C.3a, 2C.3b, 2D.3a, 2D.3b	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	7, 8	Sept 2019 – June 2020	School Counselors Teachers	Number of student participation Pre/post assessment
Max Curriculum *If applicable	Increase interpersonal, academic and college/career skill development.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A.3b, 1B.3a, 1B.3b, 2A.3a, 2A.3b, 2B.3a, 2B.3b, 2C.3a, 2C.3b, 2D.3a, 2D.3b	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	7, 8	Sept 2019 – June 2020	School Counselors	Number of student participation Pre/post assessment
Trauma/SDQ/PTSS/ Suicide Prevention Screening	Complete risk assessments with students to assess mental state and provide further assistance if needed.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A-1C, 2A-2D, 3A-3C	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	7, 8	Sept 2019 – June 2020	School Counselors Social Worker School Psych	Number of screenings conducted
Advisory Program	Help coordinate and implement advisory program to meet social-emotional needs of students.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A-1C, 2A-2D, 3A-3C	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-	7, 8	Sept 2019 – June 2020	School Counselors School Social Worker	Number of students enrolled in advisory

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	*Advisory is specific to certain schools			SMS10, B-SS9			School Psych	
Mental Health Team	Work in collaboration with school social worker and admin to identify students in need of support. Develop and implement crisis plans for students.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A-1C, 2A-2D, 3A-3C	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	7, 8	Sept 2019 – June 2020	School Counselors School Social Worker School Psych Admin Community Partners	Meeting minutes; development of crisis plans
Mandated Reporter	Report child harm to child protective services to help students and families receive resources needed to address challenges.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A-1C, 2A-2D, 3A-3C	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	7, 8	Sept 2019 – June 2020	All	Number of reports completed

**RCSD High School
 Grades 9 – 12
 Academic Domain**

Program Service	Program Objective	NYSED Regulation	NYS SEL	ASCA Standards	Grade	Time	Staff & Resources	Evaluation
Course Selection & 4 Year Planning	Increased rigor in course placement from freshman to senior year.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b, 2C.4b, 2C.5b, 3B.4b, 3B.5b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	9 -12	Aug – Oct 2019; Dec 2019 – Feb 2020	School Counselors	Graduation rate Percentage of diploma types
Update Grade Designation	Ensure students are placed in proper grade based on credit acquisition.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b, 2C.4b, 2C.5b, 3B.4b, 3B.5b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	9 -12	Aug – Nov 2019	School Counselors Office of Accountability	Number of students at each grade level
Regents Exam Scheduling	Ensure students stay on track with graduation by taking various exams related to diploma type	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b, 2C.4b, 2C.5b, 3B.4b, 3B.5b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	9 -12	Oct - Nov 15 2019; April – May 2020	School Counselors	Number of students taking the regents exams
Grade Audit Letters	Review of grades. Share with students and families to keep	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b,	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	9 -12	Nov 2019 – May 2020	School Counselors	Number of letters sent

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	abreast about academic standing.		2C.4b, 2C.5b, 3B.4b, 3B.5b					
Confidential Data Notebook	Analyze and interpret student data to develop a success plan for student.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b, 2C.4b, 2C.5b, 3B.4b, 3B.5b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	9 -12	Nov 2019 – May 2020	School Counselors Cohort teams Grade level teams	Plans developed for students
RTI Meetings	Collaboration with admins and teachers to development and implement tier 2 & 3 interventions for individual student needs.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b, 2C.4b, 2C.5b, 3B.4b, 3B.5b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	9 -12	Oct 2019 – May 2020	School Counselors	Grades Attendance Discipline
Pre Planning PSAT/SAT Day	Work with testing coordinator and college board to coordinate PSAT /SAT day.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b, 2C.4b, 2C.5b, 3B.4b, 3B.5b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	9 -12	Aug 2019 – Oct 2019	School Counselors	Number of exams ordered
Annual Review Meetings	Collaboration with CSE to provide academic, career, and social emotional support to students with disabilities.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b, 2C.4b, 2C.5b, 3B.4b, 3B.5b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	9 -12	Sept 2019– May 2020	School Counselors CSE Admin School Social Worker	Finalized IEPs

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							Teacher	
Master Schedule Building	Collaboration with admins, registrars, teacher leaders, and students to build the master schedule, reducing conflicts, allowing for flexible scheduling.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b, 2C.4b, 2C.5b, 3B.4b, 3B.5b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	9 - 12	Sept 2019 – June 2020	School Counselors Admin Registrars	Conflict report
Attendance Referrals	Collaboration with admins and teachers to development and implement tier 2 & 3 interventions aimed at increasing attendance.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b, 2C.4b, 2C.5b, 3B.4b, 3B.5b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	9 - 12	Oct 2019 – May 2020	School Counselors Home Assistant Attendance Teams	Increased attendance rates Number of attendance referrals
Report Card Meetings	Review report cards with students/families and help devise an intervention plan.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b, 2C.4b, 2C.5b, 3B.4b, 3B.5b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	9 -12	Nov 2019 – May 2020 Each Marking Period	School Counselors Community Partners	Number of students' coded green and yellow have increased *Confidential Data Note / Roc3D
Cohort Meetings *Use of the Confidential	Collaborate with stakeholders to implement a team that reviews each students' academic,	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b,	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	9 -12	Oct 2019 – June 2020	School Counselors Cohort Team	Number of students on track for credit

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Student Data Notebook	behavior and attendance every 5 weeks. Team put into action plans to help student reach graduation and post-secondary goals.		2C.4b, 2C.5b, 3B.4b, 3B.5b			Every 5 weeks	Admin	acquisition has increased.
Parent/Teacher Conferences	Tier 2 & 3 intervention planning. Collaboration with families and community providers. Development of detailed academic, career, social/emotional plans.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b, 2C.4b, 2C.5b, 3B.4b, 3B.5b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS89	9 -12	Oct 2019 – May 2020	School Counselors Teachers Community Partners Admin	Increased grades Increased attendance Decreased discipline
Home Visits	Access to families to develop and implement tier 2 & 3 interventions for academic, career, social/emotional success	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b, 2C.4b, 2C.5b, 3B.4b, 3B.5b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	9 -12	Sept 2019 – May 2020	School Counselors Home Assistants Parent Liaisons	Increased grades Increased attendance Decreased discipline

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							School Social Workers Community Partnerships	Attend Actions Notes
Understanding My Report Card	GPA, credits, graduation requirements, test scores, and regents' scores.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b, 2C.4b, 2C.5b, 3B.4b, 3B.5b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	9 -12	Oct 2019 – Mar 2020	School Counselors	Pre/ post assessment
Parent Workshops	Provide parents with pertinent information related to academics, social-emotional and college/career development to increase family engagement.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b, 2C.4b, 2C.5b, 3B.4b, 3B.5b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	9 -12	Oct 2019 – June 2020	School Counselors Home Assistants Admin Community Partners Parent Engagement	Attendance
Individual Progress Review	Review students' academic, social emotional, attendance and college and career	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b,	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	9 -12	Oct 2019 – May 2020	School Counselors	Checklist

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	progress and help set goals for students.		2C.4b, 2C.5b, 3B.4b, 3B.5b					
Attendance Intervention Team Meetings	Development and implementation of tier 2 & 3 interventions aimed at increasing attendance.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b, 2C.4b, 2C.5b, 3B.4b, 3B.5b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	9 -12	Oct 2019 – May 2020	School Counselors Attendance Team	Attendance rates
PSAT/SAT Day	Help implement PSAT/SAT Day.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b, 2C.4b, 2C.5b, 3B.4b, 3B.5b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	9 -12	Oct 16, 2019	School Counselors Testing Coordinators School Staff Community Partners	Attendance Participation rates
PSAT/ SAT Presentations	Help students increase awareness about scores.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b, 2C.4b, 2C.5b, 3B.4b, 3B.5b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	9 -12	Dec 2019	School Counselors	Scores
Transcript Reviews	Audit: graduation requirements, diploma types, grade changes, credit corrections.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b,	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	9 -12	Sept 2019 – June 2020	School Counselors	Student review

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			2C.4b, 2C.5b, 3B.4b, 3B.5b					
Graduation Plan Meetings	Collaborate with stakeholders to plan graduation.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b, 2C.4b, 2C.5b, 3B.4b, 3B.5b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	12	May – June 2020	School Counselors School Staff Community Partners	Number of graduation meetings
Certify Graduates	Ensure graduates have the appropriate diploma type.	i.2, ii.2, ii.3, ii.4.1, ii.4	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b, 2C.4b, 2C.5b, 3B.4b, 3B.5b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	12	Sept 2019; Jan 2020; June 2020	School Counselors	Number of graduates
Regents Week	Help students prepare to take exams. Ensure students take exams to stay on course with NYS requirements.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b, 2C.4b, 2C.5b, 3B.4b, 3B.5b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	9 -12	Jan 2020; June 2020; Aug 2020	School Counselors School Staff Community Partners	Attendance Regents' scores
Academic Interventions	Development and implement tier 2 & 3 academic interventions.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b, 2C.4b, 2C.5b, 3B.4b, 3B.5b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	9 -12	Sept 2019 – June 2020	School Counselors Graded level teams Cohort teams	Progress monitoring Intervention notes

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Study Habits	Provide students with tools and tips to increase academic outcomes.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b, 2C.4b, 2C.5b, 3B.4b, 3B.5b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	9, 10	Dec 2019 – May 2020	School Counselors AVID Teachers	Pre/Post assessments
Academic Advisement	Connect with students to review academic progress and provide guidance and support.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b, 2C.4b, 2C.5b, 3B.4b, 3B.5b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	9 -12	Oct 2019 – May 2020	School Counselors	Student Feedback
Parent Communication	Create and send out parent newsletters, phone calls or texts to keep the parents abreast regarding their child.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b, 2C.4b, 2C.5b, 3B.4b, 3B.5b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	9 -12	Oct 2019 – May 2020	School Counselors Home Assistants Admin	Attend Actions
Summer School Registration	Register students for summer school to help them stay on track with NYS requirements.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b, 2C.4b, 2C.5b, 3B.4b, 3B.5b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	9 -12	May - June 2020	School Counselors	Number of students registered for summer school
Honor Roll Events	Collaborate with admin and other staff to promote academic success.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b, 2C.4b, 2C.5b, 3B.4b, 3B.5b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	9 -12	Oct 2019 – May 2020	School Counselors Admin School Staff	Number of students on honor roll

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Data Team Members	Serve as a member on the team to advocate for students.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b, 2C.4b, 2C.5b, 3B.4b, 3B.5b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	9 -12	Sept 2019 – June 2020	School Counselors Data Team	Meeting Minutes
College Board Opportunity Scholarship	Prepare students for senior year and college options via completion of college board’s scholarship challenge steps.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b, 2C.4b, 2C.5b, 3B.4b, 3B.5b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	11, 12	Oct 2019 – June 2020	School Counselors Community Partners	College Board engagement report
SAT Prep/SAT exams	Connect students to appropriate platform that provide preparation. *College Board/ Khan academy.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b, 2C.4b, 2C.5b, 3B.4b, 3B.5b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	11,12	Sept 2019 – June 2020	School Counselors	Attendance at prep program SAT scores
Order SAT Fee waivers	Order fee waivers for students that meet the criteria so that they may test for free.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b, 2C.4b, 2C.5b, 3B.4b, 3B.5b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	11,12	Sept 2019 – Oct 31, 2019	School Counselors	Number of fee waivers utilized
Senior Exit Interviews	Prepare students for post-secondary options via exit interviews.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b,	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	12	Mar-May 2020	School Counselors Admin	Qualitative feedback

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			2C.4b, 2C.5b, 3B.4b, 3B.5b				Community Partners	
Order ACT Fee waivers	Order fee waivers for students that meet the criteria so that they may test for free.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b, 2C.4b, 2C.5b, 3B.4b, 3B.5b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	11,12	Sept 2019 – Nov 2019	School Counselors	Number of fee waivers utilized
Proactive Credit Recovery Planning	Provide students with opportunity to increase academic success.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b, 2C.4b, 2C.5b, 3B.4b, 3B.5b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	9 - 12	Sept 2019 – June 2020	School Counselors Teachers Admin	Number of students enrolled; grades
Acquisition of Credit Presentations	Help students understand the importance of earning credits and staying on track with graduation requirements.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b, 2C.4b, 2C.5b, 3B.4b, 3B.5b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	9 - 12	Sept 2019 – June 2020	School Counselors	Number of students in attendance.
Counseling Curriculum: Academic goal setting *Use of Naviance if applicable	Create an academic-related SMART goal.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1A.3a, 1A.3c1B.3b, 1C.3a, 1C.3b, 2C.3b, 3B.3a, 3C.3a	M1 – M6, B-LS1-10, B-SMS1-10	9	Sept – Oct 2019	School Counselors	Number of Academic SMART Goal

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Counseling Curriculum: Transition to High School *Use of Naviance if applicable	Understanding the transition from middle to high school.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1A.3a, 1A.3c1B.3b, 1C.3a, 1C.3b, 2C.3b, 3B.3a, 3C.3a	M1 – M6, B-LS1-10, B-SMS1-10	9	Oct – Nov 2019	School Counselors	Survey completion rate
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**RCSD Grades 9-12
 College and Career Readiness Domain**

Program Service	Program Objective	NYSED Regulation	NYS SEL	ASCA Standards	Grade	Time	Staff & Resources	Evaluation
Naviance Introduction	Introduce students to Naviance Scope and Sequence career readiness activities.	i.1, i.2, i.8, ii.3	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.5a, 1C.5b, 3B.4a, 3B.4b, 3B.5a, 3B.5b	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-LS9, B-LS10, B-SS1, B-SS9	9 -12	Sept – Dec 2019	School Counselors School Staff Gear Up Programs	Naviance login rate
College Visits & Access * Connect with Student Support Center if applicable	Collaborate with various stakeholders to set up and conduct college visits and college access for students.	i.1, i.2, i.8, ii.3	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.5a, 1C.5b, 3B.4a, 3B.4b, 3B.5a, 3B.5b	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-LS9, B-LS10, B-SS1, B-SS9	Oct 2019 – May 2020	9 - 12	School Counselors Community Partners	Attendance Graduation rate College acceptance rates
ASVAB	Provide students with the option to take ASVAB to help narrow down career interest and selection. *Army recruiter can set this up for each	i.1, i.2, i.8, ii.3	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.5a, 1C.5b, 3B.4a, 3B.4b, 3B.5a, 3B.5b	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-LS9, B-LS10, B-SS1, B-SS9	9 -12	Dec 2019 – May 2020	School Counselors Army Recruiters Admin	Attendance Completed assessments

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	school and conduct onsite testing.							
CTE Pathways	Help students complete the application process for various pathways program such as cosmetology, emergency medical services and public safety.	i.1, i.2, i.8, ii.3	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.5a, 1C.5b, 3B.4a, 3B.4b, 3B.5a, 3B.5b	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-LS9, B-LS10, B-SS1, B-SS9	11,12	Sept 2019 – June 2020	School Counselors Work Based Learning Coordinators	Enrollment numbers in various programs
CTE Pathways program	Provide counseling supports for students enrolled in the program.	i.1, i.2, i.8, ii.3	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.5a, 1C.5b, 3B.4a, 3B.4b, 3B.5a, 3B.5b	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-LS9, B-LS10, B-SS1, B-SS9	11,12	Sept 2019 – June 2020	School Counselor CTE Coordinator	Mid-year and end of the year report
Access VR	Collaborate with school social worker to identify and enroll students with disabilities in program that will assist with employment and independent living.	i.1, i.2, i.8, ii.3	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.5a, 1C.5b, 3B.4a, 3B.4b, 3B.5a, 3B.5b	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-LS9, B-LS10, B-SS1, B-SS9	11,12	Sept 2019 – May 2020	School Counselors School Social Worker Teachers	Number of applications completed
Rochester Area College Panel	Introduce students to the opportunities at local area colleges.	i.1, i.2, i.8, ii.3	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.5a, 1C.5b,	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-	10 -12	TBD	School Counselors	Number of attendees

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			3B.4a, 3B.4b, 3B.5a, 3B.5b	LS9, B- LS10, B- SS1, B-SS9				
Job Applications * Connect with Student Support Center if applicable	Collaborate with stakeholders to assist students with job applications and readiness.	i.1, i.2, i.8, ii.3	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.5a, 1C.5b, 3B.4a, 3B.4b, 3B.5a, 3B.5b	M-2, M-4, M-5, M-6, B- LS4, B-LS7, B-LS8, B- LS9, B- LS10, B- SS1, B-SS9	9 -12	Oct 2019 – May 2020	School Counselors Community Partners	Number of applications completed, rate of hire
Summer of Opportunity * Connect with Student Support Center if applicable	Assist students with enrolling in summer work opportunities via the City of Rochester.	i.1, i.2, i.8, ii.3	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.5a, 1C.5b, 3B.4a, 3B.4b, 3B.5a, 3B.5b	M-2, M-4, M-5, M-6, B- LS4, B-LS7, B-LS8, B- LS9, B- LS10, B- SS1, B-SS9	9 -12	TBD	School Counselors Community Partners Parents	
National College Fair	Coordinate and encourage attendance of fair. Expose students to colleges.	i.1, i.2, i.8, ii.3	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.5a, 1C.5b, 3B.4a, 3B.4b, 3B.5a, 3B.5b	M-2, M-4, M-5, M-6, B- LS4, B-LS7, B-LS8, B- LS9, B- LS10, B- SS1, B-SS9	10 -12	TBD	School Counselors	Number of students in attendance
Historical Black College and University Fair (HBCU)	Diversify options for students by coordinating and encouraging attendance of fair.	i.1, i.2, i.8, ii.3	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.5a, 1C.5b, 3B.4a, 3B.4b, 3B.5a, 3B.5b	M-2, M-4, M-5, M-6, B- LS4, B-LS7, B-LS8, B- LS9, B-	11, 12	Nov 18 2019	School Counselors Community Partners	Number of students in attendance

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	Expose students to HBCUs.			LS10, B-SS1, B-SS9			HBCU team	
HBCU Road Show	Students learn about the history, and benefits of attending a HBCU.	i.1, i.2, i.8, ii.3	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.5a, 1C.5b, 3B.4a, 3B.4b, 3B.5a, 3B.5b	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-LS9, B-LS10, B-SS1, B-SS9	11, 12	Oct 21 – Nov 1 st 2019	School Counselors Admin Community Partners HBCU team	Number of students in attendance Number of schools participating
STEAM Day	Introduce students to science, technology, engineering, art and math career paths.	i.1, i.2, i.8, ii.3	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.5a, 1C.5b, 3B.4a, 3B.4b, 3B.5a, 3B.5b	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-LS9, B-LS10, B-SS1, B-SS9	9, 10	Nov 8 2019	School Counselors Teachers Strategic Partnerships	Number of students in attendance
Skills USA/ Career Assessment	Collaborate with the CTE department to prepare students for Career & Technical Education skills and assessments.	i.1, i.2, i.8, ii.3	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.5a, 1C.5b, 3B.4a, 3B.4b, 3B.5a, 3B.5b	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-LS9, B-LS10, B-SS1, B-SS9	11, 12	Sept 2019 – June 2020	School Counselors Work Based Learning Coordinators Career Financial Management Teachers	Number of students taking Skills USA or Career assessment
Work Based Learning	Help connect, monitor and track	i.1, i.2, i.8, ii.3	1B.4a, 1B.4b, 1B.5a, 1B.5b,	M-2, M-4, M-5, M-6, B-	11, 12	Sept 2019 –	School Counselors	Number of students that

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	students' work based learning opportunities and hours.		1C.5a, 1C.5b, 3B.4a, 3B.4b, 3B.5a, 3B.5b	LS4, B-LS7, B-LS8, B-LS9, B-LS10, B-SS1, B-SS9		June 2020	Work Based Learning Coordinators	qualify for WBL
College Application Process	Applications, transcript requests and SAT score via Naviance.	i.1, i.2, i.8, ii.3	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.5a, 1C.5b, 3B.4a, 3B.4b, 3B.5a, 3B.5b	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-LS9, B-LS10, B-SS1, B-SS9	12	Sept 2019 – May 2020	School Counselors Gear Up	Number of applications processed, college acceptance rates
Decision Day: College /Career Bound Ceremony	Collaborate with Gear Up, Mayor's office and various community partners to conduct an event that celebrates students' post-secondary decisions.	i.1, i.2, i.8, ii.3	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.5a, 1C.5b, 3B.4a, 3B.4b, 3B.5a, 3B.5b	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-LS9, B-LS10, B-SS1, B-SS9	12	April – May 2020	School Counselors Gear Up Community partners	Number of confirmed post-secondary options.
College Parade	Ramp up college going culture for students with parade activity.	i.1, i.2, i.8, ii.3	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.5a, 1C.5b, 3B.4a, 3B.4b, 3B.5a, 3B.5b	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-LS9, B-LS10, B-SS1, B-SS9	12	Sept 2019 – May 2020	School Counselors Gear Up	Attendance
Senior Launch Guide	Senior Launch Guide helps students navigate through	i.1, i.2, i.8, ii.3	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.5a, 1C.5b,	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-	12	Sept 2019 – May 2020	School Counselors	Graduation survey

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	college and career processes.		3B.4a, 3B.4b, 3B.5a, 3B.5b	LS9, B-LS10, B-SS1, B-SS9			RIT Gear Outreach Specialists	Post-secondary options review
FAFSA	Partner with RCAN and various community based organization to help students complete financial aid process.	i.1, i.2, i.8, ii.3	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.5a, 1C.5b, 3B.4a, 3B.4b, 3B.5a, 3B.5b	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-LS9, B-LS10, B-SS1, B-SS9	12	Oct 2019 – Dec 2019	School Counselors Rochester College Access Network Community Partners Parents	Percentage of completed FAFSA Attendance for FAFSA FEST events
MCC Instant Application Days	Collaborate with MCC to help students enroll in college.	i.1, i.2, i.8, ii.3	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.5a, 1C.5b, 3B.4a, 3B.4b, 3B.5a, 3B.5b	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-LS9, B-LS10, B-SS1, B-SS9	12	Oct 2019 – May 2020	School Counselors Gear Up	Number of students attending Number of students accepted.
Letters of Recommendations	College and career readiness indicators, personal qualities, activities and achievements.	i.1, i.2, i.8, ii.3	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.5a, 1C.5b, 3B.4a, 3B.4b, 3B.5a, 3B.5b	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-LS9, B-LS10, B-SS1, B-SS9	12	Sept – Dec 2019	School Counselors School Staff Community Partners	Graduation rate Percentage of students applying to college

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Resumes	Objective, experience, volunteer work, extra-curricular activities.	i.1, i.2, i.8, ii.3	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.5a, 1C.5b, 3B.4a, 3B.4b, 3B.5a, 3B.5b	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-LS9, B-LS10, B-SS1, B-SS9	9 -12	Sept 2019 – May 2020.	School Counselors Community Partners English teachers	Completed resume in Naviance
Rochester Children’s Scholarship Fund	Encourage students to reach academic goals. Provide incentive based upon grades.	i.1, i.2, i.8, ii.3	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.5a, 1C.5b, 3B.4a, 3B.4b, 3B.5a, 3B.5b	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-LS9, B-LS10, B-SS1, B-SS9	Sept 2019 – May 2020	9	School Counselors	Number of students referred
Scholarship Days	Work collaboratively with stakeholders and students to assist with scholarships completion.	i.1, i.2, i.8, ii.3	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.5a, 1C.5b, 3B.4a, 3B.4b, 3B.5a, 3B.5b	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-LS9, B-LS10, B-SS1, B-SS9	Oct 2019 – May 2020	11,12	School Counselors Community Partners AKA Sorority	Number of scholarships completed
College Awareness Night	Introduction to college process.	i.1, i.2, i.8, ii.3	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.5a, 1C.5b, 3B.4a, 3B.4b, 3B.5a, 3B.5b	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-LS9, B-LS10, B-SS1, B-SS9	Oct 2019 – May 2020	11, 12	School Counselors Admin Home Assistant	Attendance Survey

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GEARUP Support	Work in collaboration with gear up to connect students to services that will help them meet their goals.	i.1, i.2, i.8, ii.3	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.5a, 1C.5b, 3B.4a, 3B.4b, 3B.5a, 3B.5b	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-LS9, B-LS10, B-SS1, B-SS9	Sept 2019 – May 2020	12	School Counselors Gear Up Outreach Specialist Student Support Center Personnel	Number of students in program
Naviance Life Readiness	Use Naviance curriculum to increase development and post-secondary readiness for students.	i.1, i.2, i.8, ii.3	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.5a, 1C.5b, 3B.4a, 3B.4b, 3B.5a, 3B.5b	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-LS9, B-LS10, B-SS1, B-SS9	Sept 2019 – June 2020	9 -12	School Counselors School Staff RIT/ Urban League Gear Up	Completion rates
Naviance eDocs	Students request documentation to be sent via eDocs to help complete the college admissions process. Counselors check eDocs weekly to send requested documents.	i.1, i.2, i.8, ii.3	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.5a, 1C.5b, 3B.4a, 3B.4b, 3B.5a, 3B.5b	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-LS9, B-LS10, B-SS1, B-SS9	Sept 2019 – May 2020	12	School counselors Gear Up	Naviance Insights

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National Collegiate Athletes Association (NCAA)	Works in collaboration with Athletic Director to ensure schools are in line with eligibility requirements to become an NCAA certified school. Help students athletes meet goals.	i.1, i.2, i.8, ii.3	1A.3a, 1A.3c1B.3b, 1C.3a, 1C.3b, 2C.3b, 3B.3a, 3C.3a	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-LS9, B-LS10, B-SS1, B-SS9	12	Sept 2019 – May 2020	School Counselors Athletic Directors Admin	Number of NCAA certified schools
Career Day	Work collaboratively to plan a career day. Students will be introduced to a variety of careers based on Career Zone, MyNextMove or Naviance data.	i.1, i.2, i.8, ii.3	1A.3a, 1A.3c1B.3b, 1C.3a, 1C.3b, 2C.3b, 3B.3a, 3C.3a	M-2, M-4, M-5, M-6, B-LS4, B-LS7, B-LS8, B-LS9, B-LS10, B-SS1, B-SS9	10, 11	Apr – May 2020	School Counselors Community Partners Admin	Survey

**RCSD Grades 9 – 12
 Social/Emotional Domain**

Program Service	Program Objective	NYSED Regulation	NYS SEL	ASCA Standards	Grade	Time	Staff & Resources	Evaluation
Restorative Circles	Tier 1 Community Building Circles/ Tier 2 & 3 Repairing Harm Circles.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A-1C, 2A-2D, 3A-3C	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	9 -12	Sept 2019 – June 2020	School Counselors Student Support Personnel School Staff Community Partners	Qualitative feedback Discipline rate
Help Zone Referrals	Refer students to help zone to de-stress as needed.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A-1C, 2A-2D, 3A-3C	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	9 -12	Sept 2019 – June 2020	School Counselors Admin School Staff	Number of referrals
Mediation	Build conflict resolution skills.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A-1C, 2A-2D, 3A-3C	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	9 -12	Sept 2019 – June 2020	School Counselors Admin School Staff	Discipline

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							Community Partners	
Meet the School Counselor Sessions	Identify school counselors: role and location/ Understand how, when, and why to meet with the school counselor Relationship building.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A-1C, 2A-2D, 3A-3C	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	9 -12	Sept – Nov 2019	School Counselors	Survey
Crisis Intervention	Individual and group responsive services.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A-1C, 2A-2D, 3A-3C	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	9 -12	Sept 2019 – June 2020	School Counselors Student Support Personnel	Crisis Intervention Log
Team Building Activities	Conduct activities that will increase team building skills with students.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A-1C, 2A-2D, 3A-3C	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	9 -12	Sept 2019 – June 2020	School Counselors Community Partners Teachers	Number of activities conducted
Town Hall Meetings	Meet quarterly in collaboration with admin team to address cohort/class goals with each grade level.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A-1C, 2A-2D, 3A-3C	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-	9-12	Oct 2019 – May 2020	School Counselors Admin School Staff	Number of students in attendance.

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				SMS10, B-SS9			Community Partners	
Group Counseling	Collaborate with various community based partners to conduct group counseling activities for students to address needs.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A-1C, 2A-2D, 3A-3C	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	9 -12	Nov 2019 – May 2020	School Counselors School Social Worker School Psych Community Partners	Number of students receiving group counseling
Trauma/SDQ/PTSS/ Suicide Prevention Screening	Complete risk assessments with students to assess mental state and provide further assistance if needed.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A-1C, 2A-2D, 3A-3C	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	9 - 12	Sept 2019 – June 2020	School Counselors Social Worker School Psych	Number of screenings conducted
Advisory Program	Help coordinate and implement advisory program to meet SEL needs of students. *Advisory is specific to certain schools.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A-1C, 2A-2D, 3A-3C	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	9 - 12	Sept 2019 – June 2020	School Counselors Social Worker	Number of students enrolled in advisory

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							School Psych Admin	
Mental Health Team	Work in collaboration with school social worker and admin to identify students in need of support. Develop and implement crisis plans for students.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A-1C, 2A-2D, 3A-3C	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	9 -12	Sept 2019 – June 2020	School Counselors Social Worker School Psych Admin Community Partners	Meeting minutes; development of crisis plans
Mandated Reporter	Report child harm to child protective services to help students and families receive resources needed to address challenges.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A-1C, 2A-2D, 3A-3C	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	9 -12	Sept 2019 – June 2020	All	Number of reports completed
9th Grade Entry Interviews	Students participate in mock interviews to prepare them to	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b,	M-3, M-4, M-5, B-LS7, B-LS8, B-	9	Dec 2019– Jan 2020	School Counselors Admin	Qualitative feedback

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	transition into high school.		2C.4b, 2C.5b, 3B.4b, 3B.5b	LS10, B-SMS8			Teachers Community Partners	
Respect 360 If applicable	Trauma informed tool kit that provides students with the activities to build healthy coping skills.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A.3b, 1B.3a, 1B.3b, 2A.3a, 2A.3b, 2B.3a, 2B.3b, 2C.3a, 2C.3b, 2D.3a, 2D.3b	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	9 -12	Sept 2019 – June 2020	School Counselors Teachers	Number of student participation ; Pre/post assessment
Max Curriculum If applicable	Increase interpersonal, academic and college/career skills development.	i.1, i.2, i.3, i.4, i.5, i.6, i.7, i.8. ii.4	1A.3b, 1B.3a, 1B.3b, 2A.3a, 2A.3b, 2B.3a, 2B.3b, 2C.3a, 2C.3b, 2D.3a, 2D.3b	M1, M2, B-SMS1, B-SMS2, B-SMS6, B-SMS7, B-SMS10, B-SS9	9 -12	Sept 2019 – June 2020	School Counselors	Number of student participants; Pre/post assessment
Test Support Presentations	Test anxiety coping strategies.	i.2, ii.2, ii.3, ii.4.1, ii.4.6	1B.4a, 1B.4b, 1B.5a, 1B.5b, 1C.4a, 1C.4b, 1C.5a, 1C.5b, 2C.4b, 2C.5b, 3B.4b, 3B.5b	M-3, M-4, M-5, B-LS7, B-LS8, B-LS10, B-SMS8	9 - 12	Dec 2019 – Jan 2020; May – June 2020	School Counselors Testing team Community Partners Gym Teachers	Pre/post assessments

Appendix A: Naviance Scope and Sequence Activities

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Indicates Optional Task

Middle School Scope and Sequence					
Grade	CCLR Alignment	Objective	Naviance Activity	Data Point(s)	Timelines/Deadlines
7	Academic Skills	Create an academic-related SMART goal (10 minutes)	Task is marked complete when the student creates an academic SMART goal. Aligned Naviance Curriculum: Habits for Success (7.5)	% of students with a 7 th Grade Academic SMART Goal	September 1 st – October 31 th Deadline: 10/31/2019
7	Academic Skills	Identify habits that lead to success (30 minutes)	Task is marked complete when the student completes Learning Style Inventory. Aligned Naviance Curriculum: How I Learn (7.4)	% of students with completed Learning Style Inventory assessment	September 1 st – October 31 st Deadline: 10/31/2019
7	Social Emotional Learning	Understand how to overcome obstacles (20 minutes)	Student watches Roadtrip Nation Interview videos and task is marked complete when the student completes a custom survey that ask them to reflect on how leaders overcame obstacles to achieve success. Aligned Naviance Curriculum: Overcoming Obstacles (7.3)	% of students with completed 7 th Grade Roadtrip Nation custom survey	December 1 – January 31 st . Suggested Day: December 6 th , Half day for students. Deadline: 01/31/2020
7	Social Emotional Learning	Understand the skills needed to build self-confidence (10 minutes)	Task is marked complete when the student creates a personal SMART goal. Aligned Naviance Curriculum: Listening to Myself (7.1)	% of students with a 7 th Grade Personal SMART Goal	December 1 st – January 31 st . Suggested Day: December 6 th , Half day for students.

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					Deadline: 01/31/2020
7	Interpersonal Skills	Understand how to successfully work with a team of peers (15 minutes)	Task is marked complete when the student completes a teamwork reflection survey. Aligned Naviance Curriculum: Teamwork (7.7)	% of students with completed Teamwork reflection survey	April 1 st – May 29 th Suggested day: March 6 th , 2020, Half day for students Deadline: 5/29/2020
7	Career Knowledge	Create a career-related SMART goal (10 minutes)	Task is marked complete when the student creates a career-related SMART goal. Aligned Naviance Curriculum: Career Scavenger Hunt (7.10)	% of students with a 7 th Grade Career SMART Goal	April 1 st – May 29 th Suggested day: March 6 th , 2020, Half day for students. Deadline: 5/29/2020
7	Social Emotional Learning	Understand income and expenses (20 minutes)	Task is marked complete when the student completes a financial literacy reflection survey.	% of students with completed Financial Literacy reflection survey	
7	College Knowledge	Understand the cost of college (20 minutes)	Task is marked complete when the student completes the custom Cost of College Survey that asks students to compare the cost of college at various post-secondary institutions. Aligned Naviance Curriculum: What College Costs (7.15)	% of students with completed Cost of College custom survey	
Grade	CCLR Alignment	Objective	Naviance Activity	Data Point(s)	
8	Academic Skills	Understand how to manage time wisely (15 minutes)	Task is marked complete when the student completes a time management reflection survey. Aligned Naviance Curriculum: Time Management (8.13)	% of students with completed Time Management reflection survey	September 1, 2019 – October 31 th , 2019. Deadline: 10/31/2019
8	Social Emotional Learning	Understand how to cope with stressful situations (15 minutes)	Task is marked complete when the student completes a stressful situation reflection survey. Aligned Naviance Curriculum: Working Through Stress (8.2)	% of students with completed Stressful Situation custom survey	September 1, 2019 – October 31 th , 2019. Deadline: 10/31/2019

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8	Interpersonal Skills	Join school- and community-related activities (20 minutes)	Task is marked complete when the student creates or updates their resume. Aligned Naviance Curriculum: Re-imagining Success (8.3)	% of students with a saved resume draft in Resume Builder	November 1 st , 2020 – December 20 th , 2020 Due Date: 12/20/2020. *Partner with community based organizations to have them present to class *Students can use resume for Summer of Opportunity.
8	Transition Skills	Prepare for life in high school (20 minutes)	Task is marked complete when the student completes a custom Transition to High School Survey that ask them to reflect on their transition to high school. Aligned Naviance Curriculum: My High School Preview (8.14)	% of students with completed Transition to High School custom survey	January 2, 2020 – February 28, 2020. Due Date: 2/28/2020. *Use this to support school choice application process
8	Social Emotional Learning	Understand career interests and preferences (20 minutes)	Task is marked complete when the student completes the Career Cluster Finder Aligned Naviance Curriculum: Connecting Interests and Careers (8.4)	% of students with completed Career Cluster Finder assessment	February 1, 2020 – March 31 st , 2020 Due Date: 3/ 31/2020
8	Career Knowledge	Identify career clusters of interest (5 minutes)	Task is marked complete when the student saves at least 2 career clusters of interest. Aligned Naviance Curriculum: My Career Path (8.6)	% of students with at least 2 saved career clusters of interest	February 1, 2020 – March 31 st , 2020 Due Date: 3/31/2020
8	Social Emotional Learning	Understand the value of taking risks (20 minutes)	Student watches Roadtrip Nation Interview videos and task is marked complete when the student completes a custom survey that ask them to reflect on how leaders took risks to achieve success. Aligned Naviance Curriculum: What’s Your Road? (8.5)	% of students with completed 8 th Grade Roadtrip Nation custom survey	
8	College Knowledge	Understand options available to pay for college (15 minutes)	Task is marked complete when the student completes a custom survey that asks them to identify different options available to pay for college. Aligned Naviance Curriculum: My Financial Aid Options (8.11)	% of students with completed Paying for College custom survey	

High School Scope and Sequence					
Grade	CCLR Alignment	Objective	Naviance Activity	Data Point(s)	Deadline
9	Academic Skills	Create an academic-related SMART goal (10 minutes)	Task is marked complete when the student creates an academic SMART goal. Aligned Naviance Curriculum: Mastering Homework (9.3)	% of students with a 9 th Grade Academic SMART goal	September 1, 2019 – October 31 th , 2019. Deadline: 10/31/2019
9	Transition Skills	Understand the transition to high school (20 minutes)	Tasks is marked complete when the student completes a custom 9 th Grade Transition Survey that asks students to identify high school fears, options, and opportunities. Aligned Naviance Curriculum: My High School Plan (9.12)	% of students with completed 9 th Grade Transition custom survey	October 1 – November 22 nd Due Date: 11/22/ 2019.
9	Social Emotional Learning	Identify Strengths (30 minutes)	Task is marked complete when the student completes the StrengthsExplorer Assessment. Aligned Naviance Curriculum: My StrengthsExplorer (9.4)	% of students with completed StrengthsExplorer assessment	February 1 st - March 31 st . Due Date: 3/31/ 2020
9	Career Knowledge	Create a career-related SMART goal (10 minutes)	Task is marked complete when the student creates a career-related SMART goals. Aligned Naviance Curriculum: My Life’s Work (9.2)	% of students with a 9 th Grade Career SMART goal	April 1 st – May 29 th Due: 5/29/2020
9	Interpersonal Skills	Participate in Extracurricular Activities (15 minutes)	Task is marked complete when the student creates or updates their resume. Aligned Naviance Curriculum: My High School Resume (9.8)	% of students with a saved resume draft in Resume Builder	
9	College Knowledge	Understand components of a college application (15 minutes)	Task is marked complete when the student completes a custom Mock College Application survey. Aligned Naviance Curriculum: Anatomy of a College Application (9.15)	% of students with completed Mock College Application custom survey	
9	College Knowledge	Understand methods on how to pay for college (15 minutes)	Task is marked complete when the student completes a custom survey that asks them to identify different types of financial aid available for college. Aligned Naviance Curriculum: How to Pay for College (9.14)	% of students with completed Types of Financial Aid custom survey	

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Grade	CCLR Alignment	Objective	Naviance Activity	Data Point(s)	
10	Academic Skills	Create academic-related SMART goal (10 minutes)	Task is marked complete when the student creates an academic SMART goal. Aligned Naviance Curriculum: Connecting My Courses and Careers (10.6)	% of students with a 10 th Grade Academic SMART goal	September 1, 2019 – October 31 th , 2019. Deadline: 10/31/2019
10	Social Emotional Learning	Identify Personal Qualities (20 minutes)	Task is marked complete when the student completes the Do What You Are Assessment. Aligned Naviance Curriculum: My Favorite Qualities (10.2)	% of students with completed Do What You Are assessment	September 1, 2019 – October 31 th , 2019. Deadline: 10/31/2019
10	Interpersonal Skills	Participate in Extracurricular Activities (10 minutes)	Task is marked complete when the student creates or updates their resume. Aligned Naviance Curriculum: Enhancing My Resume (10.9)	% of students with a saved resume draft in Resume Builder	November 1 st , 2020 – December 20 th , 2020 Due Date: 12/20/2020. *Partner with community based organizations to have them present to class *Students can use resume for Summer of Opportunity.
10	College Knowledge	Conduct a college search (15 minutes)	Tasks is marked complete when the student completes a SuperMatch College Search. Aligned Naviance Curriculum: My College Options (10.10)	% of students with completed SuperMatch College Search	February 1 st - March 31 st . Due Date: 3/31/ 2020
10	Career Knowledge	Identify careers of interest (25 minutes)	Task is marked complete when the student adds at least 3 careers to their Favorites List. Follow up activity to Do What You Are assessment Aligned Naviance Curriculum: What's Your Road? (10.4)	% of students with at least 3 careers saved to their Favorites List	April 1 st – May 29 th Due: 5/29/2020
10	College Knowledge	Understand the meaning of expected family contribution (15 minutes)	Task is marked complete when the student completes a custom FAFSA 4Caster Reflection Survey that asks them to reflect on what they've learned from complete the FAFSA 4Caster. Aligned Naviance Curriculum: What Debt Looks Like (10.8)	% of students with completed FAFSA 4Caster Reflection custom survey	
10	Social Emotional Learning	Identify interests (20 minutes)	Task is marked complete when the student completes the Career Interest Profiler assessment.	% of students with completed Career Interest Profiler	

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Grade	CCLR Alignment	Objective	Naviance Activity	Data Point(s)	
10	Interpersonal Skills	Understand how to communicate effectively online (10 minutes)	Aligned Naviance Curriculum: Participating in My Life (10.1) Task is marked complete when the student completes a custom Professional Email Survey that asks them to draft professional emails based on various scenarios.	% of students with completed Professional Email custom survey	
11	Academic Skills	Take the PSAT, SAT, and/or ACT (n/a – automatic with score upload)	Task is marked complete when the student has a PSAT, SAT, and/or ACT score added to their profile. Aligned Naviance Curriculum: My Test Prep Plan (11.6)	% of students with PSAT, SAT, and/or ACT score added to their profile	October 16 th , 2019 is PSAT/SAT DAY Scores uploaded by district level.
11	Social Emotional Learning	Understand how to overcome challenges (15 minutes)	Student watches Roadtrip Nation Interview videos and task is marked complete when the student completes a custom survey that ask them to reflect on how leaders overcame obstacles to achieve success. Aligned Naviance Curriculum: Challenging Myself (11.4)	% of students with completed Roadtrip Nation custom survey	September 1, 2019 – October 31 th , 2019. Deadline: 10/31/2019
11	Interpersonal Skills	Understand effective communication practices (20 minutes)	Task is marked complete when the student completes a custom survey Communication Practices survey that asks them how to communicate in person and online Aligned Naviance Curriculum: My Support Network (11.7)	% of students with completed Communication Practices custom survey	October 1 – November 22 nd Due Date: 11/22/ 2019.
11	Interpersonal Skills	Participate in Extracurricular Activities (20 minutes)	Task is marked complete when the student creates or updates their resume. Aligned Naviance Curriculum: Extracurricular Activities (11.1)	% of students with a saved resume draft in Resume Builder	November 1 st , 2020 – December 20 th , 2020 Due Date: 12/20/2020. *Partner with community based organizations to have them present to class *Students can use resume for Summer of Opportunity.

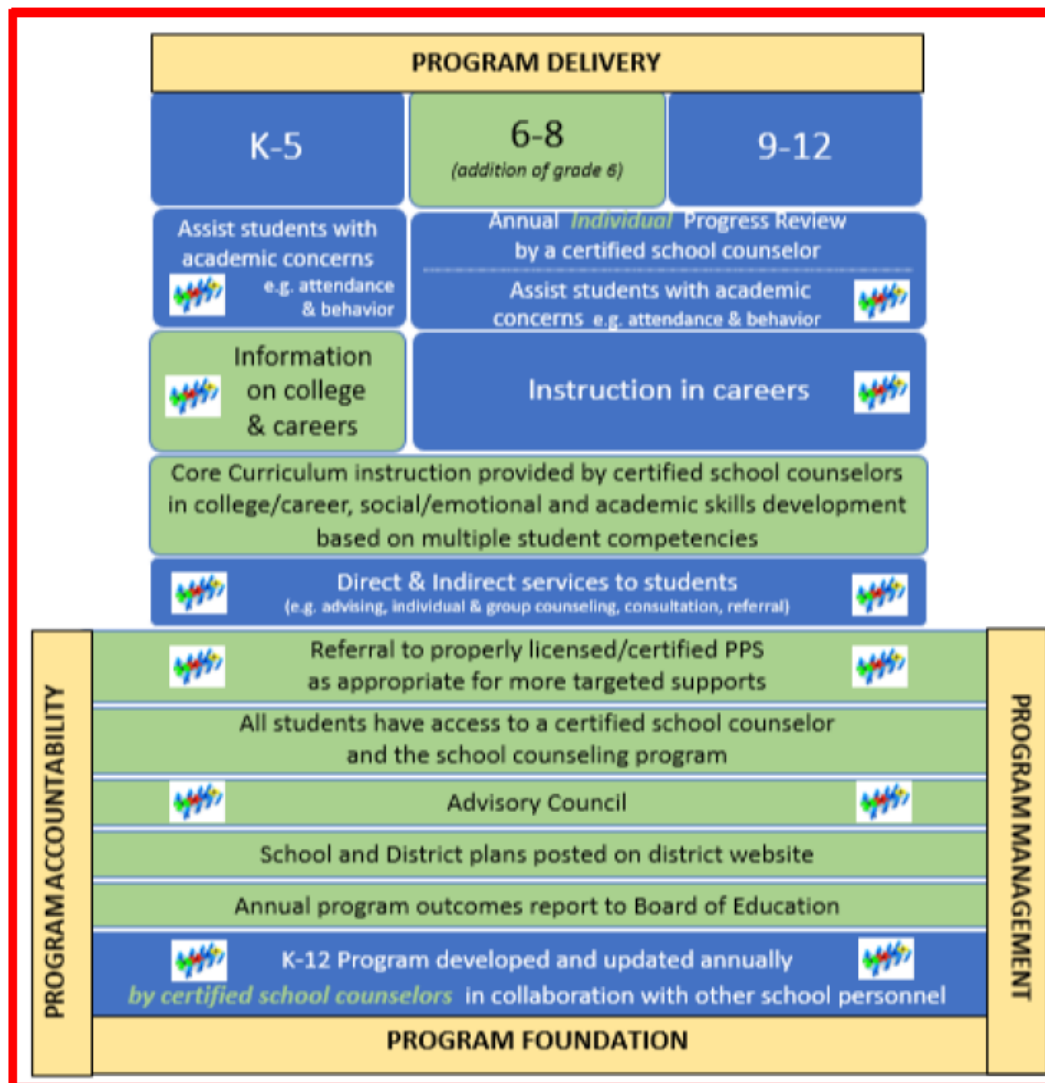
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11	Career Knowledge	Identify careers and college majors of interest (15 minutes)	Task is marked complete when the student completes a custom Transition to College survey that asks them to identify college majors of interest. Aligned Naviance Curriculum: My Career Goals (11.2)	% of students with completed Transition to College custom survey	April 1 st – May 29 th Due: 5/29/2020
11	Social Emotional Learning	Understand unique personal qualities (20 minutes)	Task is marked completed when the student completes the MI Advantage assessment. Aligned Naviance Curriculum: What Makes Me Unique? (11.1)	% of students with completed MI Advantage assessment	
11	College Knowledge	Understand the factors that lead to right college fit (15 minutes)	Tasks is marked complete when the student completes a custom survey asking about the factors to consider when selecting a post-secondary institution Aligned Naviance Curriculum: College Fit (11.8)	% of students with completed College Choice survey	
11	College Knowledge	Complete a college search (15 minutes)	Tasks is marked complete when the student completes a SuperMatch College Search. Aligned Naviance Curriculum: College SuperMatch (11.9)	% of students with completed SuperMatch College Search	
Grade	CCLR Alignment	Objective	Naviance Activity	Data Point(s)	
12	College Knowledge	Finalize college application list (10 minutes)	Task is marked complete when the student adds at least 3 post-secondary institutions to their application list. Aligned Naviance Curriculum: My College Applications (12.1)	% of students with at least 3 institutions saved to their Applications list	October 1 – November 22 nd Due Date: 11/22/ 2019.
12	College Knowledge	Make a plan to pay for college (20 minutes)	Tasks is marked complete when the student completes a custom FAFSA/ EFC Calculator survey that asks them to reflect on the FAFSA application process Aligned Naviance Curriculum: FAFSA 4Caster (12.10)	% of students with completed FAFSA/ EFC Calculator custom survey	October 1 – November 22 nd Due Date: 11/22/ 2019.
12	Career Knowledge	Create career-related SMART goal (10 minutes)	Task is marked complete when the student creates a career-related SMART goals. Aligned Naviance Curriculum: Being Career Ready (12.3)	% of students with a Career-Related SMART goal	February 1 st - March 31 st . Due Date: 3/31/ 2020
12	Transition Skills	Choose a postsecondary option (20 minutes)	Task is marked complete when the student completes a Graduation Survey that asks them to identify their intended post-secondary pathway.	% of students with completed Graduation Survey	May 1, 2020 – June 12 th Due: 6/12/2020

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12	Social Emotional Learning	Understand how to overcome obstacles (15 minutes)	Student watches Roadtrip Nation Interview videos and task is marked complete when the student completes a custom survey that ask them to reflect on how leaders overcame obstacles to achieve success.	% of students with completed Roadtrip Nation custom survey	
12	College Knowledge	Complete a scholarship search (10 minutes)	Task is marked complete when the student completes a scholarship search. Aligned Naviance Curriculum: Types of Scholarships (12.6)	% of students with completed scholarship search	
12	Transition Skills	Evidence of postsecondary plan (10 minutes)	Task is marked complete when the student uploads evidence of their post-secondary plan. This evidence may include: college admissions letter, employment verification or offer letter, military enlistment, career prep program, or union acceptance	% of students with uploaded postsecondary plan evidence	

Appendix B: Part 100.2 (j)



Appendix C: Part 100.2(j) Implementation Assessment

NYSED Regulations Part 100.2(j) Implementation Assessment

1= None 2= Beginning 3= Developing 4= In Full Practice IMPLEMENTATION RATING	1	2	3	4
Each district shall have a guidance program for all students:				
(i) The K-6 school counseling program:				
(i.1) is designed in coordination with the teaching staff				
(i.2) prepares students to participate effectively in their current and future educational programs				
(i.3) includes interventions for students with attendance problems				
(i.4) includes interventions for students with academic problems				
(i.5) includes interventions for students with behavioral problems				
(i.6) includes interventions for students with adjustment problems				
(i.7) educates students concerning avoidance of child sexual abuse				
(i.8) encourages parental involvement				
(ii) The 7-12 school counseling program is delivered by school counselors with the assistance of teachers and other staff				
(ii.1) includes the services of personnel certified or licensed as school counselors				
(ii.2) includes an annual review of each student's educational progress and career plans by a certified school counselor				
(ii.3) includes instruction at each grade level to help students learn about careers & career planning skills				
(ii.4) includes other advisory and individual and/or group counseling provided by school counselors; or school psychologists or school social workers in cooperation with school counselors				
(ii.4.1) enables students to benefit from the curriculum				
(ii.4.2) provides interventions for students with attendance problems				

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(ii.4.3) provides interventions for students with academic problems				
(ii.4.4) provides interventions for students with behavioral problems				
(ii.4.5) provides interventions for students with adjustment problems				
(ii.4.6) provides advisement on developing and implementing postsecondary education and career plans				
(ii.4.7) encourages parental involvement				
(iii) The school district plan:				
(iii.1) The school district plan:				
(iii.2.1) includes program objectives which describe expectations of what students will learn from the program				
(iii.2.2) includes activities to accomplish the objectives				
(iii.2.3) includes specification of staff members and other resources assigned to accomplish objectives				
(iii.2.4) includes provisions for the annual assessment of program results				
(iii.3) is reviewed annually and revised as necessary				

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