# Laurens Central School District

## K-12 Comprehensive Counseling Services Plan

## 2026-2027

Ross Gardner - Elementary Counselor

Katie Russell - Secondary Counselor

Kelly Gardner - School Psychologist

Paige Smith - Counseling Department Secretary

## Laurens Central School Mission Statement

Working cooperatively with the home and community, Laurens Central School will create a learning environment conducive to ensuing student success. We will provide opportunities to prepare all students to become active and responsible citizens in a multicultural democratic society. Laurens Central School will provide the knowledge and skills necessary for successful life-long learning.

## Counseling Department Statement

Laurens School Counseling mission, vision, goals, and activities conducted to achieve them are directly aligned with the American School Counseling Association (ASCA) and NYS Learning Department Standards. School counselors should possess the knowledge, abilities, skills, and attitudes necessary to establish the foundation of a school counseling program aligned with the ASCA National Model. ASCA National Standards for Counselors can be found in the Appendix.

### Goals:

- The LCS School Counseling Department will help all students develop the skills necessary to reach their full potential academically, emotionally, socially, and aligned with their career goals.
- To provide a comprehensive and collaborative partnership with all members of the school community (including families, supportive community agencies, and services) to meet our school district's needs.
- To implement a school counseling program that is data-driven, proactive, prevention-based, developmentally appropriate, and supports the district's mission and goals.

### PK-12 Counseling Overview:

Our PK-12 School Counseling Program provides academic, college/career, and social-emotional readiness. We provide our students with individual, group, IEP/504, crisis, and classroom counseling. We also provide our students with instructions and resources to help improve their academic skills and prepare them for college, the workforce, or the military. We believe that:

- All students have worth.
- All students can learn, achieve their full potential, and should be given the opportunity to do so.
- All students have the right to participate in the school counseling program.
- All ethnic, cultural, racial, gender, socio-economic status, and ability levels are considered in the planning and implementation of the school counseling program.
- Counselors advocate for all students.

## Counseling Department Staff

**607-432-2050 ext. 1240**

Ross Gardner, Elementary Counselor PK-6

rgardner@laurenscs.org

Katie Russell, Secondary Counselor 7-12

krussell@laurenscs.org

Kelly Gardner, School Psychologist

kgardner@laurenscs.org

Paige Smith, Counseling Department Secretary

psmith@laurenscs.org

## Counseling Department Advisory Council Members

Ross Gardner, School Counselor (Chairperson)

Katie Russell, School Counselor

Paige Smith, Counseling Department Secretary (Meeting Minutes)

Lindsey Gifford, Director of Instructional Support Services

Katie Lossi, Building Principal

Kelly Gardner, School Psychologist

TBD, Elementary Teacher

TBD, Secondary Teacher

TBD, Parent Representative

TBD, Student Representative

TBD, Community Representative

The council will meet at least twice annually to review counseling program goals, implementation, student outcome data, counseling department needs, and recommendations for program improvement. The council will provide an annual update to the board.

## Role of a School Counselor

The role of a school counselor is constantly changing and growing over time, making one of their roles to change and grow as well. This includes continuing their education, participating in professional development, and staying up to date on the latest standards and best practices. It is essential for school counselors to advocate for their students so that those students can succeed by collaborating with them, their parents/guardians, teachers, and administrators.

School counselors help students reach their goals and/or find solutions to issues they face related to academics, college and career decision making, social life, mental and emotional health, and social-emotional learning. While working with the school counselors, students learn essential skills that will help them achieve their goals, solve the problems they face, and use those skills throughout their lives. These skills include conflict: resolution, empathy, time management, self-motivation, collaboration/cooperation with others, coping skills for different mental health issues, communication, and more.

## Appropriate Responsibilities of School Counselors (ASCA)

- Individual student academic planning and goal setting
- School counseling classroom lessons based on student success standards
- Short-term counseling to students
- Referrals for long-term counseling/support
- Collaboration with families/teachers/administrators/community for student success
- Advocacy for students at individual education plan meetings and other student-focused meetings
- Data analysis to identify student issues, needs, and challenges
- Acting as a systems change agent to improve equity and access, achievement, and opportunities for all students

## Alignment with ASCA Student Standards

Counseling curriculum, individual student planning, group counseling and targeted interventions will be aligned with appropriate ASCA Student Standards (link found in the appendix). Specific standards will be identified within the individual lesson plans, counseling curriculum maps, and interventions plans as appropriate.

# NYS Education Department Commissioner's Regulations

**PART 100.2 (j) Guidance Programs:**

1. Public Schools. Each school district shall have a guidance program for all students.
    a. 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.
    b. In grades 7-12, the guidance program shall include the following activities or services:
        i. 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;
        ii. 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;
        iii. 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 school social workers in cooperation with school counselors; and
        iv. the services of personnel certified or licensed as school counselors
    c. 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 a 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.

## Delivery Systems

**Direct Services** with students are face-to-face interactions between students and the counselors. Examples of these services include IEP counseling, classroom lessons, group counseling, individual counseling, student planning, field trips, etc.

**Indirect Services** are provided on behalf of the students by the counselor, but not face-to-face interactions with the students. These are the results of the counselor's interactions with other staff members, family members, or professionals in the community. Examples of these services include referrals, collaboration, parent meetings, consultation, etc.

**Current Counseling Program Activities**

| Grade Level | Program Activity or Service | Domain(s) (Academic, S/E, College/Career) | Program Objectives/ Goals | Delivery Method | Evaluation methods & Assessments |
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| P-12 | New Student Orientation (Individual/Group) | Academic | Engage with new students in school and community. Make them feel welcome and comfortable. | Parent meeting with counseling secretary or group orientation nights. Teachers and Admin may also speak. | SchoolTool records, visitation records, student attendance records. |
| 6 | 7th grade orientation night | Academic | Talk to 6 graders and parents at the end of the year to discuss 7th grade and prepare them for middle school. | Parent night assembly led by elementary counselor. Teachers and Admin may also speak. | Attendance at orientation. |

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| 8 | 9th grade orientation night | Academic | Talk to 8th graders and parents at end of the year about high school, 9th grade schedule, graduation requirements, diploma types, etc. | Parent night assembly led by secondary counselor. Teachers and admin may also speak. | Attendance at orientation. |
| 12 | Senior night | Academic, College/ Career | Typically, right before the open house. Counselor meets with seniors and parents providing important information that they will need to focus on, and college, career, and scholarship information. | Group meeting led by secondary counselor. | Attendance of event |
| 12 | College application process | Academic, College/ Career | The secondary counselor meets with and assists seniors throughout their college application process. | Individual meetings with seniors throughout the year. | Completion of college applications, number of colleges applied, acceptance to colleges |
| 11, 12 (9, 10) | College/Military Rep Visits | College/ Career | Throughout the year, college reps from multiple colleges will be invited to come talk to juniors and seniors about the college and its programs. 9th & 10th graders can come if time/room is left. Representatives from the military also come in throughout the year to talk to students. | Can be done by having a table outside lunchroom or group meeting in the guidance office. | Number of students that stop at table, number of students who attend group meetings. |

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| 12 | College application month | Academic, College/ Career | NYS Program is administered by the secondary counselor to increase the number of students applying to college and improve the quality of their applications. | Individual and group meetings with seniors. Scheduled time for computer lab to be used. | Number of students working on applications. Applications finished. Data college by NY CAM. |
| 11-12 | College Visits | College/ Career | Counselors will plan/take juniors and seniors on field trips to visit and tour different colleges throughout the year. Students are also able to take virtual tours of colleges. | Counselors, Counseling Secretary, Teachers, Class Advisors, CFES. | Field trip attendance, number of college applications. |
| 12 | Financial Aid Night | College/ Career | Parents and seniors are given information packets and a presentation about financial aid for college, different ways to receive it, and the process. | Group meeting or assembly led by Secondary Counselor and/or College F.A. Director. | Attendance at event. |
| 11, 12 | Junior and Senior College Scholarships/Clark Scholarship | Academic, College/ Career | Juniors and Seniors are given opportunities to apply for college scholarships throughout the year. This includes the Clark scholarship for seniors. The secondary counselor distributes the applications when released. Some scholarships, such as Clark, will require interviews. | Group or individual meetings with the secondary counselor. | Number of applications completed and awarded. |
| P-12 | SchooLinks | College/ Career, Academic, Social/ Emotional | This online program utilized by a majority of staff can assist them with/ be used to teach | Counselors, Teachers, Students, Parents. | Number of College applications. Teacher/ Student usage. |

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| | | | students a wide range of topics. Counselors and teachers can teach built-in SEL and college/career lessons, have students check in with them using a frequent survey, give career/personal interest surveys, assist students with the college application process, and much more. Students, and parents, can use this to work on multiple activities, contact counselors, looks at careers, apply to college, and more. Counselors and Teachers can keep track of all their progress, along with run reports for data analysis. | | Student social/ emotional, college/ career knowledge. College application and acceptance rate. Employment rate. Student self-advocacy |
| P-12 | Career Exploration | College/ Career, Academic | Counselors and teachers utilize career exploration tools (ex: SchooLinks) to assist students on their career exploration journey. | Elementary Counselor, Secondary Counselor, Teachers | Graduation Rates, Employment rate post-graduation, employment rate during high school, college admission. |
| 12 | Graduation Awards Committee | Academic, College/ Career | The Secondary Counselor will be a member on the Graduation Awards Committee (with other teachers and admin) to determine which scholarships will be awarded with which seniors appropriately. | Secondary Counselor, Teachers, Admin | Report Cards, Transcripts, Scholarships received. |

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| 10, 11 | Peer Mentoring and Leadership | Academic, Social/ Emotional | Sophomores and Juniors are grouped with 1-3 7th graders (depending on class size) and assist them with a wide range of situations and issues. | Teachers | Report cards, attendance, number of students in class, success and satisfaction of 7th graders. |
| 11-12 | HCCC, HVCC, D.L. Info Presentation and Classes | Academic, College/ Career | Juniors and Seniors can take college-level courses for college credit through Herkimer County Community College, Hudson Valley Community College, or Distance Learning. A college rep or the secondary counselor will do a presentation on the benefits of taking college classes in high school. | Secondary Counselor, College Reps, Teachers. | Number of students taking College courses, Report Cards, Transcript, College acceptance. |
| 7-12 | Youth-Tutoring-Youth Program | Academic, College/ Career | Students can work with a teacher to assist them with a class and tasks related to the class. Students will need a rubric from the teacher, approval from the principal, and cannot be younger than or have siblings in the class they want to work with. | Secondary Counselor, Principal, Teachers | Report cards, student connections, graduation rate. |
| 7-12 | Working Papers | College/ Career | Students can obtain and renew their working papers in the counseling office. | Counseling Department Secretary | Number of students who get their working papers, employment. |
| 9-12 | Job Shadowing Program | Academic, College/ Career | With approval from admin, students can shadow an employer that fits their career field of interest. They would receive | Admin, Secondary Counselor | Report card, employment, college acceptance, post-secondary internship |

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| | | | course credit for this. | | |
| 5, 8, 10 | BOCES Visits and Road show | Academic, College/ Career | Counselors will plan a time for BOCES to come talk to 10th graders about the different CTE programs the have to offer. The counselors will also schedule and plan separate field trips to take 5th, 8th, and 10th graders to visit and tour BOCES and see their programs | Counselors, Counseling Secretary | Number of students who attend the field trip, number of students who apply for a CTE program. |
| 10-12 | PSAT, SAT, ACT information | Academic, College/ Career | The Secondary Counselor will go in and talk to 10th-12th graders about the PSATs, SATs, and ACTs, where they can take them (if not here), where to sign up, how to prepare, and why take them. | Secondary Counselor | Number of students who sign up for tests. |
| 3-12 | Testing | Academic, College/ Career | Counselors will work with Admin and teachers to help administer local, state, and national tests. These include NYS Testing for 3-8th graders, PSATs for Juniors (and sophomores), SATs and ACTS, Regents, and local assessments. | Counselors, Admin, Teachers | Test Results, College acceptance, Report Cards, Transcripts. |
| P-12 | Special Ed Programming | Academic, Social/ Emotional, College/ Career | To help students with disabilities and/or accommodations earn a diploma, the counselors help with transitional planning, attend CSE meetings, provides counseling | Elementary, Secondary Counselors, school psych, Admin (Director or CSE) | Meeting CSE/IEP/504 goals, grades, program referrals being used, graduation rate. |

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| | | | services, academic support, and referrals for additional resources. The counselors also consult with the CSE Committee. | | |
| P-12 | Academic Record Keeping and Review | Academic | The counselors and secretary work with teachers and admin to review students' academic records and programming. This includes SchoolTool data, report cards, permanent record folders, transcripts, school profile, etc. | Counselors, Counseling Secretary, Teachers, Admin. | Accurate data, report cards, school profile, SchoolTool, Transcripts. |
| P-12 | Master Schedule | Academic | Counselors and secretary will assist the principal in creating the master schedule each year. This includes gathering information on what classes students want to take, what teachers want to teach, scheduling committees, student needs, etc. | Counselors, Counseling Secretary, Admin, Teachers | Report cards, course results, test results. |
| P-12 | Scheduling All Students (including new to district) | Academic | The counselors and secretary will review students' academic records to place them in desired courses or courses appropriate to help them graduate. Counselors will also consult with both elementary and secondary teachers to make sure student placements and groups are best for the students. The counseling team | Counselors, Counseling Secretary, Admin, Teachers | Report cards, Transcripts, SchoolTool, course results. |

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| | | | also makes schedule changes and maintains the scheduling records in SchoolTool. | | |
| 6-12 | Annual Review | Academic, Social/ Emotional, College/ Career | At the end of the year counselors meet with 6-11th grade students to review the year, schedule, and talk about the upcoming year. Counselors also get recommendations from teachers (such as from accelerating students). This includes class presentations for 6th graders and middle school students, senior meetings, individual/group meetings with students, and developing/ reviewing 4-year plans with 8th-12th grade students. | Counselors, Teachers, Admin | Ineligibility list numbers decrease, increase in students taking challenging classes. |
| 9-12 | Post-Secondary planning | Academic, College/ Career | The counseling department will also create informational packets for juniors, seniors, and their parents, calculate/keep track of class rank of HS students each year, and the evaluation/ processing of graduation candidates. | Counselors, Counseling Secretary. | College acceptance, Scholarship awarded, employment, military membership, dropout rate, on time graduation. |
| P-12 | Field Trips | Academic, College/ Career | Counselors and Teachers will plan and take students in different grade levels on fields trips throughout the year that are related to college and career | Elementary and Secondary Counselor, Counseling Department Secretary, Teachers | College acceptance, employment, graduation rate, number of students with post- |

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| | | | exploration. This is to get younger students to start thinking about what they want to do in the future and help older students make more concrete decisions about their futures. | | graduation plans. |
| P-12 | At-Risk Student Support | Academic, Social/ Emotional, College/ Career | The counseling department will work to identify and support students at risk. This includes checking ineligibility reports, grades, attendance reports, consulting with teachers/admin, meeting with parents, meeting with the student or individual counseling, referral to outside resources, etc. | Counselors, Counseling Secretary, Teachers, Admin, Parents. | Reports, Ineligibility report, decrease dropout rate, increase student satisfaction and academic performance. |
| P-12 | Individual Counseling | Social/ Emotional | Counselors will make short-term individual counseling available to all students in the building. Counselors will make referrals to outside mental health counselors if students need long-term counseling. | Elementary Counselor, Secondary Counselor. | Increase in student mental health, decrease in dropout rates, report cards, graduation rate. |
| P-12 | Group Counseling | Social/ Emotional | Counselors will provide students with counseling in a group setting (3-5) to teach appropriate coping skills, social/emotional skills, cooperation, conflict resolution, and more. | Elementary and Secondary Counselors | Increase in student mental health, decrease in student conflicts, report cards, graduation rate. |

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| P-12 | IEP/504 Counseling | Social/ Emotional | Counselors will provide counseling services (individual or group) who have it listed on their IEP/504. Counseling will be based on the frequency and goals listed in the student's plan. | Elementary and Secondary Counselors, Director of Instructional Support Services | Increase in student mental health, graduation rate, success rate of special education students, report cards, decrease in behavioral issues. |
| P-12 | Crisis Counseling | Social/ Emotional | Counselors will provide immediate counseling to students in crisis when needed. In certain cases, the counselor will perform a risk assessment on the student to determine if they need to be sent for an evaluation. Admin will be updated throughout the process. The Counselor will work admin, teachers, parents, and the student to have a plan in place to keep them safe and let them talk to the counselor when needed. | Elementary and Secondary counselor, Admin. | Increase in student mental health, decrease in frequent at-risk students. |
| P-12 | Therapeutic Crisis Intervention for Schools (TCIS) Certification | Social/ Emotional, Academic | Counselors, Admin, and some staff are trained & certified in TCIS de-escalation techniques to better support students in crisis or that have a background of trauma. This also gives staff a better understanding of how trauma can affect students and their ability to learn. | Counselors, Admin, Staff. | Students' success rate, ability to stay in class, frequency/ length of outburst/ crisis, students' ability to cope with situations crisis, report cards, graduation rate |

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| P-12 | Classroom Lessons | Social/ Emotional, Academic, College/ Career | Counselors will go into classrooms to talk to students about a variety of subjects (career exploration, scholarships, college, graduation requirements, etc.) and/or teach different SEL lessons based on ASCA curriculum and standards. Students also receive important lessons in their classes, such as FACS, Health, and Consumer Math. | Elementary and Secondary Counselor, Teachers. | Graduation rate, college acceptance, employment, student mental health, number of student conflicts. |
| 10 | CFES Sophomore Summit | Academic, College/ Career | Sophomores can attend a conference style event with a variety of college and career exploration activities, typically including a college fair. | Secondary Counselor, Counseling Department Secretary, Teachers. | Graduation rate, college acceptance rate, employment, report card. |
| K-6 | PAX | Social/ Emotional | PAX is a set of classroom strategies to help students learn important self-management skills while collaborating to make their classroom a peaceful and productive learning environment. | Teachers, Elementary Counselor, Admin | Decrease in behavioral problems, decrease in disruptions, report cards, discipline referrals. |
| K-6 | Zones of Regulation | Social/ Emotional | Slow implementation of Z.O.R. to help our elementary students better identify and communicate their emotions/needs using research-backed methods. Strategies used include color coded | Elementary Counselor, Teachers, Students | Decrease in disruptions, behavioral issues, discipline referrals, and emotional outbursts. Increase in student self-advocacy and |

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| | | | emotion identification chart, common language used across classrooms, activity sheets, posters, etc. | | self-regulation skills. |
| P-12 | Assemblies | Social/ Emotional | Counselors will plan age-appropriate assemblies throughout the year to educate students on important topics (vaping, trauma, drug abuse, healthy relationships, etc.) | Elementary and Secondary Counselors, Admin, Guest Speaker | Decrease in student vape/drug use, increase in student mental health, |
| P-12 | Meetings/Consultation | Social/ Emotional, Academic, College/ Career | Counselors will consult with other appropriate staff members in the building and meet with teachers, admin, community agencies and services, students, and parents to ensure that students are as successful and mentally healthy as possible. This also gives staff members and parents the opportunity to express any relevant concerns they may have. | Elementary and Secondary Counselors, Teachers, Admin, Students, Parents. | Student success rate, increase in student mental health, report cards, dropout rate, graduation rate. |
| P-12 | SEL Committee | Social/ Emotional | Counselors will take part in the SEL (Social Emotional Learning) Committee (consisting of admin and teachers). This committee helps present curriculum and visions/goals related to SEL curriculum to staff that they will then use to help educate | Elementary and Secondary Counselors, Teachers, Admin | Increase in staff cohesion, student success rate, discipline referrals, report cards, graduation rate. |

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| | | | students to further their success. | | |
| P-12 | Other Committee involvement meetings and memberships | Social/ Emotional, Academic, College/ Career | Counselors will take part in various other committees and meetings. Examples include weekly department meetings, scheduling committee, graduation committee, ASCA & NYSSCA memberships, OCCA meetings, CSE meetings, BOCES meetings, CFES meetings, DL committee, Attendance meetings, etc. | Elementary and/or Secondary Counselor | Graduation rate, number of student opportunities, increase in counseling department community involvement, Staff Cohesion |
| 7-12 | Flex Period | Social/ Emotional | Flex period is the first 20 minutes of the day and allows students to not only have a "soft" start to their day, but also allows them to build a connection with a staff member in the school. Building this connection allows them to have at least one trusted adult they feel safe/comfortable going to when something is wrong. Having this soft start to the day also allows them to do a variety of different things that they may need to do to start the day off right (ex: get breakfast, use the locker room showers, go to their lockers, etc.) | Teachers, Secondary Counselor, Admin | Increase in student mental health, dropout rates decrease, attendance increase, report cards, discipline referrals. |

## Program Evaluation, Development, and Accountability

After each school year, the program will be reviewed and evaluated to determine its effectiveness. It will then be adjusted and updated based on feedback and to also stay up to date on best practices and standards. To do all of this, feedback from the advisory council and any data collected from pre/posttests, surveys, grades, attendance records, discipline referrals, and other means will be used.

To maintain accountability, counselors will use SCUTA (daily/weekly time management system) and monthly calendars to keep track of their time and activities. They will also use the program assessments and evaluations to keep track of the effectiveness of their interventions and curriculum.

## Appendix

ASCA Standards for school counselors:

- https://www.schoolcounselor.org/getmedia/a8d59c2c-51de-4ec3-a565-a3235f3b93c3/SC-Competencies.pdf

ASCA Standards for students:

https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/Mindsets-Behaviors.pdf

https://static.pdesas.org/content/documents/ASCA_National_Standards_for_Students.pdf

NYS Education Department Learning Standards:

https://www.nysed.gov/standards-instruction/nys-p-12-learning-standards-content-area

*Note: This plan was developed using the expertise of the counseling department along with ASCA standards

## Advisory Council Information 2025-26

Advisory Council Meeting 11/13/2025 Agenda

- Welcome! - Refreshments and Food

- Introductions
  - New Secretary!
- Elementary roles and data
  - Review of role
  - SchooLinks update!
  - Classrooms
  - Time use
- Secondary roles and data
  - Review of role
  - College/Career Exploration
  - Time use and other handouts
- Goals moving forward
- Student support services/School Psychologist
- Discussion, comments, feedback

Advisory Council Meeting 6/16/2026 Agenda

- Welcome! - Refreshments and Food
- Introductions
  - New Secretary!

- Elementary roles and data
    - Review of role
    - Classrooms
    - Time use
    - SchooLinks Update
    - Goals for summer/next year
- Secondary roles and data
    - Review of role
    - updates
    - Time use and other handouts
- Discussion, Comments, Feedback

**Elementary Classroom Lessons 25-26**

Class Lesson Tracker 2025-26.docx

**PowerPoint Presentation Links**

2526 fall advisory council.pptx

Advisory Council End of Year 202526.pptx