

# **Salamanca City Central School District**

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



**2021-2022  
Salamanca City Central School District  
50 Iroquois Drive  
Salamanca, NY 14779**

## **Foreword**

The Salamanca City Central School District's School Counseling Department is pleased to offer the Salamanca City School District Comprehensive School Counseling Program. This program guide is the result of a review by several counselors currently employed in the Salamanca City Central School District. These professionals guided the development of this document and we thank them for their input. Additionally, the district's school counselors will review this guide on an annual basis. This comprehensive model is the centerpiece of the Salamanca City Central School District's transformed school counseling practices, and represents the department's continued and ongoing dedication to comprehensive programming and services aligned with the American School Counselor Association (ASCA) and New York State School Counselor Association (NYSSCA) models. This complete comprehensive model acts as a manual for counselors and administrators in clarifying the role of a school counselor.

### **School Counselors**

Ashleigh Bova

Samantha Dry

Chanda Grey

Tonia Sibilio

Michelle Winship

## TABLE OF CONTENTS

I.	<b>New York State Part 100 Regulations</b>	p. 4
II.	<b>The Essential Role of the School Counselor</b>	p. 5
III.	<b>The Comprehensive Model Description</b>	p. 6-7
IV.	<b>The Foundation</b>	p. 8-9
	a. District Vision	
	b. District Mission Statement	
	c. District Values	
	d. District Skills & Mindsets	
	e. Counseling Mission and Belief Statements	
	f. National Domains	
	g. ASCA Student Mindsets and Behaviors	
V.	<b>The Delivery System</b>	p. 10-19
	a. Delivery System Chart	
	b. Prospect School	
	c. Seneca Intermediate School	
	d. High School	
VI.	<b>The Management System</b>	p. 20-21
VII.	<b>The Accountability System</b>	p. 22
VIII.	<b>Appendix</b>	p. 23-27
	a. Role of the School Counselor	
	b. ASCA Mindsets & Behaviors	

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

## ***Transformation of the School Counselor w/ new regulations 2019/2020***

### **Current New York State Part 100 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 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.
- 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 counselor, 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 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.
- 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; and provisions for the annual assessment of the program results. The plan shall be reviewed annually by the school counselors, and revisions shall be made when needed.

### ***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 teacher has the hands-on position of working with children day to day. They are with students for most of their waking day. As it is with parents, teachers are in the “center of it all”. They are concerned with teaching their curriculum, managing the class as a whole and reporting to the administration. It is sometimes difficult for them to see the needs of the individual student. This is quite understandable; they are managing their class on a macro level, while trying to identify the micro needs of 20 or more students. The administrator is also concerned with the student, but their reality is to bring bureaucracy to a human level and education. They do this while making pivotal business decisions required in any well-running organization. Although they too are concerned with the well-being of the student, their position is often quite removed.

The role of the school counselor is one that is growing with the times. As our society faces increasing 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.

The Salamanca school counselors are diverse in their training. Their collaborative relationship with the community, teachers and administrators allows them to provide a variety of resources toward the academic, career, and social/emotional growth of all students.

The ASCA School Counselor Competencies and the ASCA School Ethical Standards guide the practice of the School Counselor and can be found on the ASCA website at <https://www.schoolcounselor.org/>

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

*New York State Model*

## **The 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 New York State Learning 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.

### **Developmental School Counseling**

Recognizing that all children do not develop in a linear fashion according to a certain timetable and understanding the developmental progression of a student's growth throughout the K-12th grade experience is essential. Developmental school counseling: *"...is for all students, has an organized and planned curriculum, is sequential and flexible, is an integrated part of the total educational process, involves all school personnel, helps students learn more efficiently and effectively, and includes counselors who provide specialized counseling services and interventions"* (Myrick, 1997)

Myrick's developmental approach emphasizes: programs for all students; the importance of using an integrated approach involving all school personnel in the delivery of "guidance activities"; and a school counseling curriculum that is sequential, age appropriate, planned and organized. Thus, the school-counseling program must include age appropriate and sequential learning experiences to deliver the standards and competencies to every student.

### **Result-Based Accountability**

"Result-based" counseling is also a competency-based approach. An emphasis is placed on a total pupil service approach. This approach emphasizes the importance of students acquiring competencies to become successful in school and in the transition to postsecondary education and/or employment. At the heart of "result-based" school counseling is accountability to the students and to the building administrator.

The competencies delivered emphasize early intervention, prevention, and response services. The standards and the competencies guide the development of the program contact for student growth and achievement in the academic, career, and personal/social domains are an integral part of the individual planning, school counseling curriculum, responsive services, and system support.

School counseling programs are now organized as an integral and essential part of the broader school mission. The evolution of the comprehensive and developmental school and guidance clearly supports the imminent need for school counseling programs to be aligned with and tied to the mission of schools. School counseling programs promote educational

excellence through individual excellence, provide preventative programs and experiences, and create a collaborative model that integrates the expertise of school counselors, other pupil service personnel, and business and community leaders into the total program. Additionally, it is current with the needs and expectations of education agenda and societal issues. Random acts of guidance are no longer acceptable in 21st century schools.

The ASCA 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: responsibility, 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 review.

Both the National Model for School Counseling Programs and Salamanca's Comprehensive School Counseling Programs speak 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.

# Comprehensive K-12 School Counseling Program

## **The FOUNDATION**

*Vision Mission Values Skills & Mindsets Beliefs*

### **District Vision**

RAISING RESILIENT AND COMPASSIONATE WARRIORS

### ***District Mission Statement:***

Maximizing the potential of every warrior by fostering strong relationships, embracing diversity, and providing opportunities for exploration and inquiry.

### **District Values:**

#### **COLLABORATION & COMMUNICATION:**

We value clear and consistent communication with community members and responding to your concerns.

#### **COMMUNITY DRIVEN:**

We value developing positive relations through respectful and compassionate interactions, in each classroom and throughout our community.

#### **UNIQUE EDUCATIONAL OPPORTUNITIES:**

We value providing an extensive variety of experiences for the larger Salamanca community.

#### **CELEBRATING SALAMANCA'S CULTURE:**

We value our community's diversity and embrace the qualities that bring us together.

### **SKILLS & MINDSETS**

Respect, Literacy, Life Skills, Responsibility, Interpersonal Skills, Critical Thinking

### **SCHOOL COUNSELING MISSION AND BELIEF STATEMENTS**

The mission of the Salamanca school counseling program is to enable all students to experience educational success by providing guidance in the areas of academic, career, social/emotional, cultural diversity, counseling to help students overcome challenges that interfere with learning, and advocacy for an environment that supports high achievement for all students. Through the school counseling program, students become effective learners, responsible citizens, and productive members of a global workforce.



The Salamanca school counselors believe every student can learn and all have equal right to access a certified school counselor and to participate in a comprehensive school counseling program designed to support student success. The following principles are the foundation for the Salamanca school counseling program:

The Salamanca school counselor's vision:

- All students can learn and should be given the opportunity to do so.
- All students have dignity and worth and have a right to a safe, mutually respectful, healthy and orderly learning environment.
- Learning involves the education of the whole person and is a continuous lifelong process.
- All students have the right to participate in the school counseling program and have a variety of activities to choose from.
- Learning requires the active participation, mutual respect, and individual accountability of students, teachers, administrators, staff, parents, and community members.
- Diversity is to be respected and appreciated as we foster unity among our students, faculty, staff, and community.

### **School Counseling National Domains**

The National Standards for School Counseling Programs facilitate student development in three broad areas: **academic development, career development, and personal/social development.**

### **The ASCA Mindsets & Behaviors for Student Success**

The "ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student" were developed to, "describe the knowledge, skills, and attitudes students need to achieve academic success, college and career readiness, and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts". The ASCA Mindsets & Behaviors are found in the appendix labeled Appendix B.

# Comprehensive K-12 School Counseling Program

## **THE DELIVERY SYSTEM**

*School Counseling Curriculum                      Individual Student Planning*  
*Responsive Services and System Support*

The Salamanca City Central School District's Comprehensive School Counseling Program is based on the core beliefs, philosophies, and missions identified in the foundation. The delivery system describes the activities, interactions, and methods necessary to deliver the programs to the school community. Salamanca's Comprehensive School Counseling Programs integrate academic, career, and personal/social emotional learning. The components of a comprehensive school counseling program include the school counseling curriculum, individual planning, responsive services, and systems support all of which are implemented through a trauma informed lens.

**School Counseling Core Curriculum:** The counseling curriculum consists of structured developmental lessons to assist students in achieving the desired competencies and to provide all students with the knowledge and skills appropriate for their developmental level. The counseling curriculum is infused throughout the school's overall curriculum and is presented systematically through K-12 classroom instruction and group activities.

- **Classroom activities:** School Counselors present lessons in the classroom setting.
- **Group activities:** School Counselors may also conduct large and/or small group activities to address students' particular needs.
- **Interdisciplinary activities:** School Counselors participate in teams to develop curriculum across content areas.
- **Career and College Awareness:** School Counselors sponsor college and career awareness activities through the Naviance career planning online system, career portfolio development, college visits, college fairs, career awareness opportunities through the Seneca Nation of Indians, career wellness and other community workforce training opportunities, career fairs, and financial literacy presentations.
- **Digital Literacy:** School Counselors employ technology through various platforms such as the Naviance career planning online system, Unified Classroom's Class Pages, and other academic, college and career, and social emotional sponsored programs.

**Individual Student Planning:** School Counselors coordinate ongoing systematic activities designed to assist students individually in establishing personal goals and developing future plans.

- **Case Management:** School Counselors monitor individual student progress.
- **Individual Appraisal:** School Counselors use test information, goal setting, and other data to assist students in analyzing and evaluating their interests, skills, and abilities.
- **Individual Advisement:** School Counselors work directly with students on developing an appropriate education and career plan.

- **Placement:** School Counselors assist students in determining the proper educational setting as they meet their academic and career goals.

**Responsive Services:** Responsive services, which are the traditional duties of school counselors, consist of activities meeting individual students' immediate needs, usually necessitated by life events, situations, and/or conditions in the student's life. These needs require counseling, consultation, referral, peer mediation, and/or information.

- **Student Advocate:** School Counselors will participate in and/or coordinate RTI, 504, CSE, CPS, and other appropriate social service and attendance meetings.
- **Consultation and Collaboration:** School Counselors work with parents, teachers, students, community, and other involved parties to develop strategies to assist students.
- **Personal Counseling:** School Counselors provide a student, maximum privacy in which to freely explore ideas, feelings, and behaviors.
- **Crisis Counseling:** School Counselors provide prevention and interventions. Such counseling is short term in nature addressing a particular student's concern(s).
- **Referral:** School Counselors refer students and their families to appropriate school and community agencies as needed.

**System Supports/Indirect Student Services:** Like organized activity, a school counseling program requires administration and management to establish, maintain, and enhance the total counseling program.

- **Professional Development:** School Counselors update knowledge and skills by participating in training, professional meetings, and conferences.
- **Program Promotion:** School Counselors provide orientation and information regarding the programs to the greater community via websites, educational platforms, counseling newsletters, and parent education presentations.
- **Consultation with teachers and staff:** School Counselors work with teachers and other staff members to provide information regarding the needs of a student. School Counselors participate in district committees and in-service programs.
- **Parent and Community Outreach:** School Counselors provide ongoing support and information to the greater community regarding student needs.
- **Research:** School Counselors utilize research in the development of their programs and participate in research designed to improve their programs.
- **Program Evaluation:** School Counselors collect and analyze data to evaluate the program and continue updating program activities.
- **Service Coordination:** School Counselors coordinate with outside agencies (including the Seneca Nation of Indians, JCC Liberty Partnership, Berkshire, Alliance, Big Picture, and various state and local community organizations) to provide responsive service to students and their families.

**School Counselor Ratios:** To carry out a comprehensive K-12 School Counseling plan, the Salamanca City Central School District supports the allocated time distribution for each component based on American School Counselor Association guidelines.

## DELIVERY SYSTEM CHART

<p align="center"><b><u>Counseling Curriculum</u></b></p> <p>Provides developmental, comprehensive counseling program content in a systematic way to all K-12 Salamanca students</p>	<p align="center"><b><u>Responsive Services</u></b></p> <p>Addresses students' immediate concerns.</p>	<p align="center"><b><u>Individual Student Planning</u></b></p> <p>Engage students and their parents/guardians in development of academic and career plans.</p>	<p align="center"><b><u>System Support</u></b></p> <p>Includes program, staff, and school support activities and services.</p>
<p><b>Purpose</b></p> <p>Student awareness, skill development, and application of skills needed in everyday life.</p>	<p><b>Purpose</b></p> <p>Prevention and intervention.</p>	<p><b>Purpose</b></p> <p>Individual student academic and occupational planning, decision making, goal setting, and preparing for academic transition.</p>	<p><b>Purpose</b></p> <p>Program delivery and support.</p>
<p><b>Academic</b></p> <ul style="list-style-type: none"> <li>• Effective learning in school and across the life span.</li> <li>• Academic preparation for post-secondary options.</li> <li>• Relationship of academics, work, family, and community.</li> <li>• Providing instruction on positive mental health</li> </ul>	<p><b>Academic</b></p> <ul style="list-style-type: none"> <li>• Any immediate academic concerns.</li> <li>• School-related concerns including tardiness, absences and truancy, behavior, school avoidance, dropout, suspensions.</li> <li>• CPS/PINS referrals</li> <li>• Social Services referrals</li> <li>• CSE participation</li> <li>• 504 development</li> <li>• RTI team</li> <li>• Parent Conferences</li> <li>• Grade Level Teams</li> </ul>	<p><b>Academic</b></p> <ul style="list-style-type: none"> <li>• Facilitation and/or interpretation of criterion and norm-referenced tests.</li> <li>• Academic preparation essential for postsecondary options.</li> <li>• Appropriate course selection.</li> <li>• Development of K-12 academic and career plan/portfolio.</li> <li>• Development of post-secondary educational plan.</li> <li>• Use of diverse assessment results.</li> </ul>	<p><b>Academic</b></p> <ul style="list-style-type: none"> <li>• Professional development opportunities.</li> <li>• Advocacy and public relations for comprehensive school counseling program.</li> <li>• Counseling Plan Advisory Council.</li> <li>• Program planning and development.</li> <li>• Evaluation and assessment of comprehensive school counseling program.</li> <li>• Consultation/involvement with staff, parents, and community resources.</li> </ul>
<p><b>Career</b></p> <ul style="list-style-type: none"> <li>• Investigate the world of work to make informed decisions.</li> <li>• Strategies to achieve future career goals.</li> <li>• Relationship of personal qualities, education, training, and work.</li> </ul>	<p><b>Career</b></p> <ul style="list-style-type: none"> <li>• Individual discussions on how current behavior can impact future career goals.</li> </ul>	<p><b>Career</b></p> <ul style="list-style-type: none"> <li>• Use career information and resources in school and community.</li> <li>• Explore career clusters.</li> <li>• Interest and skill inventories.</li> </ul>	<p><b>Career</b></p> <ul style="list-style-type: none"> <li>• Use of websites and technology application platforms.</li> </ul>

<ul style="list-style-type: none"> <li>• Develop/maintain career portfolio</li> </ul>		<ul style="list-style-type: none"> <li>• Career exploration inventories.</li> <li>• Self-knowledge relating to career choices.</li> <li>• Appropriate course selections, tech prep, occupational studies including work-based learning.</li> <li>• Develop/maintain career portfolio</li> </ul>	
<p><b>Personal/Social</b></p> <ul style="list-style-type: none"> <li>• Interpersonal skills to respect self and others.</li> <li>• Decision-making, setting goals, and taking action to achieve goals.</li> <li>• Understanding everyday safety and survival skills.</li> <li>• Teaching NYS mandated Mental Health curriculum using the Rethink Ed program</li> </ul>	<p><b>Personal/Social</b></p> <ul style="list-style-type: none"> <li>• Crises (i.e. physical, sexual, or emotional abuse; grief, loss, and death; substance abuse; family issues; relationship concerns; divorce; legal issues, etc.).</li> <li>• Referral Plans</li> <li>• Coping Skills</li> <li>• Contact and maintain relationships with mental health resources in our area</li> <li>• Life skills</li> </ul>	<p><b>Personal/Social</b></p> <ul style="list-style-type: none"> <li>• Skills and competencies related to student and employee success.</li> </ul>	<p><b>Personal/Social</b></p> <ul style="list-style-type: none"> <li>• Use of technology.</li> <li>• Use of community/agency services and resources</li> </ul>
<p><b>Counselor Role:</b></p> <ul style="list-style-type: none"> <li>• Counseling curriculum implementation (small and large group settings).</li> <li>• Consultation with administration, faculty and other service providers.</li> </ul>	<p><b>Counselor Role:</b></p> <ul style="list-style-type: none"> <li>• Individual counseling.</li> <li>• Small-group counseling.</li> <li>• Referral process</li> <li>• Consultation and collaboration with administration, students, staff, parents, and community agencies.</li> </ul>	<p><b>Counselor Role:</b></p> <ul style="list-style-type: none"> <li>• Assessment</li> <li>• Planning</li> <li>• Placement</li> <li>• Consultation</li> <li>• Collaboration</li> </ul>	<p><b>Counselor Role:</b></p> <ul style="list-style-type: none"> <li>• Development and management program.</li> <li>• Coordination.</li> <li>• Develop relationships and partnerships.</li> <li>• Consultation.</li> </ul>

## PROSPECT SCHOOL COUNSELING CURRICULUM

### **Career Development Exposure (Grades Kindergarten-3)**

Students complete career folders following a 2-lesson plan sequence about jobs “What they like to do.”

**BUILDING STRONG WARRIORS-** This rotating schedule allows dedicated time to work with classroom teachers 1 day each week at each grade level. The service providers include School Counselor, Social Worker, SNI Social Worker, and School Psychologist. Each member will focus on different domains of the curriculum. In addition to their own creativity, curricula used will be:

#### **Second Step (Grades Kindergarten -3)**

Second Step is a prevention and early intervention classroom program utilized to teach and promote the learning of social skills needed for school success. The program helps students attain cognitive, social, and self-management skills needed for academic and social success by addressing needed pre-requisite abilities. The program is based on educational research.

#### **Safe and Civil Schools (Grades Kindergarten -3)**

Safe and Civil Schools is used to enhance student learning and motivate positive behavior in and out of the classroom. A CHAMPS plan has been formulated for each individual classroom that establishes clear classroom expectations along with logical and fair responses for behavioral issues.

### **RESPONSIVE SERVICES – Prospect 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.

A tiered system within the school helps define the tasks/roles of the school counselor and school social worker. The school Social Worker will focus on CSE identified students/students at higher risk in addition to more home/school/agency connections. The School Counselor will focus on academic and career programming as well as students in need of short term assistance.

The Prospect School Counselor is:

- An active member of the RTI (academic and behavioral) team
- Available to students requesting individual support
- Responsible for facilitating the district attendance plan.
- Responsible for referring students and their families to appropriate school/community agencies in cooperation with Prospect School Social Worker
- Responsible for Breakfast/Lunch bunch- small group behavior intervention sessions in cooperation with Prospect School Social Worker

## **INDIVIDUAL STUDENT PLANNING- Prospect School**

The Prospect School Counselor:

- Will implement large (classroom) and/or small group counseling programs each year.
- Will work on goal setting strategies with students in each of the 3 domains: Academic, career, and social/emotional
- Will schedule and facilitate parent / teacher conferences as needed.
- Will be available and provide assistance as needed in the transition of students described as "new entrants".
- Will support and collaborate with classroom teachers and building administrators to address the academic, social, and emotional needs of the students, providing interventions as needed,

## **SYSTEM SUPPORT- Prospect School**

The Prospect School Counselor:

- Will inform the school community of the school counseling program.
- Will provide parent education programs: i.e. setting up home environment for school success.
- Will participate on grade level and grade level data team meetings as requested
- Will participate in school improvement initiatives i.e. Safe and Civil schools, implementing "Champs" routines as appropriate.
- Will update his/her knowledge and skills by participating in training, professional meetings and conferences
- Will work with the building administrator on additional tasks, duties, and responsibilities as needed and appropriate

## **SENECA INTERMEDIATE SCHOOL COUNSELING CURRICULUM**

### **Career Exploration Activities (Grades 4-7)**

The Seneca School Counselor facilitates classroom lessons focusing on exploring students' interests and setting future career goals. This includes a discussion regarding academic and behavior expectations as they move forward in their education. Students will be able to create a Naviance account where their career research and exploration can be stored. Using Naviance students can create an on-line portfolio that will transition with them through their Seneca Intermediate and High School years. Career and Leadership activities are given to Seneca students, which relate their interests to possible careers for the future with follow up discussion in a classroom setting. The Seneca School Counselor also utilizes NYS portfolios with grades 4-6 for career awareness documentation.

### **RESPONSIVE SERVICES – Seneca Intermediate 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.

The Seneca School Counselor:

- Is responsible for implementing the district attendance plan.
- Is a core member of the BEST (Behavioral Emotional Social Team) addressing RTI, 504, CSE, Crisis Intervention, teacher and parent referrals, and is required to attend scheduled meetings.
- Is available to students requesting individual support and/or mediating situations among a group of students.
- Will attend quarterly District wide School Counselor department meetings as scheduled.

### **INDIVIDUAL STUDENT PLANNING- Seneca Intermediate School**

The Seneca School Counselor:

- Will implement large (classroom) and/or individual/small group counseling programs each year. In addition to their own creativity, curricula used will be:
  - **Zones of Regulation (Grades 4-7)**

The Zones of Regulation is a metacognitive framework for regulation and treatment approach that is based on immense evidence in the fields of autism, attention deficit disorders (ADD/HD), and social-emotional theories. It integrates best practices around Trauma Informed Care and mental health supports and aligns with the CASEL SEL core competencies. The Zones integrates Systemizing Theory, Central Coherence Theory and Cognitive Behavior Management. It ties in Social Thinking®, visual supports and is a tool to build self-management skills. Some of these evidence-based practices are developmental in nature, while others are related to learning-styles, concepts or characteristics important to neurodiverse populations.

The Zones of Regulation is certainly a practice based on evidence and has shown positive, measurable outcomes across multiple studies and applications in clinical practice and school-based settings.



- **Rethink Ed (grades 4-7)**

Rethink Ed's evidence-based, technology-driven solutions are developed by leading experts in Social and Emotional Learning, Behavior Management and Special Education and are designed to: increase student engagement and motivation, accelerate social and emotional learning, equip all staff and educators with powerful tools, instill a growth mindset in students, encourage positive behavior, achieve teaching excellence, personalize learning support, enhance collaboration among educators and parents, and promote learning and development success.

- Will hold individual meetings with students in danger of failing two or more academic subjects.
- Is responsible for scheduling and facilitating parent / teacher conferences upon requests of teachers and/ or parents.
- Will be available and provide assistance in transition of students described as “new entrants.”
- Will support and collaborate with classroom teachers to meet the academic, social, and emotional needs of the students.
- Will collaborate and consult with building administrators to provide academic, social, and emotional interventions as needed.
- Is responsible for individual course selection process (grade 6<sup>th</sup> to 7<sup>th</sup>, and 7<sup>th</sup> to 8<sup>th</sup> grade) and maintain the scheduling process as requested throughout the school year.
- Is responsible for attending Committee on Special Education meetings for their individual students and reflecting their individual academic goals and programming in the student's daily schedule.
- Is involved in the implementing of transition programs from 3rd grade to 4th grade.

### **SYSTEM SUPPORT- Seneca Intermediate School**

The Seneca School Counselor:

- Will attend grade level data and team meetings as scheduled
- Will participate in the school wide initiative of Safe and Civil schools, Trauma informed care, and Student Success Assemblies.
- Will inform the whole school community of the school counseling programing
- Will utilize the school counseling website /Powwow to promote their programs.
- Will update his/her knowledge and skills by participating in training, professional meetings and conferences
- Will work with the building administrator on additional tasks, duties, and responsibilities as needed and appropriate.

## HIGH SCHOOL COUNSELING CURRICULUM

### **CAREER DEVELOPMENT (Grades 8-12)**

Students utilize the comprehensive college, career, and life readiness program, Naviance to align student strengths and interests to postsecondary goals. The High School's Scope and Sequence is covered at each grade level where students can set academic, career, personal/social goals, assess their interests and learning styles through self-discovery, explore career planning, and take part in college planning activities.

### **RESPONSIVE SERVICES – High School**

Each School Counselor is 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.

- Responsible for playing a role in the district attendance plan.
- Responsible for assisting team teachers in MTSS and 504 Plan/CSE process and presenting requests.
- Core members of the MTSS team and are required to attend scheduled meetings.
- Core members of the Crisis Intervention Team
- Available to students requesting individual support and/or mediating situations among a group of students.
- Responsible for linking students and family with social services agency support as needed.
- Will participate in district school counseling department meetings.

### **INDIVIDUAL STUDENT PLANNING- High School**

- Will meet with students in danger of failing two or more academic subjects every 5 weeks.
- Will implement appropriate grade level programs, which may include large or small group instruction and parental information meetings as needed.
- Are responsible for scheduling and facilitating parent/teacher conferences upon requests of teachers and/ or parents.
- Will be available and provide assistance in transition of students described as “transfer students”
- Are to support and collaborate with classroom teachers to meet the academic, social, and emotional needs of the students.
- Are to collaborate and consult with building administrators to provide academic, social, and emotional interventions as needed.
  - **Rethink Ed (grades 8 & 9)**  
Rethink Ed's evidence-based, technology-driven solutions are developed by leading experts in Social and Emotional Learning, Behavior Management and Special Education and are designed to: increase student engagement and motivation, accelerate social and emotional learning, equip all staff and educators with powerful tools, instill a growth mindset in students, encourage positive behavior, achieve teaching excellence, personalize learning support,

enhance collaboration among educators and parents, and promote learning and development success.

- Are responsible for each student's individual course selection process and schedule development and will do so by annual individual progress review.
- Are responsible for attending 504 PLAN and Committee on Special Education Meetings for their students and reflecting their individual academic goals and programming in the student's daily schedule.
- Are involved in the scheduling process. This includes communicating and collaborating with teachers, parents, and administrators.
- Will meet with each senior individually re: graduation and post-graduation plans

### **SYSTEM SUPPORT- High School**

- Should utilize appropriate communication tools to disseminate pertinent information concerning the high school counseling program.
- Update their knowledge and skills by participating in training, professional meetings, conferences, and relevant course work.
- Will participate in school improvement initiative/strategic planning as requested.
- Will participate in grade level team meetings as requested
- Will participate in the coordination of onsite and offsite services
- Will coordinate BIG PICTURE referrals/intakes/visitations
- Will coordinate JCC connections courses
- Will coordinate AP exams
- Will administer ACCUPLACER, SAT, PSAT
- Will coordinate Warrior Academy meetings as requested
- Will attend monthly department leader meetings
- Will attend monthly administrator/counselor meetings
- Will coordinate and update the HS Course Catalog

# Comprehensive K-12 School Counseling Program

## THE MANAGEMENT SYSTEM

*Use of Data      Action Plan      Use of Time      Use of Calendars*

### MANAGEMENT SYSTEM

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

- **Use of Data:** A comprehensive school counseling program is data-driven to ensure every student receives the benefits of the school counseling program. School counselors must show that each activity implemented as part of the program was developed from analysis of students' needs, achievement, and/or related data.
- **Action Plans:** For every desired competency and result, there must be a plan outlining how the desired competency will be achieved. Each plan should contain:
  - competencies addressed
  - description of the activity
  - data driving the decision to address the competency
  - time-line in which activity is to be completed
  - who is responsible for the delivery
  - means of evaluating student success
  - expected results for students
- **Use of Time:** District counselors recognize the value of direct service (contact) with students in addition to indirect service. A School Counselor's time and resources are limited and therefore should be protected. Program delivery and direct counseling services can be increased by reassigning non-counseling activities whenever possible.
- **Use of Calendars:** to guide program delivery counselors may utilize Monthly calendars. The Salamanca School Counseling Department's annual calendars reflect the school's mission and the vision of having a comprehensive school counseling curriculum. The annual calendar provides a framework for the school counseling programs and helps guide the counselors in their individual daily and weekly calendars.

### Using Data in School Counseling Programs

Data informs, confirms progress, and can reveal shortcomings in student performance. Using data enables school counselors to work in tandem with building administrators and faculty to close the achievement gap through systemic change. By using data, school counselors present a picture of the current status of student needs and issues and then examine the practices that can lead to higher levels of student success.

School counselors will evaluate programs and demonstrate accountability by collecting and using data that link the programs to both student achievement and school improvement. This

process will strengthen the relationship between the school counseling program and the instructional program.

It is important to use all three of the following types of data:

- Process data (i.e. number of students in a given group)
- Perception data (i.e. needs assessments or surveys)
- Results data (i.e. proof of change in student competency such as graduation rates, attendance, etc.)

### **School Counseling Department Advisory Council**

The Salamanca CCSD will develop and maintain a counseling program advisory council. The purpose of the council is to provide feedback on program goals, review program results, make recommendations about the school counseling program, and serve as advocates for the program.

- Membership will include representative stakeholders such as students, parents, Board of Education members, school/district administrators, community-based service providers, teachers, certified school counselors and other pupil personnel service providers.
- The advisory council shall meet twice per year (fall and spring) for the purpose of reviewing and advising on the implementation of the comprehensive school counseling program plan.
- The advisory council will provide an annual progress outcomes report from meeting minutes and an overview of the comprehensive plan to the Board of Education.

# *Comprehensive K-12 School Counseling Program*

## **THE ACCOUNTABILITY SYSTEM**

*DATA Result Reports / Counselor Performance / Standards and Program Review*

### **SCHOOL COUNSELING DEPARTMENT ACCOUNTABILITY SYSTEM**

School Counselors are increasingly challenged to demonstrate the effectiveness of the School Counseling Program in measurable terms. To evaluate the program and to hold it accountable, school counselors must collect and use information and data that links the program to student achievement in the three domains and school improvement.

#### **School Counselor Accountability Components**

Individual School Counselor evaluations will be aligned with the district approved APPR process.

#### **Data Result Reports**

The results reports organizes school counseling curriculum to demonstrate the relationship between the school counseling programs to the instructional program. School Counselors use reflective skills, collaboration and teaming, and data analysis to become action researchers and show how the school counseling program impacts school improvement. These reports include the process, perception, and results data to ensure school counseling programs are carried out, analyzed for effectiveness, and modified as needed. Sharing these reports with stakeholders serves to advocate for the students and program. Immediate, intermediate, and long-range results are collected and analyzed by individual counselors and the department for the program improvement.

#### **Program Review**

The Salamanca City Central School Counseling Department will self-audit their program annually as a guide to evaluate the comprehensive programming. Subsequently, a report will be submitted to the Superintendent of Schools for dissemination to the Board of Education and district/building level administrators. Additionally, the district's School Counseling Comprehensive Program Plan will be reviewed annually and necessary revisions made. This information will also be generated by the advisory council.



# The Role of the School Counselor

**S**chool counselors are certified/licensed educators with a minimum of a master's degree in school counseling, making them uniquely qualified to address all students' academic, career and social/emotional development needs by designing, implementing, evaluating and enhancing a comprehensive school counseling program that promotes and enhances student success. School counselors are employed in elementary, middle/junior high and high schools; in district supervisory positions; and counselor education positions.

School counselors serve a vital role in maximizing student success (Lapan, Gysbers, & Kayson, 2007; Stone & Dahir, 2006). Through leadership, advocacy and collaboration, school counselors promote equity and access to rigorous educational

experiences for all students. School counselors support a safe learning environment and work to safeguard the human rights of all members of the school community (Sandhu, 2000) and address the needs of all students through culturally relevant prevention and intervention programs that are a part of a comprehensive school counseling program (Lee, 2001). The American School Counselor Association recommends a school-counselor-to-student ratio of 1:250.

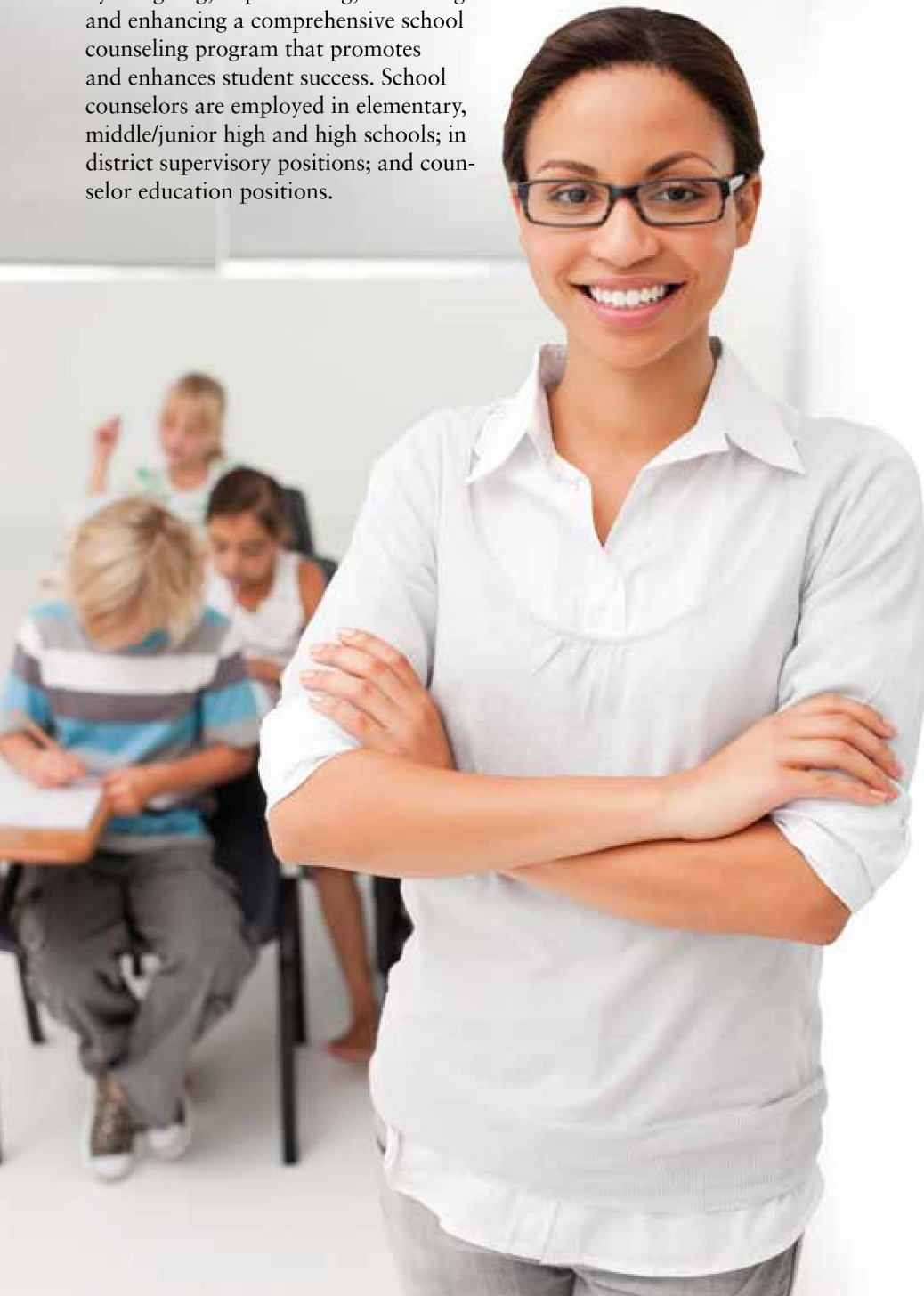
## The School Counselor's Role

School counselors have a minimum of a master's degree in school counseling, meet the state certification/licensure standards and abide by the laws of the states in which they are employed. They uphold the ethical and professional standards of ASCA and other applicable professional counseling associations and promote the development of the school counseling program based on the following areas of the ASCA National Model: foundation, delivery, management and accountability.

### FOUNDATION

School counselors create comprehensive school counseling programs that focus on student outcomes, teach student competencies and are delivered with identified professional competencies.

**Program Focus** – To establish program focus, school counselors identify personal beliefs that address how all students benefit from the school counseling program. Building on these beliefs, school counselors create a **vision statement** that defines what the future will look like in terms of student outcomes. In addition, school counselors create a **mission statement** that aligns with their school's mission and develop **program goals** that define how the vision and mission will be measured.



**Student Competencies** – Enhancing the learning process for all students, the ASCA Mindsets & Behaviors for Student Success guide the development of effective school counseling programs around three domains: academic, career and social/emotional development. School counselors also consider how other student standards that are important to state and district initiatives complement and inform their school counseling program.

**Professional Competencies** – The ASCA School Counselor Competencies outline the knowledge, attitudes and skills that ensure school counselors are equipped to meet the rigorous demands of the profession. The ASCA Ethical Standards for School Counselors specify the principles of ethical behavior necessary to maintain the highest standard of integrity, leadership and professionalism. They guide school counselors’ decision making and help to standardize professional practice in order to protect both students and school counselors.

## MANAGEMENT

School counselors incorporate organizational assessments and tools that are concrete, clearly delineated and reflective of the school’s needs. Assessments and tools include:

- **school counselor competency and school counseling program assessments** to self-evaluate areas of strength and improvement for individual skills and program activities
- **use of time assessment** to determine the amount of time spent toward the recommended 80 percent or more of the school counselor’s time to direct and indirect services with students
- **annual agreements** developed with and approved by administrators at the beginning of the school year addressing how the school counseling program is organized and what goals will be accomplished
- **advisory councils** made up of students, parents, teachers, school counselors, administrators and community members to review and make recommendations about school counseling program activities and results
- **use of data** to measure the results of the program as well as to promote systemic change within the school system so every student graduates college and career ready
- **curriculum, small-group and closing the-gap action plans** including developmental, prevention and intervention activities and services that measure the desired student competencies and measure the impact on achievement, behavior and attendance
- **annual and weekly calendars** to keep students, parents, teachers and administrators informed and to encourage active participation in the school counseling program

## DELIVERY

School counselors provide services to students, parents, school staff and the community in the following areas:

### Direct Services with Students

Direct services are in-person interactions between school counselors and students and include the following:

- **School Counseling Core Curriculum** – This curriculum consists of structured lessons designed to help students attain the desired competencies and to provide all students with the knowledge, attitudes and skills appropriate for their developmental level. The school counseling core curriculum is delivered throughout the school’s overall curriculum and is systematically presented by school counselors in collaboration with other professional educators in K-12 classroom and group activities.
- **Individual Student Planning** – School counselors coordinate ongoing systemic activities designed to assist students in establishing personal goals and developing future plans.



- **Responsive Services** – Responsive services are activities designed to meet students’ immediate needs and concerns. Responsive services may include counseling in individual or small-group settings or crisis response.

## **Indirect Services for Students**

Indirect services are provided on behalf of students as a result of the school counselors’ interactions with others including **referrals** for additional assistance, **consultation and collaboration** with parents, teachers, other educators and community organizations.

### **ACCOUNTABILITY**

To demonstrate the effectiveness of the school counseling program in measurable terms, school counselors analyze school and school counseling program data to determine how students are different as a result of the school counseling program. School counselors use data to show the impact of the school counseling program on student achievement, attendance and behavior and analyze school counseling program assessments to guide future action and improve future results for all students. The performance of the school counselor is evaluated on basic standards of practice expected of school counselors implementing a comprehensive school counseling program.

### **Summary**

School counselors are certified/licensed educators with the minimum of a master’s degree in school counseling and are uniquely qualified to address the developmental needs of all students through a comprehensive school counseling program addressing the academic, career and personal/social development of all students.

### **References**

- Lapan, R. T., Gysbers, N. C., & Kayson, M. A. (2007). *Missouri school counselors benefit all students*. Jefferson City, MO: Missouri Department of Elementary and Secondary Education.
- Lee, C. (2001). Culturally responsive school counselors and programs: Addressing the needs of all students. *Professional School Counseling, 4*, 163-171.
- Sandhu, D. S. (2000). Alienated students: Counseling strategies to curb school violence. *Professional School Counseling, 4*, 81-85.
- Stone, C. B. & Dahir, C. A. (2006). *The transformed school counselor*. Boston, MA: Houghton Mifflin Company.

## 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.*

<b>Category 1: Mindset Standards</b> School counselors encourage the following mindsets for all students.		
<b>M 1.</b> Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being <b>M 2.</b> Self-confidence in ability to succeed <b>M 3.</b> Sense of belonging in the school environment <b>M 4.</b> Understanding that postsecondary education and life-long learning are necessary for long-term career success <b>M 5.</b> Belief in using abilities to their fullest to achieve high-quality results and outcomes <b>M 6.</b> Positive attitude toward work and learning		
<b>Category 2: Behavior Standards</b> Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.		
Learning Strategies	Self-Management Skills	Social Skills
<b>B-LS 1.</b> Demonstrate critical-thinking skills to make informed decisions	<b>B-SMS 1.</b> Demonstrate ability to assume responsibility	<b>B-SS 1.</b> Use effective oral and written communication skills and listening skills
<b>B-LS 2.</b> Demonstrate creativity	<b>B-SMS 2.</b> Demonstrate self-discipline and self-control	<b>B-SS 2.</b> Create positive and supportive relationships with other students
<b>B-LS 3.</b> Use time-management, organizational and study skills	<b>B-SMS 3.</b> Demonstrate ability to work independently	<b>B-SS 3.</b> Create relationships with adults that support success
<b>B-LS 4.</b> Apply self-motivation and self-direction to learning	<b>B-SMS 4.</b> Demonstrate ability to delay immediate gratification for long-term rewards	<b>B-SS 4.</b> Demonstrate empathy
<b>B-LS 5.</b> Apply media and technology skills	<b>B-SMS 5.</b> Demonstrate perseverance to achieve long- and short-term goals	<b>B-SS 5.</b> Demonstrate ethical decisionmaking and social responsibility
<b>B-LS 6.</b> Set high standards of quality	<b>B-SMS 6.</b> Demonstrate ability to overcome barriers to learning	<b>B-SS 6.</b> Use effective collaboration and cooperation skills
<b>B-LS 7.</b> Identify long- and short-term academic, career and social/emotional goals	<b>B-SMS 7.</b> Demonstrate effective coping skills when faced with a problem	<b>B-SS 7.</b> Use leadership and teamwork skills to work effectively in diverse teams

<b>B-LS 8.</b> Actively engage in challenging coursework	<b>B-SMS 8.</b> Demonstrate the ability to balance school, home and community activities	<b>B-SS 8.</b> Demonstrate advocacy skills and ability to assert self, when necessary
<b>B-LS 9.</b> Gather evidence and consider multiple perspectives to make informed decisions	<b>B-SMS 9.</b> Demonstrate personal safety skills	<b>B-SS 9.</b> Demonstrate social maturity and behaviors appropriate to the situation and environment
<b>B-LS 10.</b> Participate in enrichment and extracurricular activities	<b>B-SMS 10.</b> Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	