

## **Roxbury Central School**

### **K-12 Comprehensive School Counseling Plan**

#### **School Counseling Department Staff:**

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#### ***School Counseling Mission Statement***

**Mission Statement:** The mission statement of the school counseling department is to liberate the greatness and capabilities of every student at RCS. The department is committed to providing a comprehensive school counseling program to assist students in acquiring and using lifelong learning and coping skills to be proactive leaders in our society. The department aims to function as an advocate, first and for most students, and teachers, parents, and the community as well. We believe that all children are capable of learning if they are supported and encouraged to do their best.

**Counseling Objective:** To provide effective, unbiased, counseling services that successfully guide students in life choices, personal development, social development, academic success, and career endeavors while upholding ethical standards outlined by The American School Counselor Association and the NYS Education Department.

#### **New York State Education Department Requirements for School Counseling Programs:**

Part 100.2 NYSED Requirements: Comprehensive developmental school counseling/guidance programs. Beginning with the 2019-2020 school year, each school district shall have a comprehensive developmental school counseling/guidance program, for all students in kindergarten through grade 12. Each school district shall also ensure that all students in grades kindergarten through twelve have access to a certified school counselor(s).

(1) For all grades kindergarten through twelve, district and building level comprehensive developmental school counseling/guidance programs shall prepare students to participate effectively in their current and future

educational programs as age appropriate, and be designed to address multiple student competencies including career/college readiness standards, and academic and social/emotional development standards. The comprehensive developmental school counseling/guidance program shall include the following activities or services:

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

(b) For students in grades six through twelve, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans. For a student with disability, the plan shall be consistent with the student's individualized education program;

(c) school counseling/guidance core curriculum instruction for the purpose of addressing student competencies related to career/college readiness, academic skills and social/emotional development by a certified school counselor(s);

(d) 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. Provided that nothing herein shall prohibit certified or licensed school psychologists or certified or licensed school social workers pursuant to Part 80 of the Commissioner's regulations from providing other direct student services within their applicable scope of practice;

(e) 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.

(2) Each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans, which set forth the manner in which the district shall comply with the requirements of this subdivision. Building level plans shall be developed by or under the direction of certified school counselor(s) and be updated annually, available for review at the district offices and each school building, and made available on the district's website.

(a) Each plan shall be developed annually and shall 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.

(b) Each plan shall also include the preparation of a program outcomes report that includes an analysis of all systematic components of a comprehensive developmental school counseling/guidance program as defined by this subdivision. Such report shall be annually presented to the board of education.

(3) Each school district shall establish a comprehensive developmental school counseling/guidance program advisory council to be comprised of representative stakeholders (such as parents, members of the board of education, school building and/or district leaders, community-based service providers, teachers, certified school counselors and other pupil personnel service providers in the district including school social workers and/or school psychologists). The advisory council shall meet no less than twice a year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program. The advisory council shall create and submit an annual report to the board of education.

### **The National/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 measurable terms such as impacts over time, performance evaluation, and a 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.

### **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 personal/social 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 life span.

Standard B:

- Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary 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.

### **Personal/Social 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.

## **Roxbury Central School Counseling Delivery System**

Delivery system defines the components of the comprehensive model including individual student planning, school counseling curriculum, responsive services and system support. **Components are implemented as needed and can change and vary from year to year depending on student needs.**

### **Individual Student Planning**

Counselors monitor students' progress so they may achieve success in academic, personal/social, 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 personal/social, 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 personal/social 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 and building committees. (Scheduling Committee; RCMT, RIST)
- ***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 and Evaluation***: School counselors regularly collect and analyze data to evaluate the program and continue updating program.

### **Roxbury Central School Counseling Department Management System**

Intertwined with the delivery system is the management system, which incorporates organizational processes and tools to ensure the Roxbury Central 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 Roxbury 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.

Components of the Management System:

- **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. At each of level (Elementary, Middle, 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. 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 the counseling department.
- **Program implementation** will integrate all elements of a school counseling plan. Each student regardless of level has access to the counseling program. In addition, each level should determine the percentage of time spent delivering guidance lessons, providing individual student planning, responsive services, and managing system support.
- **Use of Time:** The district counselor recognizes the value of direct service in addition to indirect services. According to the American School Counseling Association, 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. The chart below depicts the recommended distribution of total school counselor time:

<b>Delivery System Component</b>	<b>Elementary School % of Time</b>	<b>Middle School % of Time</b>	<b>High School % of Time</b>
Guidance Curriculum	35-45%	25-35%	15-25%
Individual Student Planning	5-10%	15-25%	25-35%
Responsive Services	30-40%	30-40%	25-35%
Program Support	10-15%	10-15%	15-20%

Adapted from Gysbers, N.C. & Hendersen, P. (Eds.) (2000). *Developing and managing your school guidance program*, 3<sup>rd</sup> ed, Alexandria, VA: American Counseling Association.

- **Advisory Council:** An advisory council is a representative group of persons appointed to both advise and assist the school counseling

program. The advisory council reviews program goals, competencies and results, and participates in making recommendations to the counseling department and administrators. Advisory council membership should be reflective of the Roxbury Central School community. The council can include students, parents, teachers, counselors, and administrators.

### **Roxbury Central School Counseling Department Accountability System**

To achieve the best results for students, the Roxbury School Counseling Department will regularly evaluate the program to determine its effectiveness. This will be done by:

- **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 systemic change (Holcomb-McCoy, 2007; Rowell, 2006). The school counseling department will review available attendance, graduation rates, achievement, behavior, and safety data each year. The department 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?
- **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, 2014). The Roxbury School Counseling advisory council along with each counseling department may review the accountability plans to identify trends and areas of success and areas in need of improvement.
- **Evaluation and Improvement:** Program evaluation and improvement along with the evaluation of the school counselor's performance is measured using an approved school counseling rubric.

**Appendix A: School Counseling Confidentiality Statement (Also found in RCS Student Handbook)**

**All students** at Roxbury Central School are entitled to receive School Counselor Services as mandated by New York State Department of Education School Counseling Requirements.

**A. Informed Consent for Counseling:**

Because counseling is based on a trusting relationship between counselor and client, the counselor will keep information shared by the client (student) confidential except in certain situations in which an ethical responsibility limits confidentiality. Parents/Guardians will be notified under the following circumstances:

1. The student reveals information about hurting himself/herself or another person.
2. The student or another person may be in danger (physical or sexual abuse).
3. The student gives permission to share.

**\*\*\*Parent/Guardian and Student signature acknowledging the RCS student Handbook confirms understanding of school counseling services provided at RCS as well as confidentiality informed consent.\*\*\***

