

*Schoharie Central School District
Comprehensive School Counseling Program*



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Schoharie Central School District

136 Academy drive

Schoharie, NY 12157

Foreword

The Schoharie Central School District's Comprehensive School Counseling Department is pleased to offer the final version of the **Schoharie Central School District's Comprehensive School Counseling Program**. This program guide is the result of a review by each counselor currently employed as a school counselor in the Schoharie Central School District. These professionals guided the development of this document and we thank them for their input.

We owe thanks to our administration and the Board of Education for allowing us the time and resources to develop this comprehensive plan that we are sure will help the continued success of our students.

This comprehensive model is the centerpiece of Schoharie Central School District's effort to transform their professional school counseling department. This complete comprehensive model acts as a manual for counselors and administrators in clarifying the role of a school counselor.

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Transformation of School Counseling

As education changes and the expectations related to the common core standards become greater, the demands on both students and educators also increase. The role of the school counselor is evolving to address these changes. The pages that follow will outline an innovative and up to date school counseling plan for the Schoharie school community.

In order to develop and implement a comprehensive and standard-based counseling program, which is proactive and designed to reach and assist every student in Schoharie, a new vision and a wide range of skills are necessary for the contemporary school counselor. By using skills in leadership, advocacy, collaboration and data analysis counselors can focus on the goal of improving student's achievement and creating changes needed to impact the system.

Schoharie school counselors will always use their counseling, consultation, and coordination skills. However, as counselor's training and professional development incorporate leadership, advocacy, collaboration, teaming and use of data, a more effective role for school counselors will emerge. By focusing on student achievement, school counselors will become vital educators in the Schoharie school setting.

As leaders and advocates, Schoharie school counselors are expected to promote, plan, implement, and assess a comprehensive school counseling program for each student. Keeping in mind "students first," Schoharie school counselors ensure that every student benefits directly from the school counseling program. It is our hope that the Schoharie Central School District's comprehensive school counseling programs will help to improve the continuity of services with students every day. The Schoharie Central School District's Counseling Department is dedicated to meeting the needs of all students.

The National Standards for School Counseling Programs (1997) and the National Model for School Counseling Programs, both developed by the American School Counseling Association (ASCA), have shifted the focus of counseling from a student-by-student system to a comprehensive and developmental program providing academic, career, and Social - Emotional development for every K-12 student.

This comprehensive school counseling model offers content, process and accountability methods. School counselors are integral participants in collaborative programs that guide student achievement. Collaborating with teachers, administrators, community members, and families provides school counselors with information that can direct their programs. New York State school counselors with the support of superintendents, principals, and local boards of education, can analyze and assess school counseling programs, implement programs through a variety of delivery systems, and maintain an accountability system that demonstrates effectiveness.

New York State Part 100.2 Regulations – School Counseling Programs

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

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

II) In grades K-6, the program shall be designed in coordination with the teaching staff to prepare students to effectively participate 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 encourage parental involvement.

III) 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 counselor.
- 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; 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; 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.

IV) 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 counselors, and revisions shall be made as necessary.

The Essential Role of the School Counselor

All essential educators are committed to providing the optimal educational experience for their students through their academic journey. The teacher, the administrator, and the school counselor are all significant to the precise balance needed for the student to attend an optimally functioning school and school system.

The role of the school counselor is one that is growing with the times. As our society faces increasing number of challenges (financial, cultural, social) so do our students, teachers, and administrators. The school counselor is central to all the participants involved in the education of the child while having the equally important role of identifying the individual needs of all students.

Comprehensive Model

The comprehensive school counseling program is a framework for the systemic development, implementation, and evaluation of school counseling programs. The process for delivery of the National Standards linked to the Common Core Standards is accomplished by utilizing each of the four components of the comprehensive model: school counseling curriculum, individual student planning, responsive services, and system support. The comprehensive model identifies the competencies for students and uses varying strategies to deliver the content of the program to every student. Most importantly, the comprehensive program links school counseling to the total educational process.

The ASCA's National Model for School Counseling Programs incorporates the national standards, the comprehensive process and results-based accountability, while considering the developmental needs of every student. The four main components of the model are:

1. **The foundation** of the program which addresses the belief and mission that every student will benefit from the school counseling program.
2. **The delivery system** which defines the implementation process and the components of the comprehensive model (guidance curriculum, individual planning with students, responsive services and system support).
3. **The management system** that presents the organizational process and tools needed to deliver a comprehensive school counseling program. These processes and tools include: agreements or responsibilities, use of data, action plans, time and task analysis; and monthly calendars.
4. **The accountability system** which helps school counselors demonstrate the effectiveness of their work in measureable terms such as impacts over time, performance, evaluation, and program audit.

The National Model for School Counseling Programs speaks to the importance of accountability and having an organizational framework that documents and demonstrates "how students are different as a result of the school counseling programs." A commitment to accountability shifts public

perception from questions such as “what do school counselors really do?” to showing how school counselors are key players in the academic success for all students.

Schoharie Central School Counseling Department Foundation

Mission Statement

- To provide a comprehensive, developmental counseling program that creates a climate of academic excellence and social responsibility that prepares the next generation of college and career ready citizens.
- School Counselors are professional advocates who collaborate with the other educators, parents/guardians, and community stakeholders to maximize student potential and academic achievement.
- School Counselors believe that all students are capable of developing and demonstrating the knowledge, skills, abilities, and character needed to participate in the global society as responsible citizens.

School Counseling National Domains and Standards

The National Standards for School Counseling Programs facilitate student development in three broad areas: academic development, career development and Social - Emotional development. Following are the nine national standards adopted by New York State.

Academic Development

Standard A: Students will acquire the attitudes, knowledge and skills contributing to effective learning in school and across the lifespan.

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

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

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.

Standard B: Students will employ strategies to achieve future career success and satisfaction.

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

Social - Emotional Development

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

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

Standard C: Students will understand safety and survival skills.

Career Development & Occupational Standards (CDOS)

Adopted by New York State, there are three main learning standards of which students will learn and demonstrate skills in career and occupational areas. Instruction toward the commencement level learning standards should begin in elementary school and continue throughout the student's high school experience. The CDOS learning standards, which are provided at the Elementary, Intermediate and Commencement levels, include a progression of learning standards:

1. Career Development: Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions. Learning standards in the area of career awareness and exploration may be evidenced by completing a career plan; applying decision-making skills in the selection of a career option; analyzing skills and abilities necessary for specific career options and participating in work experiences as described in Section II of the New York State Work-Based Learning Manual (<http://www.p12.nysed.gov/cte/wbl/home.html>).

2. Integrated Learning: Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings. This may be evidenced by applying academic knowledge and skills across multiple settings and demonstrating the ability to research, interpret, analyze and evaluate information.

3a. Universal Foundation Skills: Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace. These skills and competencies include the following:

- Basic Skills (reading, writing, listening, speaking, arithmetical and mathematical functions);
- Thinking Skills (problem solving, experimenting, focused observation and applying knowledge to new and unfamiliar situations);

- Personal Qualities (self-management, planning, organizing and taking independent action);
- Interpersonal Skills (teamwork and cooperation in large and small groups in family, social and work situations)
- Technology (designing and creating things from available resources to satisfy personal and societal needs and wants);
- Managing Information (accessing and using information obtained from other people, community resources and computer networks);
- Managing Resources (applying financial and human factors, and the elements of time and materials to successfully carry out a planned activity); and
- Systems (understanding and working within natural and constructed systems).

3b. Career Majors: (Optional for this credential.) Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs. The learning standards for career majors may be evidenced by acquisition of specific knowledge and skills within a specific career major. The Career Majors include the following:

- Business/Information Systems;
- Health Services;
- Engineering/Technologies;
- Human and Public Services;
- Natural and Agricultural Sciences; and
- Arts/Humanities.

Schoharie Central School Counseling Department Delivery System

Delivery system defines the components of the comprehensive model including individual student planning, school counseling curriculum, responsive services and system support.

Individual Student Planning: Counselors monitor students' progress so they may achieve success in academic, Social - Emotional, and career areas. This may be accomplished through:

- **Individual or Small Group Appraisal:** Work with students in analyzing and evaluating abilities, interests, skills, and achievement.

- **Individual or Small Group Advisement:** Work directly with students on achieving success in Social - Emotional, academic, and career areas.
- **Case Management:** Monitor individual students' progress.
- **Placement:** Collaborate with school staff in determining the proper educational setting for students as they meet their academic and social goals.

School Counseling Curriculum: The counseling curriculum provides developmental activities that address academic, career and Social - Emotional needs of students K-12. This is accomplished through:

- **Classroom Activities:** School counselors present lessons in the classroom
- **Group Activities:** School counselors conduct group activities outside of the classroom to address students' particular needs.
- **Interdisciplinary Activities:** School counselors collaborate with school staff to implement curriculum across content areas.

Responsive Services: School counselors provide support and interventions to meet the needs of students. This is accomplished through:

- **Individual and Small Group Counseling:** Counseling is provided for students experiencing social, emotional, personal, or academic difficulties.
- **Crisis Counseling:** Short term counseling that is provided to students, families or staff as an immediate intervention to a crisis.
- **Referrals:** Counselors connect families to appropriate resources as needed.
- **Consultation:** School counselors collaborate with families, school staff and community agencies to develop interventions for students.

System Support: School counselors assess the effectiveness of the counseling program. This is accomplished through:

- **Teaming:** School counselors participate in district wide building committees
- **Professional Development:** School counselors regularly participate in training, conferences, and meetings to update knowledge and skills.
- **Program Promotion:** School counselors provide orientation and information regarding the programs to the greater community via websites, counseling newsletters, and presentations.

- **Program Management System and Evaluation:** School counselors regularly collect and analyze data to evaluate the program and continue updating program activities.