

School Counseling Plan

Introduction

School counselors play a significant role in improving student achievement and serve as student and systems advocates. They apply their professional training in schools in order to support student academic success. Through a comprehensive school counseling program of developmental, preventive, remedial and responsive services, school counselors address academic development, career development and personal/social development of students.

Through leadership, advocacy, collaboration and data analysis, school counselors will focus on the goal of improving student achievement, provide the necessary behavioral support to students and create the changes necessary to impact the system. As leaders and advocates, school counselors will promote, assess and implement this Comprehensive K-8 School Counseling Plan.

School Counselors will use disaggregated data to drive program and activity development which will enable them to meet the needs of all students and close the achievement gap. The school counseling program will be data driven and will be evaluated annually and modified based on results to ensure that every student achieves success.

Through the use of a data-driven/results-based and standards-based model, school counselors will follow the recommended practice of providing:

- Counseling
- Coordination
- Consultation
- Advocacy
- Teaming and Collaboration

The School Counselors assist students to make sure their needs are being addressed to create students to become well-adjusted adults. Comprehensive school counseling programs, aligned with school, district and state missions, promote academic achievement and success for all students as they prepare for the ever-changing world of the 21st century

Wyoming Central School District has examined their current counseling practices and services and has aligned them with the American School Counseling Association (ASCA), the ASCA National Model and the expectations of the New York State Education Department.

New York State Education Department Part 100 of the Commissioner's Regulation School Counseling Programs

Pursuant to Part 100 of the New York State Education Department, listed in Part 100 of the Commissioner's Regulations, school counseling/guidance programs are defined as follows:

- (1) Public Schools: Each school district shall have a guidance program for all students.
 - (i.) 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.
 - (ii.) In grades 7-12, the school counseling program shall include the following activities and services:
 - a.) An annual review of each student's educational progress and career plans, with such reviews 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 the 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 educational 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 shall be provided by certified or licensed school psychologists or certified or licensed school social workers in cooperation with certified and licensed school counselors; and

d.) The services of personnel certified or licensed as school counselors.

iii.) 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. Such plan should 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; specifications of the staff members and other resources assigned to accomplish the objectives; provisions for the annual assessment of the program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

What is a School Counseling Program?

A School Counseling Program is “comprehensive in scope, preventative in design and developmental in nature.” It is designed so that the majority of the school counselor’s time is spent in direct service to all students so as to ensure that every student receives the maximum benefit from the program.

A comprehensive school counseling program focuses on what all students from pre-kindergarten through grade 12 should know and understand in three domain areas: academic, career, and personal/social with an emphasis on academic success for every student.

The program is preventive in design with a purpose of conveying specific skills and learning opportunities in a proactive and preventive manner. School counselors design programs and services to meet the needs of students at the appropriate developmental stages. Therefore, their responsibilities should be directed toward program delivery and direct counseling services.

The standard for academic development is to implement strategies and activities that support and maximize student learning. This would include “acquiring knowledge and skills that contribute to effective learning in school and across the life span, employing strategies to achieve success in school and understand the relationship of academics to the world of work, life at home and in the community.”

The standard for career development is to provide a foundation for “acquiring skills, attitudes and knowledge that enables students to make a successful transition from school to the world of work and from job to job across the life career span.”

The standard for personal/social development is to provide a foundation for personal and social growth as the students’ progress through school and into their adult life. “Personal/social development includes the acquisition of skills, attitudes and knowledge that help students understand and respect self and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of our society.”

A school counseling program:

Reaches every student

Is comprehensive in scope

Is preventative in design

Is developmental in nature

Is an integral part of the educational program for student success Is implemented by a credentialed school counselor

Is conducted in collaboration with all stakeholders Uses data to drive program decisions

Monitors student progress

Benefits of a Comprehensive School Counseling Program

Comprehensive developmental school counseling programs have a positive impact on students, parents or guardians, teachers, administrators, boards of education, school counselors and other student services personnel, post secondary institutions and the community. The benefits to each of these groups include the following:

Benefits for Students

- Ensures every student receives the benefits of the school counseling program.
- Assists students in acquiring knowledge and skills in academic, career, and personal/social development.
- Ensures equitable access to educational opportunities.
- Provides strategies for closing the student achievement gap.
- Supports development of skills to increase student success.
- Facilitates career exploration and development.
- Monitors data to facilitate student improvement.
- Fosters advocacy for students.
- Develops decision-making and problem solving skills.
- Assists in acquiring knowledge of self and others.
- Assists in developing effective interpersonal relationship skills.
- Provides school counseling services for every student.
- Increases the opportunity for adult - youth relationships.
- Encourages positive peer relationships.
- Fosters a connectedness to school.
- Fosters resiliency factors for students.

Benefits for Parents

- Provides support in advocating for their children's academic, career and personal/social development.
- Supports partnerships in their children's learning and career planning.
- Ensures academic planning for every student.
- 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.
- Provides informational workshops.
- Connects to community and school-based services.
- Provides data on student progress.
- Ensures every child receives access to school counseling services.
- Promotes a philosophy that some students need more and seeks to ensure they receive it.

Benefits for Teachers

- Provides an interdisciplinary team approach to address student needs and educational goals.
- Increases collaboration between school counselors and teachers.
- Provides opportunities for co-facilitation of classroom guidance lessons.
- Supports the learning environment.
- Provides consultation to assist teachers in their guidance and advisement role.
- Promotes a team effort to address developmental skills and core competencies.
- Supports classroom instruction.
- Promotes supportive working relationships.
- Increases teacher accessibility to the counselor as a classroom presenter and resource person.
- Positively impacts school climate and the learning environment.

Benefits for Administrators

- Aligns the school counseling program with the school's academic mission.
- Provides a school counseling program promoting student success.
- Provides a proactive school counseling curriculum addressing student needs and enhancing school climate.
- Provides a program structure with specific content.
- Assists administration to use school counselors effectively to enhance learning and development for all students.
- Uses data to develop school counseling goals and school counselor responsibilities.
- Provides a system for managing and evaluating the effectiveness of the school counseling program.
- Monitors data for school improvement.
- Provides data for grant applications and funding sources.
- Enhances community image of the school counseling program.

Benefits for the Board of Education

- Provides a rationale for implementing a school counseling program.
- Ensures that a quality school counseling program is available for every student.
- Demonstrates the need for appropriate levels of funding.
- Articulates appropriate credentials and staffing ratios.
- Informs the community about school counseling program success.
- Supports standards-based programs.
- Provides data about improved student achievement.
- Provides a basis for determining funding allocations for the school counseling program.
- Furnishes program information to the community.
- Provides ongoing information about student acquisition of competencies and standards through school counseling program efforts.

Benefits for School Counselors

- Defines responsibilities within the context of a school counseling program.
- Provides a clearly defined role and function in the educational system.
- Supports access to every student.
- Provides direct service to every student.
- Provides a tool for program management, implementation and accountability.
- Seeks to eliminate non-school counseling activities.
- Recognizes school counselors as leaders, advocates and change agents.
- Ensures the school counseling program's contribution to the school's mission.

Benefits for Student Services Personnel

- Defines the school counseling program.
- Provides school psychologists, social workers, and other professional student services personnel with a clear understanding of the role of the school counselor.
- Fosters a positive team approach, which enhances cooperative working relationships and improves on individual student success.
- Uses school counseling data to maximize benefit to individual student growth.
- Increases collaboration for utilizing school and community resources.

Benefits for Post-secondary Education

- Enhances articulation and transition of students to post-secondary institutions.
- Prepares every student for advanced educational opportunities.
- Motivates every student to seek a wide range of substantial, post-secondary options, including college.
- Encourages and supports rigorous academic preparation.
- Promotes equity and access to post-secondary education for every student.

Benefits for the Community

- Provides an increased opportunity for collaboration and participation of community members with the school program.
- Builds collaboration, which enhances a student's post-secondary success.
- Creates community awareness and visibility of the school counseling program.
- Enhances economic development through quality preparation of students for the world of work.
- Increases opportunities for business and industry to participate actively in the total school program.
- Provides increased opportunity for collaboration among counselors, business, industry, and communities.
- Provides a potential work force with decision-making skills, pre-employment skills, and increased worker maturity.
- Supports the academic preparation necessary for students' success in the workforce.

Adapted from the American School Counseling Association National Model

Role of a School Counselor

The school counselor's leadership is important to the successful implementation of the programs at the schools. In their leadership role, school counselors serve as change agents, collaborators and advocates. Through the use of data analysis, school counselors will work to improve student success and ensure educational equity for all students. They will collaborate with other professionals to influence systemic change and advocate for students by using strong communication, consultation and leadership skills.

School counselors advocate for students' educational needs and work to ensure that these needs are addressed at every level of the school experience. They believe, support and promote every student's goals to achieve success in school. Through their leadership, advocacy, collaboration and counseling, school counselors reduce barriers so that students increase their opportunities for success.

School counselors team with all stakeholders to develop and implement responsible educational programs that support the achievement for every student. They create effective working relationships among students, professionals and support staff, parent/guardians and community members. They are essential collaborative partners who enhance the educational opportunities of students and families.

School counselors assess the school for systemic barriers to academic success. They use data to ensure equity and access to a rigorous curriculum, which will maximize post-secondary options.

The school counselor:

- Serves as a leader who is engaged in systems-wide change to provide academic and behavioral supports for the success of all students.
- Plays a leadership role within the school counseling program and develops activities to implement and evaluate the program. The school counselor works collaboratively with other stakeholders in making decisions about the school counseling program.
- Provides individual and group counseling services to meet the developmental, preventive and remedial needs of students.
- Consults with students, parents, teachers and other school and community personnel to assist in meeting the needs of students.
- Coordinates all counseling services for students and assists with the coordination and implementation of student services in the school.
- Interprets test results and other student data. The counselor also works with teachers with the educational placement of students by using appropriate educational assessment strategies

- School counselors, using their leadership, advocacy, teaming and collaboration, and data driven decision-making skills work toward ensuring that every student will have access to a quality and equitable education.
- Adheres to ethical standards of the counseling profession, and abides by the laws, policies and procedures that govern the schools. The counselor participates in professional associations and professional development opportunities, when available.

The Practice of the Traditional School Counselor (Service Driven Model)	The Practice of the Transformed School Counselor (Data-driven and standards-based model)
<ul style="list-style-type: none"> • Counseling 	<ul style="list-style-type: none"> • Counseling
<ul style="list-style-type: none"> • Consultation 	<ul style="list-style-type: none"> • Consultation
<ul style="list-style-type: none"> • Coordination of services 	<ul style="list-style-type: none"> • Coordination of services
	<ul style="list-style-type: none"> • Leadership
	<ul style="list-style-type: none"> • Advocacy
	<ul style="list-style-type: none"> • Collaboration and Teaming
	<ul style="list-style-type: none"> • Managing resources
	<ul style="list-style-type: none"> • Use of data
	<ul style="list-style-type: none"> • Use of Technology

New York State Certification Requirements for School Counselors

The strategic goal of the Board of Regents is to provide New York State educational systems with certified, qualified and well trained professionals to serve all students. School counselors in New York State must meet the following requirements:

Provisional certification:

- 1) A Baccalaureate Degree from a regionally accredited institution of higher education.
- 2) Graduate Study in School Counseling: 30 credits: School counseling courses are specifically for individuals preparing for a career as a school counselor.
- 3) College Internship/Supervised Practice: The college-supervised internship must be a part of an approved school counselor program. The internship/practice is generally the culminating experience of a program leading to a state certificate in school counseling.
- 4) Child Abuse Identification Workshop.
- 5) School Violence Prevention Workshop.
- 6) Fingerprinting Clearance.

Permanent certification:

- 1) Satisfaction of the above requirements.
- 2) Master's Degree.
- 3) Additional Graduate Work-30 additional semester hours in school counseling.
- 4) Experience: Two years in a pupil personnel service position in a public or approved independent elementary and or secondary school.
- 5) United States Citizenship.

Elements of a Comprehensive K-12 School Counseling Plan

In 2003, the American School Counselor Association (ASCA) published The ASCA National Model: A Framework for School Counseling Programs. This model has been researched and successfully implemented throughout the country. The model includes four components. The four components are: Foundation, Delivery System, Management System and Accountability. Information learned through the accountability process contributes to the continuous improvement of the school counseling program.

Foundation

The Foundation includes the set of beliefs and philosophy which guides the program, the mission and three student outcome domains of academic development, career development and personal/social development. These create the “*what*” of the program; what every student will know and be able to do, what every student will receive as a benefit of a school counseling program.

Delivery System

The Delivery System defines the implementation process and components of the comprehensive model including the school counseling curriculum, individual student planning, responsive services and system support. The Delivery System addresses “*how*” the program will be implemented.

Management System

The Management System includes the organizational process and tools that may be used to deliver the comprehensive school counseling program. The tools may include use of data, action plans and calendars. The Management System addresses the “*when*” (calendar and action plan) and “*how*” (use of data), “*who*” will implement and *on what authority* (Superintendent and/or School Board).

Accountability

The Accountability demonstrates the effectiveness the work of the school counselor in measurable terms. This necessitates the collection and use of data that support and link the school counseling program to student academic and behavioral success. It answers the question: “*How are students different as a result of the program?*” This will be arrived at through the use of data. The Accountability System measures the school counseling program’s progress toward and impact on academic achievement, graduation rates, post-secondary options, school climate, attendance, etc.

Adapted from the ASCA National Model for School Counseling Programs

Philosophy Statement

The Wyoming Central School District's Comprehensive School Counseling Program is built on the assumption that certain educational, career and personal objectives are attainable when school counseling for all students is provided.

The School Counseling Plan plays a critical role in supporting our District's mission statement. This multifaceted plan involves all members of the school community. The School Counselors in tangent with the Psychologist provide direct counseling services to all students. The counseling program's objectives are incorporated into curriculum, special activities, and school policies and practices.

The Wyoming Central School District's School Counseling Program provides for:

- A systematic approach to school counseling services and programs.
- Specific developmentally appropriate goals for all students.
- Identification of factors impacting student achievement in support of student progress and success.
- Accountability of the school counseling program.
- Program development, evaluation and revision through the use of data.

School Counselor Beliefs

The school counselors in the Wyoming Central School District believe:

○ **Student Rights**

- All District students have the right to be served by the school counseling program.
- All District students shall have access to a school counselor to discuss and receive advisement with regard to academic, career, and personal/social concerns.

○ **School Counselors**

- School counselors will provide guidance to students and parents/guardians in monitoring academic progress and high school planning.
- Ongoing professional development is necessary to maintain a quality school counseling program.
- All school counselors shall abide by the professional ethics of guidance and counseling as advocated by the American School Counselor Association.

○ **School Counseling Program**

- The school counseling program should be consistent with expected developmental stages of learning.
- The school counseling program activities shall be planned and coordinated by the counseling staff.
- The school counseling program shall be managed by appropriately state-certified counseling staff.
- The professional mandates and guidelines proposed by the national and state school counselor associations shall continue to set standards for the school counseling program.
- The school counseling program shall continue to be sensitive to the needs of its diverse student population.
- The school counseling program shall have specified age appropriate goals.

- The school counseling program shall be implemented in coordination with other representatives of the school and community.
- The school counseling program shall utilize the many combined resources of the community.
- The school counseling program shall be evaluated on specified goals.

The school counseling plan will be enhanced by the professional contribution of school psychologist.

American School Counseling Association (ASCA) National Standards

School counselors are actively committed to eliminating obstacles that students face and help them understand that the choices they make will affect their educational and career options in the future.

The ASCA National Standards for students ensures that all aspects of school counseling are considered for students to meet their academic, career and social/personal needs. The Standards offer an opportunity for school counselors, school administrators, faculty, parents and members of the community to engage in dialogue about expectations for students' academic success and the role of the school counseling program in enhancing student learning.

The National Standards have and will continue to be used as a guide to design and implement programs and establish school counseling as an integral component of the academic mission of the schools and will ensure that all students have access to the school counseling program as part of their learning experience.

The National Standards describe what the students should know and be able to do within the educational system. School Counselors use them to help students achieve their highest potential.

In accordance with the ASCA National Standards, school counseling program facilitates student development in three broad domains (academic development, career development, personal/social development). Each developmental area encompasses desired student learning competencies (composed of knowledge, attitudes and skills). Domains promote behavior that enhances learning for all students.

Standards for each domain provide direction for developing effective school counseling programs. They are descriptions of what students should know and be able to do at the highest level of expectations.

Student competencies are specific knowledge, attitudes and skills that students should obtain in the content standard areas. The competencies guide program development and assess student growth and development.

Indicators describe the specific knowledge, skills and abilities that students demonstrate to meet specific competencies.

Adapted from the American School Counseling Association National Model

National Standards for School Counseling Programs

Competencies and Indicators

ACADEMIC DEVELOPMENT

STANDARD A: Students will acquire the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

A:A1 Improve Academic Self-concept

- A:A1.1 Articulate feelings of competence and confidence as learners
- A:A1.2 Display a positive interest in learning
- A:A1.3 Take pride in work and achievement
- A:A1.4 Accept mistakes as essential to the learning process
- A:A1.5 Identify attitudes which lead to successful learning

A:A2 Acquire Skills for Improving Learning

- A:A2.1 Apply time management and task management skills
- A:A2.2 Demonstrate how effort and persistence positively affect learning
- A:A2.3 Use communications skills to know when and how to ask for help when needed
- A:A2.4 Apply knowledge and learning styles to positively influence school performance
- A:A2.5 Refine study and organizational skills

A:A3 Achieve School Success

- A:A3.1 Take responsibility for their actions
- A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- A:A3.3 Develop a broad range of interest and abilities
- A:A3.4 Demonstrate dependability, productivity, and initiative
- A:A3.5 Share knowledge

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

A:B1 Improve Learning

- A:B1.1 Demonstrate the motivation to achieve individual potential
- A:B1.2 Learn and apply critical thinking skills

- A:B1.3** Apply the study skills necessary for academic success at each level **A:B1.4** Seek information and support from faculty, staff, family and peers **A:B1.5** Organize and apply academic information from a variety of sources **A:B1.6** Use knowledge of learning styles to positively influence school performance
- A:B1.7** Become a self-directed and independent learner

A:B2 Plan to Achieve Goal

- A:B2.1** Establish challenging academic goals in elementary, middle/junior high and high school
- A:B2.2** Develop an initial four-year plan
- A:B2.3** Update and modify the four-year plan
- A:B2.4** Use assessment results in educational planning
- A:B2.5** Develop and implement annual plan of study to maximize academic ability and achievement
- A:B2.6** Apply knowledge of aptitudes and interests to goal setting
- A:B2.7** Use problem-solving and decision-making skills to assess progress toward educational goals
- A:B2.8** Understand the relationship between classroom performance and success in school
- A:B2.9** Identify post-secondary options consistent with interests, achievement, aptitude, and abilities

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

A:C1 Relate School to Life Experiences

- A:C1.1** Demonstrate the ability to balance school, studies, extracurricular activities, leisure time, and family life
- A:C1.2** Seek co-curricular and community experiences to enhance the school experience
- A:C1.3** Understand the relationship between learning and work
- A:C1.4** Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals
- A:C1.5** Understand that school success is the preparation to make the transition from student to community member
- A:C1.6** Understand how school success and academic achievement enhance future career and vocational opportunities

Career Development

STANDARD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C:A1 Develop Career Awareness

C:A1.1 Develop skills to locate, evaluate, and interpret career information **C:A1.2** Learn about the variety of traditional and non-traditional occupations **C:A1.3** Develop an awareness of personal abilities, skills, interests, and

motivations

C:A1.4 Learn how to interact and work cooperatively in teams

C:A1.5 Learn to make decisions

C:A1.6 Learn how to set goals

C:A1.7 Understand the importance of planning

C:A1.8 Pursue and develop competency in areas of interest

C:A1.9 Develop hobbies and vocational interests

C:A1.10 Balance between work and leisure time

C:A2 Develop Employment Readiness

C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills

C:A2.2 Apply job readiness skills to seek employment opportunities **C:A2.3**

Demonstrate knowledge about the changing workplace **C:A2.4** Learn about the rights and responsibilities of employers and employees

C:A2.5 Learn to respect individual uniqueness in the workplace

C:A2.6 Learn how to write a resume

C:A2.7 Develop a positive attitude toward work and learning

C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace

C:A2.9 Utilize time and task-management skills

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

C:B1 Acquire Career Information

C:B1.1 Apply decision making skills to career planning, course selection, and career transition

C:B1.2 Identify personal skills, interests, and abilities and relate them to current career choice

C:B1.3 Demonstrate knowledge of the career planning process

C:B1.4 Know the various ways in which occupations can be classified **C:B1.5** Use research and information resources to obtain career information **C:B1.6** Learn to use the internet to access career planning information

C:B2 Identify Career Goals

C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals

C:B2.2 Assess and modify their educational plan to support career **C:B2.3** Select course work that is related to career interests **C:B2.4** Maintain a career planning portfolio

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

C:C1. Acquire Knowledge to Achieve Career Goals

C:C1.1 Understand the relationship between educational achievement and career success

C:C1.2 Explain how work can help to achieve personal success and satisfaction

C:C1.3 Identify personal preferences and interests which influence career choice and success

C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills

C:C1.5 Describe the effect of work on lifestyle

C:C1.6 Understand the importance of equity and access in career choice

C:C1.7 Understand that work is an important and satisfying means of personal expression

C:C2 Apply Skills to Achieve Career Goals

C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational, and career goals

C:C2.2 Learn how to use conflict management skills with peers and adults

C:C2.3 Learn to work cooperatively with others as a team member

C:C2.4 Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences

Personal/ Social Development

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

PS:A1 Acquire Self-Knowledge

PS:A1.1 Develop positive attitudes toward self as a unique and worthy person

PS:A1.2 Identify values, attitudes and beliefs **PS:A1.3**

Learn the goals setting process **PS:A1.4** Understand

change is a part of growth **PS:A1.5** Identify and express

feelings

PS:A1.6 Distinguish between appropriate and inappropriate behavior **PS:A1.7**

Recognize personal boundaries, rights, and privacy needs **PS:A1.8** Understand the need

for self-control and how to practice it **PS:A1.9** Demonstrate cooperative behavior in

groups

PS:A1.10 Identify personal strengths and assets

PS:A1.11 Identify and discuss changing personal and social roles

PS:A1.12 Identify and recognize changing family roles

PS:A2 Acquire Interpersonal Skills

PS:A2.1 Recognize that everyone has rights and responsibilities

PS:A2.2 Respect alternative points of view

PS:A2.3 Recognize, accept, respect and appreciate individual differences **PS:A2.4** Recognize,

accept and appreciate ethnic and cultural diversity **PS:A2.5** Recognize and respect differences

in various family configurations **PS:A2.6** Use effective communications skills

PS:A2.7 Know that communication involves speaking, listening, and nonverbal behavior

PS:A2.8 Learn how to make and keep friends

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

PS:B1 Self-Knowledge Application

PS:B1.1 Use a decision-making and problem-solving model **PS:B1.2** Understand

consequences of decisions and choices **PS:B1.3** Identify alternative solutions to a

problem

PS:B1.4 Develop effective coping skills for dealing with problems

- PS:B1.5** Demonstrate when, where and how to seek help for solving problems and making decisions
- PS:B1.6** Know how to apply conflict resolution skills
- PS:B1.7** Demonstrate a respect and appreciation for individual and cultural differences
- PS:B1.8** Know when peer pressure is influencing a decision
- PS:B1.9** Identify long-and short-term goals
- PS:B1.10** Identify alternative ways of achieving goals
- PS:B1.11** Use persistence and perseverance in acquiring knowledge and skills
- PS:B1.12** Develop an action plan to set and achieve realistic goals

STANDARD C: Students will understand safety and survival skills.

PS:C Acquire Personal Safety Skills

- PS:C1.1** Demonstrate knowledge of personal information (i.e. telephone number, home address, emergency contact)
- PS:C1.2** Learn about the relationship between rules, laws, safety, and the protection of rights of the individual
- PS:C1.3** Learn about the differences between appropriate and inappropriate physical contact
- PS:C1.4** Demonstrate the ability to set boundaries, rights and personal privacy
- PS:C1.5** Differentiate between situations requiring peer support and situations requiring adult professional help
- PS:C1.6** Identify resource people in the school and community, and know how to seek their help
- PS:C1.7** Apply effective problem-solving and decision-making skills to make safe and healthy choices
- PS:C1.8** Learn how to cope with peer pressure
- PS:C1.9** Learn techniques for managing stress and conflict
- PS:C1.10** Learn coping skills for managing life events

Legend:

A:A-1. 1 = Academic Domain, Standard A, Competency 1, and Indicator 1.

Adapted from the American School Counseling Association Standards

ASCA National Standards Crosswalk

The Crosswalk shows the alignment between existing curriculum operating procedures and the ASCA National Standards. The Crosswalk is a matrix used in standards and curriculum alignment. The matrix lists all standards, competencies and indicators and shows specifically where each competency is taught developmentally by grade level or within a school counseling/academic lesson. Competency achievement will vary across all grade levels. School counseling activities are designed around the National Standards to ensure students achieve the desired competencies.

SC K-12.2.2. Academic Development:**Standard B** *Students will*

complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

	K	1	2	3	4	5	6	7	8
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A:B1 Improve Learning

A:B1.1 Demonstrate the motivation to achieve individual potential					X	X	X	X	X
A:B1.2 Learn and apply critical thinking skills							X	X	X
A:B1.3 Apply the study skills necessary for academic success at each level					X	X	X	X	X
A:B1.4 Seek information and support from faculty, staff, family, and peers	X	X	X	X	X	X	X	X	X
A:B1.5 Organize and apply academic information from a variety of sources							X	X	X
A:B1.6 Use knowledge of learning styles to positively influence school performance							X	X	X
A:B1.7 Become self-directed and independent learners							X	X	X

A:B2 Plan to Achieve Goals

A:B2.1 Establish challenging academic goals in elementary, middle/junior high and high school							X	X	X
A:B2.2 Develop an initial four-year plan								X	X
A:B2.3 Update and modify the four year plan							X	X	X
A:B2.4 Use assessment results in educational planning	X	X	X	X	X	X	X	X	X
A:B2.5 Develop and implement an annual plan of study to maximize academic ability and achievement							X	X	X
A:B2.6 Apply knowledge of aptitudes and interests to goal setting							X	X	X
A:B2.7 Use problem-solving and decision-making skills to assess progress toward educational goals							X	X	X
A:B2.8 Understand the relationship between classroom performance and success in school	X	X	X	X	X	X	X	X	X
A:B2.9 Identify post-secondary options consistent with interests, achievement, aptitude and abilities							X	X	X

SC K-12.2.3 Academic Development:**Standard C** *Students**will understand the relationship of academics to the world of work, and to life at home and in the community.*

	K	1	2	3	4	5	6	7	8
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A:C1 Relate School to Life Experiences

A:C1.1 Demonstrate the ability to balance school, studies, extracurricular activities, leisure time and family life		X	X	X	X	X	X	X	X
A:C1.2 Seek co-curricular and community experiences to enhance the school experience	X	X	X	X	X	X	X	X	X
A:C1.3 Understand the relationship between learning and work							X	X	X
A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals							X	X	X
A:C1.5 Understand that school success is the preparation to make the transition from student to community member							X	X	X
A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities							X	X	X

Career Development

	K	1	2	3	4	5	6	7	8
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SC K-12.1.1 Career Development:**Standard A***Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.****C:A1 Develop Career Awareness***

C:A1.1 Develop skills to locate, evaluate, and interpret career information							X	X	
C:A1.2 Learn about the variety of traditional and non-traditional occupations							X	X	
C:A1.3 Develop an awareness of personal abilities, skills, interests, and motivations					X	X	X	X	
C:A1.4 Learn how to interact and work cooperatively in teams	X	X	X	X	X	X			

	K	1	2	3	4	5	6	7	8
C:B1.5 Use research and information resources to obtain career information								X	X
C:B1.6 Learn to use the internet to access career planning information								X	X
*Describe traditional and non-traditional occupations and how these relate to career choice								X	X
* Understand how changing economic and societal needs influence employment trends and future training									

C:B2 Identify Career Goals

C:B2.1 Demonstrate awareness of the education and training needed to achieve career goals							X		X
C:B2.2 Assess and modify their educational plan to support career goals									X
C:B2.3 Select course work that is related to career interests									X
C:B2.4 Maintain a career planning portfolio								X	
* Use employability and job readiness skills in internship, mentoring, shadowing and/or other world of work experiences									

SC K-12.1.3 Career Development: **Standard C** *Students will understand the relationship between personal qualities, education, training, and the world of work.*

C:C1 Acquire Knowledge to Achieve Career Goals

C:C1.1 Understand the relationship between educational achievement and career success						X	X	X	X
C:C1.2 Explain how work can help to achieve personal success and satisfaction						X	X	X	X
C:C1.3 Identify personal preferences and interests which influence career choices and success						X	X	X	X
C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills								X	X
C:C1.5 Describe the effect of work on lifestyles							X	X	X
C:C1.6 Understand the importance of equity and access in career choice							X		X
C:C1.7 Understand that work is an important and satisfying means of personal expression						X	X	X	X

	K	1	2	3	4	5	6	7	8
PS:B1.9 Identify long- and short-term goals				X	X	X	X	X	X
PS:B1.10 Identify alternative ways of achieving goals				X	X	X	X	X	X
PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills				X	X	X	X	X	X
PS:B1.12 Develop an action plan to set and achieve realistic goals				X	X	X	X	X	X

SC K-12.1.5 Personal/Social Development: Standard C
Students will understand safety and survival skills.

PS:C Acquire Personal Safety Skills

PS:C1.1 Demonstrate knowledge of personal information (i.e., telephone number, home address, emergency contact)	X	X	X	X	X	X	X	X	
PS:C1.2 Learn about the relationship between rules, laws, safety, and the protection of an individual's rights	X	X	X	X	X	X	X	X	
PS:C1.3 Learn the difference between appropriate and inappropriate physical contact	X	X	X	X	X	X	X	X	
PS:C1.4 Demonstrate the ability to assert boundaries, rights, and personal privacy	X	X	X	X	X	X	X	X	X
PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help	X	X	X	X	X	X	X	X	X
PS:C1.6 Identify resource people in the school and community, and know how to seek their help	X	X	X	X	X	X	X	X	X
PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices	X	X	X	X	X	X	X	X	
PS:C1.8 Learn how to cope with peer pressure	X	X	X	X	X	X	X	X	X
PS:C1.9 Learn techniques for managing stress and conflict	X	X	X	X	X	X	X	X	X
PS:C1.10 Learn coping skills for managing life events	X	X	X	X	X	X	X	X	X
* Learn about the emotional and physical dangers of substance use and abuse									

Legend: A:A -1. 1 = Academic Domain, Standard A, Competency 1 and Indicator 1.

Adapted from the American Counselor Association Standards

Delivery System

**School Counseling Curriculum Individual Student Planning
Responsive Services**

System Support

The Delivery System

The Delivery System outlines the activities, interactions and areas in which school counselors work to deliver the program. The Delivery System and Management System are intertwined throughout the process. Within the Delivery System, there are four components: school counseling curriculum, individual student planning, responsive services and system support. All activities of the school counseling program are included into one of the four areas of the Delivery System.

School Counseling Curriculum

The school counseling curriculum consists of a written instructional program that is “comprehensive in scope, preventative and proactive, developmental in design, coordinated by school counselors and delivered by school counselors and other educators.” The designed lessons and activities are delivered to every student and promote knowledge, attitudes and skills through instruction in the three content areas: academic development, career development and personal/social development. The school counselor is responsible for planning, designing, implementing and evaluating the curriculum. The curriculum is aligned with the American School Counselor Association (ASCA) National Standards and the school district’s academic goals.

The curriculum is delivered through strategies such as:

- Classroom Instruction
- Interdisciplinary Curriculum Development
- Group Activities
- Parent Workshops and Instruction

Individual Student Planning

Individual student planning consists of school counselors “coordinating ongoing systemic activities designed to help individual students establish personal goals and develop future plans.” Activities may include helping students plan, monitor and manage their own learning as well as meeting competencies in the areas of academic, career and personal/social development.

Individual planning with students is implemented through strategies such as:

- Individual or Small Group Appraisal
- Individual or Small Group Advisement

Responsive Services

The Responsive Services component consists of “activities to meet students’ immediate needs and concerns. These needs or concerns may require counseling, consultation, referral, peer facilitation or information.” This component is available to all students and is often initiated by student self referral; however, teachers, parents/guardians or others may also refer students for assistance. The support of other educational professionals is necessary for successful implementation. A range of services is available (from early intervention to crisis response).

Responsive services are delivered through strategies such as:

- Consultation
- Individual and Small Group Counseling
- Crisis Counseling
- Conflict Resolution
- Safety Team
- Student Support Team
- Referrals to Other Social and Community Services
- Peer Facilitation/Big Buddies

System Support

System Support consists of activities that establish, maintain and enhance the school counseling program. School counselors, through their leadership and advocacy skills, promote systemic change by contributing in ongoing:

- Professional Development
 - in-service training/conferences
 - professional association membership
 - post-graduate education
 - contributions to professional literature
 - reflective practices
- Consultation, Collaboration and Teaming
 - consultation with teachers, staff members and parents
 - partnering with staff, parents/guardians, community
 - community outreach
 - advisory councils
 - district committees
- Program Management and Operations
 - management activities
 - data analysis
 - fair share responsibilities
- Public Relations
 - providing community, staff and parents updated information regarding the school counseling program and its goals.

Adapted from the ASCA National Model: A Framework for School Counseling Programs

Elementary School Plan

Elementary School Curriculum Map

Elementary

A – Academic; C – Career; P – Personal/Social

Service/Activity	Domain	Grade Level	Timeline	Staff Involved
Meet and Greet New Students	P/S	K – 5	September All Year for New Students	School Counselors
I.E.P. Individual & Group Counseling	A	K - 5	All Year	School Counselors
Parent Teacher Conferences	A P/S	K - 5	November	School Counselors

Service/Activity	Domain	Grade Level	Timeline	Staff Involved
<p>Red Ribbon Week (activities vary according to school and schedule)</p>	<p>A P/S</p>	<p>K - 5</p>	<p>October</p>	<p>School Counselors</p>
<p>Wellness Week Activities</p>	<p>P/S</p>	<p>K - 5</p>	<p>April</p>	<p>School Counselors P.E. Staff</p>
<p>Crisis Counseling/Intervention</p> <ul style="list-style-type: none"> • Loss • Safety • Behavioral 	<p>P/S</p>	<p>K - 5</p>	<p>As Needed</p>	<p>School Counselors</p>
<p>Individual & Group Counseling (to address personal, developmental, social/ emotional needs and support school success)</p> <ul style="list-style-type: none"> • Grief • Social Skills/Coping Skills • Thera-play • We Can Get Along • Self Control • Study Skills • Transitions • Creative Interventions for Children of Divorce • Barriers 	<p>A P/S</p>	<p>K - 5</p>	<p>Year Long/ As Needed</p>	<p>School Counselors</p>

Service/Activity	Domain	Grade Level	Timeline	Staff Involved
Small Group and Classroom Programs (varies by school according to need/scheduling) <ul style="list-style-type: none"> • Skill Streaming Elementary Students • Bully Free Schools (selected grade levels) • WeR3C • Anti-bullying • Internet Safety 	A P/S	K - 5	All Year	School Counselor
IST	A P/S	K - 5	All Year	School Counselor
FBA / BIP	A P/S	K - 5	All Year	School Counselors
WeR3C	A P/S	K-8	All Year	School Counselors Administrators Teachers
Attendance Reviews	A P/S	K - 5	September – June (Every 5 weeks) and (As Needed)	School Counselors Administrators Teachers
Kindergarten Screening (varies by school)	A P/S	Incoming Kindergarten Students	June	School Counselors Administrators Teachers Support Staff

School Counseling Curriculum Elementary School (Curriculum varies by school and student needs)

Group Theraplay

A Theraplay Group is an adult directed structured play group in which all the participants, adults included, are actively involved in pleasant enjoyable activities. Through the use of cooperative and often nurturing games, a Theraplay Group fosters a child's self-esteem, the sense of belonging, the ability to care for oneself and others and the opportunity to develop increased trust.

The four rules of a Theraplay Group – NO HURTS, STICK TOGETHER, HAVE FUN and THE ADULT IS IN CHARGE – provide the framework for group experiences that are structuring, challenging, engaging, nurturing and playful. Within this atmosphere of fun, caring, acceptance, and encouragement, children are able to grow socially, emotionally, and often intellectually.

Skillsteaming

Skillsteaming in the Elementary School: Lessons and activities give teachers and school counselors the support needed to sustain pro-social skills instruction and to take this instruction beyond the classroom setting.

Girls in Real Life Situations

Girls in Real Life Situations curriculum focuses on enhancing the social and emotional development of elementary age girls through small group discussion and activities.

Creative Interventions for Children of Divorce

Creative Interventions for Children of Divorce are activities that are used in small groups or individually with children whose parents have divorced. The activities include games, art techniques, and stories to help children understand divorce, express feelings and learn coping strategies.

Lunch Bunch

Lunch Bunch involves a small group of students who eat lunch with the school counselor while enhancing skills in a particular area including but not limited to friendship making, social skills, conflict resolution, middle school transition, new student transition/adjustment.

Internet Safety Program

The Internet Safety Program is a free assembly presented through the National Center for Missing and Exploited Children (NCMEC). The purpose of the program is to educate students on how to use the internet safely and introduce some of the risks involved when using the internet. There is also the opportunity for an evening parent program based on availability of the speaker. **Implementation based on availability of NCMEC staff.**

We Can Get Along

The We Can Get Along program focuses on conflict resolution and peace-making skills for ages 5-8. These skills can be taught classroom-wide or in small groups.

Second Step

The Second Step Program affords students the opportunity to learn essential social and emotional skills crucial to healthy child development. Skills such as empathy, management of emotions, and social problem solving, promote social competence. This is a universal prevention program delivered to all students in the designated grade levels. Results include the enhancement of a caring culture through promoting respect and acceptance and reduction of emotional and behavioral problems.

Bully Free Classroom

Aggression in students is a disruptive element in schools and detracts from the learning process. This intervention/prevention program addresses the need for a multidimensional and comprehensive approach to successfully identify, deal with and intervene with bullies. One focus is to empower the “caring majority” with intervention skills and confidence.

Self-Control Patrol

This small group intervention program teaches self-discipline to children and supports the development of inner controls that are necessary for social success and improved academic performance. Children learn to recognize their feelings, communicate their thoughts, rather than acting them out, anticipate the consequences of their actions, and respect rules.

Coping Skills

A skills based group focused on teaching children how to cope with stress and disappointment. Skills such as planning ahead, asking for help, taking one step at a time, and discovering choices are taught. The group includes identifying different skills, applying them to different scenarios, and personal use of the skill.

Intervention for Impulsive Children

Based on Philip Kendall's Cognitive Behavioral Program, children participate in a variety of interactive activities in order to develop the internal processes necessary to develop self-control. Children learn to "stop and think", follow directions, demonstrate the benefits of being thoughtful, practice self-instruction, recognize feelings, consider consequences of behavior and choices, learn problem-solving steps and role play.

Curriculum Night

Elementary School Counselors and Social Workers are present at curriculum night to meet parents and to provide information with regard to the school counseling program and community resources.

Wellness Week:

Elementary School Counselors and Social Workers provide information and facilitate activities to promote good mental health during Wellness Week in April.

Supporting Transitions to Middle School:

Elementary School Counselors and Social Workers are available to meet with students to provide information and address concerns related to transition to middle school.

Attendance Reviews:

Elementary School Counselors and Social Workers review attendance every five weeks and collaborate with teachers, administrators and parents to address concerns.

NOTE: Implementation based on availability of curriculum, time, appropriate training and administrative directive.

Responsive Services – Elementary

- Each School Counselor must be available to meet the needs of students and the school community during a time of crisis. School Counselors must make themselves available to all students presenting with a crisis. This responsibility takes priority over any other school counseling responsibility. (*Responsive services include, but are not limited to death, divorce, violence, classroom disruption, homelessness, suicidal ideation and school anxiety*).
- Each School Counselor will be available to students requesting individual support and/or mediating situations among a group of students.

Individual Student Planning – Elementary

- Each School Counselor will implement large (classroom) and/or small group counseling programs each year.
- Each School Counselor is responsible for scheduling and facilitating parent/teacher conferences as they deem necessary as well as upon the request of parents, teachers, or administrators.
- Each School Counselor is to collaborate with classroom teachers to support and meet the academic, social, and emotional needs of the student.
- Each School Counselor is to collaborate and consult with building administrators to provide academic, social, and emotional interventions as needed.
- Each School Counselor is responsible for attending their building Instructional Support Team meetings upon request where they offer support and insight into student's academic, social, and emotional needs.
- Each School Counselor is required to provide mandated counseling as indicated by a student's Individual Education Plan. It is the School Counselor's responsibility to coordinate with teachers to determine appropriate goals within the counseling component of the IEP. The exception to this is when a student is in an 8:1:1 program where counseling is provided by the School Psychologist.
- Each School Counselor is involved with annual student grade level placements to assist in the balance of academic, social, and emotional needs within each classroom.

System Support – Elementary

- Each School Counselor is responsible for communicating the referral process and all school counseling programming within their building or district-wide.
- Each School Counselor must update their knowledge and skills by participating in training, professional meetings, conferences and relevant course work.
- Each School Counselor/Social Worker is encouraged to join professional organizations related to their field (i.e. the American School Counselor's Association, the New York State School Counselor's Association, the New York State School Social Workers Association).
- Each School Counselor is responsible for developing evaluation tools to assist in determining effectiveness of programs and student progress.

Note: The programs and services at the elementary level are provided by the School Counselor or School Social Worker assigned to the building.

Middle School Plan

Middle School Curriculum Map

Middle School A – Academic; C – Career; P – Personal/Social

Service/Activity	Domain	Grade Level	Timeline	Staff Involved
<p style="text-align: center;">Parent Conferences</p> <p style="text-align: center;">504 Process (write, revise disseminate)</p> <p style="text-align: center;">6th Grade Interviews</p>	<p style="text-align: center;">A P/S</p> <p style="text-align: center;">A P/S</p> <p style="text-align: center;">A, C, P/S</p>	<p style="text-align: center;">6-8</p> <p style="text-align: center;">6-8</p> <p style="text-align: center;">6</p>	<p style="text-align: center;">Quarterly As needed</p> <p style="text-align: center;">All Year</p> <p style="text-align: center;">Varies</p>	<p style="text-align: center;">School Counselors, Teachers, Administrators</p> <p style="text-align: center;">School Counselors Teachers, Psychologists Administrators</p> <p style="text-align: center;">School Counselors</p>
<p style="text-align: center;">Red Ribbon Week</p>	<p style="text-align: center;">P/S</p>	<p style="text-align: center;">K-8</p>	<p style="text-align: center;">October</p>	<p style="text-align: center;">School Counselors Additional</p>

Service/Activity	Domain	Grade Level	Timeline	Staff Involved
Bullying/Teasing (Cyber Bullying/ Rights/Consequences/etc.)	P/S	6-8	Fall	School Counselors Guest speakers Additional support varies
Introductions to Careers (Career Zone)	C	6	Varies	School Counselors Teachers
Career Presentations (Career Cruising/ NYS Career Zone/ The Real Game)	C	8	Spring	School Counselors FACS, Teachers
Career Fair (KMS)	C	8	Varies	School Counselors Guest Speakers 8 th Grade Teachers
“High School Ahead” 8 th Grade Scheduling (Careers Discussed)	A P/S C	8	January - March	School Counselors
Homework Club (HMS)	A	6-8	All Year	School Counselors Teachers
Focus Groups (Banana Splits; Lunch Bunch; Various Charitable Clubs, etc.)	A P/S	6-8	As Needed	School Counselors

Service/Activity	Domain	Grade Level	Timeline	Staff Involved
Orientation Meeting <ul style="list-style-type: none"> • Orientation to 6th Grade with 5th Grade students 	A P/S	5	March-May	School Counselors Special Area Teachers Additional support varies
Individual Meetings With At-risk Students	A	6-8	As Needed	School Counselors
IEP Counseling	A P/S	6-8	Per IEP	School Counselors
Individual Counseling	A P/S	6-8	As Needed	School Counselors
Conflict Resolution	P/S	6-8	As Needed	School Counselors
Chain Link Club	P/S	6-8	All Year	School Counselors Additional support varies
Mix It Up Day	P/S	6-8	November	School Counselors Additional support varies

	Domain		Timeline	
BOCES Conferences/Consultation	A	7-8	All Year	School Counselor BOCES Staff
FBA/BIP/FSC Referrals	A P/S	6-8	All Year	School Counselor Psychologists, Teachers, Administrators
Monitor Individualized Home Instruction Plan (IHIP)	A P/S C	6-8	Quarterly All Year	School Counselor
Summer School Process <ul style="list-style-type: none"> • Promotion/Retention Meetings • Student Identification • Parent Notification • Promotion/Retention Meetings • Student Registration 	A	6-8	June	School Counselor Teachers, Administrators
Summer School Results (promotion/retention)	A	6-8	August	School Counselors Administrators
Transition Meetings				
<ul style="list-style-type: none"> • Orientation with parents of incoming grade students 		K-8	All Year	School Counselors
<ul style="list-style-type: none"> • Transition meeting with HS school counselors on 8th grade students 		8	Spring	School Counselors
<ul style="list-style-type: none"> • New Registrants 		K-8	All Year	School Counselors

School Counseling Curriculum Middle School

Grade 6

1. Bully Prevention

- Presentation to grade 6 students (large or smaller groups) to alert students to the damage of bullying, taunting, threatening, etc. of other students. Experts in the field may be invited.

2. Career Zone File

- An opportunity to explore careers and occupations as well as maintaining an individual online file for each student. Utilize computer classes.

Grade 7

1. Annual Review

- An annual review of each child's educational progress and career plans. The review shall be conducted individually or in small groups by a certified or licensed school counselor.

2. Career Cruising (possibly Career Zone)

- Students have an opportunity to take an interest inventory, see corresponding careers and occupations and then discuss results with a school counselor. This program is done in conjunction with FACS teachers.

Grade 8

1. Annual Review

- An annual review of each child's educational progress and career plans. The review shall be conducted individually or in small groups by a certified school or licensed school counselor.

2. High School Ahead

- Meeting with high school counselors and administrators.
- Meet with students individually or in small groups to select 9th grade courses.
- Meet with high school counselors to share student records.

Middle School – Additional School Counselor Activities

Service/Activity	Grade Level	Timeline	Staff Involved
Review Report Cards/ Report Card Accuracy	6-8	Quarterly	School Counselors
CPS Mandated Reporting	6-8	All Year	School Counselors Teachers
IST Meetings	6-8	All Year	School Counselors Teachers, Psychologists Administrators
Parent Consultation (permission to test child/ psychological referrals)	6-8	All Year	School Counselors
Student Observations in the Classroom	6-8	All Year	School Counselors Psychologists

Service/Activity	Grade Level	Timeline	Staff Involved
<p style="text-align: center;">Student Placement</p> <ul style="list-style-type: none"> • McKinney Vento Referrals • TIP Referrals • Process Private School Applications • Assist with student placement • Review of student records for placement into accelerated classes 	<p style="text-align: center;">6-8</p> <p style="text-align: center;">6-8</p> <p style="text-align: center;">8</p> <p style="text-align: center;">6-8</p> <p style="text-align: center;">6-7</p>	<p style="text-align: center;">All Year</p> <p style="text-align: center;">All Year</p> <p style="text-align: center;">Fall</p> <p style="text-align: center;">All Year</p> <p style="text-align: center;">Spring</p>	<p style="text-align: center;">School Counselors</p> <p style="text-align: center;">School Counselors</p> <p style="text-align: center;">School Counselors</p> <p style="text-align: center;">School Counselors Teachers</p> <p style="text-align: center;">School Counselors</p>
<p style="text-align: center;">Support Services</p> <ul style="list-style-type: none"> • Assistance to families in need of assistance • Application processing for families in need of specialized services (lunch assistance) 	<p style="text-align: center;">6-8</p> <p style="text-align: center;">6-8</p>	<p style="text-align: center;">Nov.-Dec.</p> <p style="text-align: center;">Fall</p>	<p style="text-align: center;">School Counselors School Staff</p> <p style="text-align: center;">School Counselors</p>
<p style="text-align: center;">Student Awards/Eligibility</p> <ul style="list-style-type: none"> • Award Selection • Sports Eligibility 	<p style="text-align: center;">6-8</p> <p style="text-align: center;">7-8</p>	<p style="text-align: center;">Spring</p> <p style="text-align: center;">All Year</p>	<p style="text-align: center;">School Counselors Teachers</p> <p style="text-align: center;">School Counselor</p>
<p style="text-align: center;">Referrals to Community Agency Services</p>	<p style="text-align: center;">6-8</p>	<p style="text-align: center;">All Year</p>	<p style="text-align: center;">School Counselors</p>

Responsive Services – Middle School

- Each School Counselor must be available to meet the needs of students and the school community during a time of crisis. School Counselors must make themselves available to all students presenting with a crisis. This responsibility takes priority over any other school counseling responsibility. (*Responsive services include, but are not limited to death, divorce, violence, classroom disruption, CPS investigation, homelessness, suicidal ideation and school anxiety.*)
- Each School Counselor is responsible for assisting teachers in the educational process and is required to attend regular meetings with teachers.
- Each School Counselor will be available to students requesting individual support and/or mediating situations among a group of students.

Individual Student Planning – Middle School

- Each School Counselor will hold meetings with students in danger of failing academic classes.
- Each School Counselor will participate in a variety of large and small group presentations.
- Each School Counselor is available for scheduling and facilitating parent/teacher conferences upon requests of teachers and/or parents.
- Each School Counselor will be available and provide assistance in transition of students described as “new entrants.”
- Each School Counselor is to support and collaborate with classroom teachers to meet the academic, social and emotional needs of students. At the Middle School, each counselor will attend team meetings with teachers twice monthly.
- Each School Counselor is to collaborate and consult with building administrators to provide academic, social and emotional interventions as needed.
- Each School Counselor is responsible for attending IST meetings for his/her individual students. These meetings may result in, but are not limited to, further testing, 504 Accommodation Plans, referral to CSE, FBA, BIP or referral to an agency.
- Each School Counselor is required to provide counseling as indicated by the student’s IEP or 504 Accommodation Plan.
- Each School Counselor is involved in the scheduling and implementing of transition programs from 8th grade to 9th grade. This includes communicating with the four school districts

System Support – Middle School

- Middle School Counselor is responsible for implementing a strong communication program at their level.
- Middle School Counselors are expected to update their knowledge and skills by participating in training, professional meetings and conferences and/or relevant course work.
- Middle School Counselors will participate in ongoing evaluative measures to assess the efficacy of the Counseling Program.

Management System

**Use of Data Action Plans
Schedules and Calendars**

The Management System

The Management System describes the various organizational processes and tools necessary to manage a school counseling program. School counselors will analyze their site data, develop plans of action to meet objectives, abide by a master calendar and provide organizational activities. "Management systems include efforts by administration to support school counselors in delivering the program. Administrators work collaboratively with school counselors to analyze student data and develop action plans and implementation timelines." School counselors develop calendars with regard to program implementation, monitoring student progress and maximizing time spent carrying out the school counseling program.

Advisory Council

An advisory council is a representative group of people appointed to advise and assist the school counseling program. The advisory council is responsible for reviewing the goals, competencies and results and participates in recommendations to the school counseling department and the administration.

The advisory council membership should be representative stakeholders of the school counseling program. Membership should include the following representatives: students, parents/guardians, teachers, school counselors, administrators, school board members, and business and community members. The advisory council should meet a minimum of twice a year.

The advisory council's function will vary depending on a number of variables (i.e. the number of years an educational program is in existence, community needs). They provide support, input and provide recommendations for program development and improvement. School counselors will use data to analyze the program effectiveness and to make decisions with regard to changes in the program content and delivery.

The council functions as a communication link between the school counseling program and the various groups served (students, parents/guardians, educators, business and the community).

Use of Data

A comprehensive School counseling program is data-driven. Therefore, the use of data to effect change is integral to ensuring that every student is benefiting from the school counseling program. Activities implemented as a part of the school counseling program should be the result of careful analysis of student needs, achievement and related data. The use of data demonstrates accountability and progress toward goals. Data monitors student progress and provides a guide on where to focus resources, programs, interventions and strategies to meet students' needs and ensure school success. School counselors monitor student progress through three types of data:

- Student Achievement Data measures student academic progress including:
 - standardized test data
 - grade point average
 - SAT and ACT scores
 - graduation rate
 - achievement levels
 - promotion and retention rates
 - drop out rates
 - specific academic programs (academic honors, college prep., etc.)

- Achievement-related Data is correlated with academic achievement including:
 - course enrollment patterns
 - discipline referrals
 - suspension rates
 - alcohol, tobacco and other drug violations
 - attendance rates
 - parent/guardian involvement
 - participation in extracurricular activities
 - homework completion rate

- Standards and Competency-related Data measures student mastery of the competencies delineated in the ASCA National Standards. The data includes:
 - percentage of students with a four year plan
 - percentage of students who have participated in job shadowing
 - percentage of students who have set and attained academic goals
 - percentage of students who apply conflict resolution skills

- Disaggregate Data is used to determine if there are any groups of students who may not be doing as well as others. The data may include:
 - ethnicity
 - gender
 - language
 - socio-economic status
 - special education
 - vocational

- Program Evaluation Data is used to determine the school counseling program's impact. School counselors evaluate process, perception and results data.
- Process Data provides evidence that events occurred and describes the way the program is conducted and if it follows the prescribed practice.
- Perception Data measures what student and others observe or perceive, knowledge gained, attitudes and beliefs held and competencies achieved.
- Results Data measures the impact of an activity or program and shows if the program has had a positive impact on students. Results data may include:
 - attendance data
 - discipline referral data
 - graduation rate
- Data Over Time is necessary to determine the true impact of the school counseling program. This may include the review of immediate and long range data. Data will drive program decision making.

Action Plans

To efficiently and effectively deliver the school counseling program, there must be a plan detailing how the school counselor intends to achieve the desired result. The action plan is utilized with the school counselor curriculum. The action plan should contain:

- domains and standards to be addressed
- student competencies to be addressed
- description of the actual school counseling activity to be provided
- title or name of the curriculum to be used
- timeline for completion of activity
- person(s) responsible for the delivery of the activity
- means of evaluating student success
- data driving the decision to address the competency
- expected results for students

Use of Time

School counselors recognize and value the time they spend providing direct services to students. They should keep track of their time and document activities performed throughout the day. This will allow counselors and the administrators the opportunity to determine the amount of time being spent delivering services to students and non-school counseling activities. Program delivery and direct counseling services for students can be increased by reassigning non-counseling activities when possible.

Calendars

School Counselors maintain calendars outlining school counseling events to ensure students, parents/guardians, teachers and administrators know when and where activities will be held.

Adapted from the ASCA National Model: Framework for School Counseling Programs

Use of School Counselor's Time

The American School Counselor Association encourages school counselors to protect their time so that 80 percent of time is spent in direct service to students, staff and families. The remainder of the time is spent on program management. Counselors are encouraged to allocate time based on program priorities and needs. The reduction of non-counseling activities will provide more direct services to, and contact with, students including prevention and intervention programs.

Since school counselor duties should be focused on the overall delivery of the school counseling program, a limited amount of time should be devoted to indirect services or system support.

Distribution of Total School Counselor Time

Delivery System Component	Elementary School	Middle School
	% of Time	% of Time
School Counselor Curriculum	35% - 45%	25% - 35%
Individual Student Planning	5% - 10%	15% - 25%
Responsive Services	30% - 40%	30% - 40%
System Support	10% - 15%	10% - 15%

Adapted from The ASCA National Model: A Framework for School Counseling Programs

Non-Counseling Professional Responsibilities
(Indirect Services Being Performed By School Counselors)

- **Building and District Initiated Committees**
- **Coordinate Holiday Activities**
- **Kindergarten Screening**
- **Student Community Drives**
- **Assigned Supervision**
- **Building and District Initiated Committees**
- **Community Awareness Committee**
- **504 Disseminations**
- **Filing/Clerical Work**
- **Assist With Master Scheduling**
- **Release of Information to Agencies (maintain and update)**
- **Report Card Accuracy Reviews**
- **Truancy Intervention**
- **Woodcock Johnson Test Administration**

Accountability

**Results Reports Counselor Performance Standards
Program Audit**

Accountability

The accountability system will enable school counselors to determine how well students have met the standards and achieve intended outcomes. To evaluate the program and demonstrate accountability, school counselors must collect and use data that supports and links the school counseling program to student academic success, school improvement and to show positive changes in student behavior.

Key Components of School Counselor Accountability

Using Data

Data collection provides the school counseling program with the information needed to evaluate the program as it relates to student progress. The data collection will occur before and after the school counseling activity and will reveal what worked and clarify what needs to be changed or improved to ensure student success.

M.E.A.S.U.R.E.

MEASURE is a “six-step accountability process that helps school counselors demonstrate how their program impacts critical data, those components of a school report card that are the backbone of the accountability movement.” MEASURE stands for Mission, Elements, Analyze, Stakeholders-Unite, Results, Educate. It is a way of using information to identify data elements and to develop strategies to connect school counseling to an accountability agenda of a school.

Mission: connects the Comprehensive K-12 School Counseling Plan to the mission of the school.

Elements: identifies and examines the critical data elements that are important to the school improvement plan. This procedure for looking at data should guarantee that no group of students is overlooked.

Analyze: analyze the critical data elements to determine problem areas. School counselors will work toward eliminating any barriers that may impede student achievement.

Stakeholders-Unite: identify internal and external stakeholders to become part of a team to develop and implement strategies to improve student outcomes.

Results: determine if everyone's efforts show that the interventions and strategies were successful; and to guide the team in developing the next steps toward continuous school improvement, including the school counseling program.

Educate: educate internal and external stakeholders on the positive impact the school counseling program is having on student success.

Support Personnel Accountability Report Card (SPARC)

The Support Personnel Accountability Report Card (SPARC) is a continuous improvement tool used for assessing the impact of school counseling and other supports on student outcomes. Through SPARC, school counselors can highlight their accomplishments in supporting student achievement and publish a report of the results of their efforts. A key component of SPARC is collaborating with all stakeholders including faculty, parents/guardians and members of the community. The results will demonstrate how students have progressed as a result of the efforts of the school counselors.

This tool can be used for informing the educational community of the results of the school counseling program.

- Is a useful tool for assessing the impact of school counseling and other support programs on student outcomes.
- Encourages use of school data for school improvement.
- Places school counselors at the center of school-wide assessment and leadership.
- Serves as a vehicle for informing stakeholders of the school counselor department's progress.

Impact of SPARC:

- Provides a tool for implementation and evaluation of the school counseling Comprehensive K-12 School Counseling Plan.
- Increases inclusion of support personnel in school-wide accountability efforts.
- Increases consideration for the importance of student support services for school improvement and educational reform.

Adapted from the New York State Model for Comprehensive K-12 School Counseling Programs

Appendix

References

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