



*PK-12 Comprehensive School
Counseling Plan*

May 2017

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 a cutting edge, school counseling plan for the Gilbertsville-Mt. Upton 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 Gilbertsville-Mt. Upton, a new vision and a wide range of skills are necessary for the contemporary school counselor. By using skills in leadership, advocacy, collaborations and data analysis counselors can focus on the goal of improving student's achievement and creating changes needed to impact the system.

Gilbertsville-Mt. Upton 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 Gilbertsville-Mt. Upton school setting.

As leaders and advocates, Gilbertsville-Mt. Upton school counselors are expected to promote, plan, implement, and assess a comprehensive school counseling program for each student. Keeping in mind "students first," Gilbertsville-Mt. Upton school counselors ensure that every student benefits directly from the school counseling program. It is our hope that the Gilbertsville-Mt. Upton Central School District's comprehensive school counseling programs will help to improve the continuity of services with students every day. The Gilbertsville-Mt. Upton 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 or education, can analyze and assess school counseling programs, implement programs through a variety of delivery systems, and maintain an accountability system that demonstrates effectiveness.

The ASAC comprehensive school counseling program document 2012, recommends that the school counselor ratio be 1:250 (maximum). It is also recommended that specialized school counselors, such as At-Risk counselors, have no more than 8% ratio of the school building's population.

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:

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I) Public Schools: Each school district shall have a comprehensive developmental school/guidance program, which ensures all students K-12 have access to a certified school counselor. Each district and building program shall prepare students to participate effectively in their current and future educational programs as age appropriate; be designed to address multiple student competencies including career/college readiness standards, and academic and social/emotional development standards and include the following:

II) In grades K-5, the program shall be designed by certified school counselor(s) in coordination with teaching staff and any appropriate pupil personnel service providers to prepare students to participate effectively in their current and future educational programs; provide information related to college and careers; assist students who may exhibit challenges to academic success including but not limited to attendance or behavioral concerns; where appropriate make a referral to a properly licensed professional and/or certified pupil personnel service provider, as appropriate, for more targeted supports.

III) In grades 6-12, certified school counselor(s) shall provide the following activities and services:

A) An annual individual progress review plan provided by certified school counselor(s) which shall reflect each student's educational progress and career plans (where relevant, consistent with IEP).

B) School counseling/guidance core curriculum instruction addressing student competencies related to career/college readiness, academic skills and social/emotional development by a certified school counselor.

C) Other direct student services which may include but need not be limited to, responsive services, crisis response, group counseling, individual counseling, appraisal, assessment and advisement, for the purpose of enabling students to benefit from the curriculum, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement (not prohibiting school social workers & school psychologists from providing other direct services within their scope of practice). Indirect student services which may include but need not be limited to, referrals to appropriately licensed or certified individuals, consultation, collaboration, leadership, advocacy and teaming.

IV) Each school district shall develop a district-wide and building-level comprehensive developmental school counseling/guidance plans. Such plans should be developed by or under the direction of certified school counselor(s); be updated annually; be made available for review

at the district offices, at each school building, and make available on the district's website; include program objectives, activities, program development and maintenance planning, school counseling curriculum, professional development planning, evaluation methods based on data analysis of program results and closing the gap analysis reports to inform program improvement and assessment of the resources necessary to support positive student outcomes; include program outcomes report that includes analysis of systematic components of a comprehensive school counseling/guidance program annually presented to the board of education; establish a program advisory council comprised of representative stakeholders, meet at least 2x a year for reviewing the program plan and advising on implementation of the program, and submit annual report to the board of education.

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.

DISTRICT MISSION STATEMENT

The Gilbertsville-Mount Upton School District is committed to an educational environment that assures equitable opportunity for individuals to become College and Career Ready and ultimately, responsible, productive members of society. We will encourage all individuals to do their personal best in order for students to gain a lifelong enthusiasm for work and learning.

SCHOOL COUNSELING MISSION STATEMENT

In support of our district’s mission and goals, the Gilbertsville-Mount Upton School Counseling Program promotes and enhances student learning through three broad and interrelated areas of student development; academic, career, and personal/social. We support all students through a comprehensive developmental school counseling program, as well as through a collaborative effort through home, school, and community. Our goal is for Gilbertsville-Mount Upton students to become responsible and productive citizens that can effectively manage future challenges and who can progress confidently into an ever-changing society.

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.

Gilbertsville-Mt. Upton Central School Counseling Department Delivery System

School counselors deliver services in four areas: school counseling curriculum, individual student planning, responsive services and system support.

SCHOOL COUNSELING CURRICULUM

- Classroom instruction
- Interdisciplinary activities
- Group activities

INDIVIDUAL STUDENT PLANNING

- Individual or small group evaluation of students' abilities, interests, skills and achievement.
- Individual or small group advisement involving students and parents/guardians in planning students' academic programs that meet their needs.
- Individual or small group review of students' personal goals and future plans.

RESPONSIVE SERVICES

- Consultation
- Individual and small group counseling
- Crisis counseling/response

- Peer mediation
- Referrals

SYSTEM SUPPORT

- Professional development
- Consultation/Collaboration/Teaming
- Program management and operation
- Program Promotion

STUDENT MINDSETS AND BEHAVIORS: PK-12 Standards

- Knowledge, skills and attitudes students need to achieve academic success, college and career readiness and social/emotional development.
- School counselors use the standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential.

The ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards School counselors encourage the following mindsets for all students.		
1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being 2. Self-confidence in ability to succeed 3. Sense of belonging in the school environment 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes 6. Positive attitude toward work and learning		
Category 2: Behavior Standards Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.		
Learning Strategies	Self-Management Skills	Social Skills
1. Demonstrate critical-thinking skills to make informed decisions	1. Demonstrate ability to assume responsibility	1. Use effective oral and written communication skills and listening skills
2. Demonstrate creativity	2. Demonstrate self-discipline and self-control	2. Create positive and supportive relationships with other students
3. Use time-management, organizational and study skills	3. Demonstrate ability to work independently	3. Create relationships with adults that support success
4. Apply self-motivation and self-direction to learning	4. Demonstrate ability to delay immediate gratification for long-term rewards	4. Demonstrate empathy
5. Apply media and technology skills	5. Demonstrate perseverance to achieve long- and short-term goals	5. Demonstrate ethical decision-making and social responsibility
6. Set high standards of quality	6. Demonstrate ability to overcome barriers to learning	6. Use effective collaboration and cooperation skills
7. Identify long- and short-term academic, career and social/emotional goals	7. Demonstrate effective coping skills when faced with a problem	7. Use leadership and teamwork skills to work effectively in diverse teams
8. Actively engage in challenging coursework	8. Demonstrate the ability to balance school, home and community activities	8. Demonstrate advocacy skills and ability to assert self, when necessary
9. Gather evidence and consider multiple perspectives to make informed decisions	9. Demonstrate personal safety skills	9. Demonstrate social maturity and behaviors appropriate to the situation and environment
10. Participate in enrichment and extracurricular activities	10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

Gilbertsville-Mount Upton School Counselors will focus on the following ASCA mindsets and behaviors:

Mindsets:

3) Sense of belonging in the school environment.

<u>PK-5</u>	<u>6-8</u>	<u>9-12</u>
K. Picnic/Harvest Luncheons	New Student Welcome Event	New Student/9th Grade Orientation
PK- Kindergarten Bridging	6th/7th/8th Grade Orientation	High School Planning Night
Soaring Eagles/Kudos	Middle School Transition Activities	Senior of the Month
Work Ethic	Soaring Eagles/Work Ethic	Junior Carnival
Morning Raiders (PK-1 st)	Safety Patrol	Leadership Club/Mentoring Program

4) Understanding that postsecondary education and life-long learning are necessary for long-term success.

<u>PK-5</u>	<u>6-8</u>	<u>9-12</u>
Lunch Bunch (PK-1)	Career Day (8th)	College & Career Day
Career Folders	Intro. To NYS Career Zone	Assistance with college applications
Women/Men Helping Girls/Boys Make Better Choices (5 th)	NYS Career Folders	ASVAB/PSAT/SAT/ACT
Character Education	It's a Guy Thing	Student Leadership Workshops
	Women/Men Helping Girls/Boys Make Better Choices (6 th)	Career Presentations

Behavior: Learning Strategies

7) Identify long and short-term academic, career and social/emotional goals.

<u>PK-5</u>	<u>6-8</u>	<u>9-12</u>
Career Folders	NYS Education Dept. Career Plan	Academic plan meetings
Teaching Mindfulness activities	BOCES Road Show (8th)	BOCES Road Show (10th)
Character Education	6th Grade Life Skills Career Activities	College & Career Fairs
Individual Counseling	Individual Counseling	
Counseling, Collaboration/Consultation, Assistance with DASA		

Behavior: Self-Management

6) Demonstrate ability to overcome barriers to learning.

<u>PK-5</u>	<u>6-8</u>	<u>9-12</u>
Backpack Program	CST/CSE meetings	CST/CSE meetings
Teaching Mindfulness activities	Coordination with outside agencies	Coordination with outside agencies
CST/CSE meetings	Parent/Teacher conferences	Parent/Teacher conferences
	STEP-UP Curriculum	

7) Demonstrate effective coping skills when faced with a problem

<u>PK-5</u>	<u>6-8</u>	<u>9-12</u>
Character Education	Character Education	CASSCA (11 th)
Lunch Bunch (PK-1 st)	Individual Counseling	Individual Counseling
Banana Splits (2 nd -5 th)	Mindfulness Activities	Mindfulness Activities
Zones of Regulation	Banana Splits (6 th)	
Anger Management Groups		

Behavior: Social Skills

4) Demonstrate empathy.

<u>PK-5</u>	<u>6-8</u>	<u>9-12</u>
Character Education	Character Education	Mediation
Lunch Bunch (PK-1)	Occasional speakers/assemblies	Occasional speakers/assemblies
Self-Esteem Groups	DWI Demonstration (7 th -8 th)	DWI Demonstration
Girls On The Run (3 rd -5 th)		
Friendship Groups		

8) Demonstrate advocacy skills and ability to assert self, when necessary.

<u>PK-5</u>	<u>6-8</u>	<u>9-12</u>
Bullying Prevention/Interventions	Bullying Prevention/Interventions	Student/teacher meetings
Personal Safety Presentations	Personal Safety Presentations	Leadership Club
Character Education	Character Education	

Gilbertsville-Mt. Upton Central School Counseling Department Management System

Intertwined with the delivery system is the management system, which incorporates organizational processes and tools to ensure the Gilbertsville-Mt. Upton School Counseling program is organized, concrete, clearly delineated, and reflective of the school's needs.

Clear expectations and purposeful interaction with all stakeholders' results in a school counseling program that is integrated into the total educational program, and provides student growth and development. The management section of the Gilbertsville-Mt. Upton school counseling plan addresses who will implement the school counseling program, when the program is delivered, use of data, the management agreement, and advisory team.

Management agreements insure effective implementation of the delivery system to meet student need. The counseling staff and administrators make management decisions based on the school's needs and data analysis. Management system decisions and agreements must be made regarding organization and assignment of counselors (Johnson and Johnson 2001) At each level (Elementary, Middle School, and High School), school counselors will review and discuss data driven needs for the student population. This may include review of graduation rates, attendance, and standardized test scores. Decisions will be made for a plan of action to meet student needs at each level. Counselors and school district leadership team will agree on how services will be assigned to specific counselors.

Program implementation will integrate all elements of a school counseling plan. Each counseling department level will decide how students will be assigned to counselors to ensure that each student has access to the counseling program. In addition, each level should determine the percentage of time spend delivering guidance lessons, providing individual student planning, responsive services, and managing system support.

Use of Time: District counselors recognize the value of direct service in addition to indirect services. It is recommended that school counselors spend 80% of their time in direct and indirect services with students. The remaining time is spent for program management and program services.

Component	Elementary	Middle	High
Direct Delivery of Services	70% - 90%	70% - 90%	70% - 90%
Indirect Delivery of Services	10% - 15%	10%-15%	10%-15%
Foundation	5%	5%	5%
Management	10%-15%	10%-15%	10%-15%
Accountability	5%	5%	5%

Use of Calendars: Monthly calendars will be used by counselors to guide program delivery.

Other considerations of management agreements include counseling budget, professional development, department meetings, and support services for the counseling team.

Use of Data: A comprehensive school counseling program is data driven to ensure that every student receives the benefits of the school counseling program. School counselors must show that each activity implemented is part of the program, was developed from analysis of the students' needs, achievements, and/or related data. To do this, school counselors need to evaluate the process, perception, and results data.

- **Process data:** Process data answers the question, “what did you do for whom?” and provides evidence that an event occurred. It is information describing the way the program is conducted and if it follows the prescribed practice. Examples of process data include: held six five-session counseling groups with eight students each on anger management; 250 parents/guardians attended an evening career event; all high school students were seen individually to prepare an academic plan.
- **Perception data:** Perception data answer the question, “What do people think they know, believe or can do?” These data measure what students and others observe or perceive, knowledge gained, attitudes and beliefs held and competencies achieved. Examples of perception data include: 100 percent of students in grades 9-12 have completed an academic plan; 92 percent of students can identify the early warning signs of violence; 70 percent of eighth grade students understand the relationship between academics and careers.
- **Results data:** Results data answer the “so what” question. The impact of an activity or program is documented through results data. These data show that your program has had a positive impact on students' ability to utilize their knowledge, attitudes and skills to effect behavior change. Examples include: graduation rates improved by 14 percent; attendance improved among seventh-grade males by 49 percent; discipline referrals decreased by 30 percent over time.

At each level (Elementary, Middle School, and High School), school counselors will review and discuss data driven needs for the student population. This may include review of graduation rates, attendance, and standardized test scores. For every desired competency and result there must be a plan how the desired competency will be achieved. Each action plan should include:

Competencies addressed, description of activity, timeline in which the activity will be completed, who is responsible for delivery, means of evaluating student success, expected results.

Each counseling department will decide on a plan of action to meet student need. Counselors and the school district leadership team will agree on how services will be assigned to specific counselors.

Advisory Council: An advisory council is a representative group of persons appointed to both advise and assist the school counseling program. The council reviews program goals, competencies and results, and participates in making recommendations to enhance programs.

Gilbertsville-Mt. Upton Central School Counseling Department Accountability System

To achieve the best results for students, Gilbertsville-Mt. Upton school counselors regularly evaluate their program to determine its effectiveness. Now more than ever, Gilbertsville-Mt. Upton school counselors are challenged to demonstrate the effectiveness of their programs in measureable terms.

Data Analysis:

The school data profile is a summary of the school's achievement, attendance, behavior, and safety record over a multi-year period and can contribute to a better understanding of trends at the school. Analysis of the school data profile helps school counselors monitor student achievement, identify achievement, opportunity, and attainment gaps, and recognize a need for systematic change (Holcomb-McCoy, 2007; Rowell, 2006).

The counseling team will review available attendance, graduation rates, achievement, behavior, and safety data from 2014-2015 and 2015-2016 school years. The team will consider the following questions when analyzing the data: What strengths are indicated by the data? What concerns are indicated?

Have attendance and graduation rates remained stable? How can the school counseling program contribute to addressing the educational issues posed by the data?

The first school data profile completed during the 2015-2016 school year will become the baseline to measure future school counseling program results.

Each school year the counseling department will complete an Accountability Plan. The plan will include an analysis of one component of school data, one goal, strategies, results, and evaluation. To analyze school data school counselors will collaborate with administrators to identify problem areas using data critical to student success. Examples include discipline referrals, standardized test scores, retention, dropout rates, and attendance. A goal will be set based on the following question: How does the role of the school counselor impact student success? One need will be selected and the baseline curriculum including classroom and group counseling, individual student planning, responsive services and system support. Results will include baseline data and results data. Each accountability plan will include an evaluation. Which strategies had a positive impact on the data? Which strategies should be replaced or changed? How did your role as the school counselor and your goal contribute to a systemic change in your school?

Program Results:

Analyzing school counseling program results reports ensures programs are evaluated for effectiveness and informs decisions related to program improvement. The analysis of results reports is the heart of having a data driven school counseling program (ASCA, 2012). The Gilbertsville-Mt. Upton School Counseling Team along with counselors must review the accountability plans to identify trends and areas of success and areas in need of improvement.

Evaluation and Improvement:

Program evaluation and improvement has two components: Self-analysis of the school counseling program's strengths and areas of improvement, and evaluation of the school counselor's performance.