

Kirby School District

Comprehensive
School Counseling Plan



2023-2024

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Preface

Kirby School District is responsible for providing high quality learning opportunities for all students to assist them in reaching their potential as capable and confident learners. The comprehensive school counseling program aligns with the school district and state education mission, and enhances learning by assisting students to acquire critical skills in the academic, career and personal/social aspects of student development. School counselors use a variety of prevention and intervention models and programs to assist students in overcoming barriers to learning, to make strong connections with educational opportunities in their schools, and to ensure that every child learns in a safe, healthy and supportive environment. The program is proactive and preventative in its focus and aligns with the educational mission of districts and with school improvement plans. School counselors are in a strategic position to support school improvement initiatives and to be leaders in advocating for better outcomes for all students.

The KSD Comprehensive School Counseling Program provides a focus on key student competencies based on the American School Counselor Association (ASCA) national standards. The nine standards shift the focus from a traditional service-provider model to a program model that defines what students “will know and be able to do” as a result of participating in the comprehensive program. School counselors use their skills in the areas of leadership, advocacy and collaboration to support out districts in its mission to prepare each student to meet high academic standards and to complete school fully prepared to choose from an array of substantial postsecondary options. The new model focuses on student development of 21st century skills such as critical thinking, creativity, self-direction and leadership; as well as teaching essential professional skills such as teamwork, time management, interpersonal skills and cultural awareness.

The list of beneficial outcomes of implementing a comprehensive school counseling program is extensive. Students experience improved academic performance and success, better social relationships, improved decision making and problem-solving skills, and a better understanding of careers and postsecondary options. Parents receive more opportunities for child/parent/school interactions, better access to information and resources (academic, career and personal/social) and enhanced relationships with school staff. Administrators and other school faculty benefit from a safer and more positive school climate that is conducive to learning, and from the school counseling program’s alignment with important district goals (i.e., student achievement, parental participation, dropout prevention).

COUNSELING PHILOSOPHY STATEMENT

Every school counselor believes that each student can and should achieve his or her own individual and unique potential (with support).

Every school counselor recognizes that differences exist in learning styles, cultural and socioeconomic backgrounds. School counselors identify unique student needs by collaborating with school staff to assess and advocate for each students' best interest.

Every school counselor believes a developmentally appropriate school counseling program includes the dimensions of academic, career, and personal/social development, which support the growth of responsible and successful citizens.

Every school counselor serves a unique and essential role in using research and best practice for the betterment of all students.

Every school counselor brings a holistic perspective about students and their families; therefore, school counselors should have an essential role in policy and curricular decision-making.

Every school counselor believes that parents/guardians are integral to a child's education due to their unique knowledge about their child's goals and aspirations.

School counselors collaborate with parents, staff, and the larger community to assist students in reaching their potential and fostering a safe and nurturing school environment.

COUNSELING OBJECTIVES

SERVICES RELATED TO INDIVIDUAL ASSESSMENT:

- To assist all students in developing both short and long term goals.
- To assist all students in understanding their achievement in relation to their ability.
- To assist all students in identifying problems which may interfere with optimum achievement.
- To assist all students in acquiring an adequate self-concept through accurate test interpretation and counseling.
- To maintain an adequate record keeping system of each student in grades 8-12.
- To assist the faculty in understanding each student and developing a working relationship with them.

SERVICES RELATED TO ORIENTATION AND INFORMATION:

- To assist students in acquiring an understanding of the nature of the counseling program including the purposes, facilities, and the types of help available.
- To create an awareness, including the need and an active desire for accurate and valid occupational, educational, personal, and social information.
- To utilize persons employed or training in non-traditional jobs as role models in presenting career information.
- To develop a realistic view of the opportunities available at all levels of training and assist in defining choices to specific activities appropriate to the individual student's aptitudes and interests.

SERVICES RELATED TO COUNSELING ACTIVITIES:

- To assist students in adjusting to new school levels, including select courses and understanding all options.
- To assist students in understanding their traits and aptitudes; and recognizing their aspirations.
- To assist students in becoming more self-directive and developing their abilities to the optimum.
- To assist students in identifying, understanding, and solving problems which deter their self-development.

COUNSELING PROGRAM

Academic development includes acquiring skills, attitudes and knowledge that contribute to effective learning in school; employing strategies to achieve success in school; and understanding the relationship of academics to the world of work, and to life at home and in the community. Academic goals support the premise that all students should meet or exceed the local, state and national goals.

Elementary School (K-6)	High School (7-12)
<ul style="list-style-type: none"> *Parent/Teacher Conferences *RTI/IEP/504 Meetings *Family/Counselor Meetings *Individual Counseling *Collaborate with Building Administrators *Staff Consultation and Collaboration *Open House Night *IEP Consultation *Refer Students/Families to Agencies *Counselor Newsletter *Individual and Group Counseling For Changing Families *Assist Parents in Accessing Family Outreach services and library *Attend Conferences *K-12 counseling meetings *Assist in Managing Policies *Classroom Observations 	<ul style="list-style-type: none"> *Parent/Teacher Conferences *RTI/IEP/504 Meetings *Family/Counselor Meetings *Individual Counseling *Collaborate with Building Administrators *Staff Consultation and Collaboration *Referrals to Tutoring *Open House Night *IEP Consultation *Refer Students/Families to Agencies *Counselor Newsletter *Assist with Financial Issues *Individual and Group Counseling *Assist Parents in Accessing Family Outreach services *Attend Conferences *Assist in Managing Policies *Schedule Changes *Letters of Recommendations *Course Registrations

Career development goals guide the school counseling program to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work and from job to job across the lifespan. Career development goals and competencies ensure that students develop career goals as a result of their participation in a comprehensive plan of career awareness, exploration and preparation activities.

Elementary School (K-6)	High School (7-12)
<ul style="list-style-type: none"> *IEP Consultation *Family/Counselor Meetings *New Student Testing/Advising *New Student Groups *Staff Consultation and Collaboration *Referral to Resources as needed *Record Review *Classroom Lessons *Provide Field Trips and Speakers 	<ul style="list-style-type: none"> *Transition Meetings with Counselors *IEP Consultation *Family/Counselor Meetings *New Student Testing/Advising *Staff Consultation and Collaboration *Referral to Resources as needed *Record Review *Counselor Information Days *Financial Aid Night *Letters of Recommendations *Schedule Changes *Registering Students for Classes *Provide Field Trips and Speakers *College/Military Visits *Transcript Checks *Assist with College Fair *Course Selection *Registration *Provide Field Trips and Speakers *FAFSA Night *Senior Showcase recognition *Collaborate with Career Coach

Personal/social development goals guide the school-counseling program to provide the foundation for personal and social growth as student's progress through school and into adulthood. Personal/social development contributes to academic and career success by helping students understand and respect themselves and others, acquire effective interpersonal skills, understand safety and survival skills and develop into contributing members of society.

Elementary School (K-6)	High School (7-12)
<ul style="list-style-type: none"> *Conflict Resolution *Refer Students/Families to Agencies *Individual Counseling *Family Referrals & Advising *Consultation with Staff *Parent Consultation *Consult with Medical Professionals *Classroom Guidance *Social Skills Groups *Changing Family Groups *Friendship Groups *Team Building Activities *Anti-Bullying Interventions 	<ul style="list-style-type: none"> *Conflict Resolution *Refer Students/Families to Agencies *Individual Counseling *Family Referrals & Advising *Program Referrals *Consultation with Staff *Positive Referrals *Parent Consultation *Consult with Medical Professionals

For the 2023-24 school year, my weekly elementary schedule is below:

	Monday	Tuesday	Wednesday	Thursday
8:10-8:50	1 Lewis	1 Brewer	K Cox	K Lauren
8:50-9:30	3 Kinard	2 Karmen	3 Flemens	2 Mechelle
9:30-10:10	6 White			6 Thomas
10:10-10:50	4 Whitehead	5 Wright	4 Kitchens	5 Lynch

14 classes, 40 minutes each, 1x a week, every week

Counseling Program Components

The program components provide the vehicle by which school counselors deliver the developmental content of the comprehensive school counseling program. This is called the program delivery system. The program components are: The School Counseling Curriculum, Individual Students Planning, Responsive Services and Collaboration Within and Outside the School Community.

The school counseling curriculum is the means by which school counselors promote the healthy development and growth of all students. The curriculum provides developmental and sequential lessons and activities in the classroom and/or group settings, which address student development in academic, career and personal/social domains.

Elementary School Counseling Curriculum Focus

Grades K-2

- Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life-span.
- Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Grades 3-6

- Students will employ strategies to achieve future career goals with success and satisfaction.
- Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life-span.
- Students will understand the relationship between personal qualities, education, training, and the world of work.
- Students will make decisions, set goals, and take necessary actions to achieve goals.
- Students will understand safety and survival skills.

High School Counseling Curriculum Focus

Grades 7-8

- Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life-span.
- Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options including college.
- Students will understand the relationship of academics to the world of work and to life at home and in the community.
- Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- Students will employ strategies to achieve future career goals with success and satisfaction.
- Students will understand the relationship between personal qualities, education, training, and the world of work.
- Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.
- Students will make decisions, set goals, and take necessary actions to achieve goals.
- Students will understand safety and survival skills.
- Students will develop a Student Success Plan and update it yearly.

Grades 9-12

- Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life-span.
- Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options including college.
- Students will understand the relationship of academics to the world of work and to life at home and in the community.
- Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.
- Students will employ strategies to achieve future career goals with success and satisfaction.
- Students will understand the relationship between personal qualities, education, training, and the world of work.
- Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.
- Students will understand safety and survival skills.
- Students will understand the relationship of academics to the world of work and to life at home and in the community.
- Students will develop a Student Success Plan and update it yearly.

CAREER EXPLORATION PROGRAMMING

Elementary Level Initiatives

- A. Guest speakers in careers related to units of study
- B. Assemblies with people from the community in various occupations
- C. Kindergarten school scavenger hunt - students visit/learn responsibilities of nurse, librarian, counselor, principal
- D. On-going career exploration: firefighter, police officer, dentist, farmer, transportation

Middle Level Initiatives

- A. Counselors also conduct individual meetings with students about scheduling.
- B. Students participate in Career Day, during which professionals in the community represent occupations.
- C. Lessons introducing and using PA Career Zone (a career exploration website) are delivered. Students then used it in an exploratory manner, just to let kids know it's a resource and how to navigate the site. Counselors lead students through an exercise where they had kids explore a career and place characteristics they learned about it into their electronic portfolio.
- D. In the spring, counselors present to 8th graders regarding how to select high school courses, what options are available to them, and how best to make appropriate course selection choices based on their interests and goals. Elective courses are discussed.
- E. The counselor and career coach will work together to meet the initiatives.

High School Initiatives

- A. Several grade-level appropriate presentations are made by counselors to students each year discussing course selection and registration and planning for postsecondary education and jobs. This is done with multiple classrooms at a time in an auditorium setting, and/or a single classroom.
- B. The counselor provides classroom career exploration lessons upon teacher request and as time constraints allow.
- C. counselors have individual meetings with students regarding career exploration, college planning, and course selection appropriate to these plans.
- D. Transition from middle school to high school to college: parent meeting. Individual student planning consists of activities that focus on assisting each student to develop, analyze and evaluate his or her education, career and personal goals and plans.
- E. The counselor and career coach will work together to meet the initiatives.

Individual student planning addresses the same objectives for all students in a given grade. Functions of the counselor in this component include individual advisement, placement and appraisal. The lessons and activities in the school-counseling curriculum support individual student planning by teaching the necessary skills for self-awareness, goal setting, decision making and career exploration.

STUDENT ASSESSMENT

Kirby School District has a comprehensive testing program to acquire diagnostic information for students and evaluative data for our instructional program. The results of the assessments are entered on the student record and counselors refer to this data when collaborating on decisions related to a student's needs. Students who fail to reach proficiency are scheduled to complete remediation with certified school personnel throughout the school year. (e.g., Triand, Student GPS, ACT Aspire, Renaissance, etc.)

COURSE REGISTRATION

Students schedule courses for the upcoming year, in the previous spring. Core academic teachers recommend students for the appropriate level of class based on current year performance and on postsecondary plans. Students can change this with parent permission and discussion with a counselor.

COURSE CHANGES

Course changes are considered and processed whenever necessary and possible. Counselors will consider the following criteria in approving the request.

1. Students, counselors, and often parents will engage in discussion when a student wants to drop or change a course.
2. A request for a course change is permitted only on a space available basis.

Within the first week of school, a student desiring a course change should:

1. Talk with the counselor about the new course.
2. Talk to the instructor.
3. Request a change.

Responsive services consist of strategies and interventions that school counselors use to address student problems that prevent student success in academic, career and personal/social development. School counselors identify barriers to academic success and acknowledge the challenges that students face on a daily basis. They work with students to remove these barriers and challenges through individual and group counseling, consultation, crisis intervention as appropriate and referrals as needed.

PSYCHOLOGICAL SERVICES

Evaluation of students will be ongoing throughout K-12 for proper placement in psychological and educational programs. Psychological programs may refer to district services or services provided by Therapeutic Family Services (TFS) on campus. Educational programs for the exceptional child include Gifted and Talented, Quiz Bowl, BETA, and special education services.

RESPONSE TO INTERVENTION MEETINGS K-12

RTI Teams meet as needed to address academic concerns. This is an interdisciplinary team consisting of counselors, faculty and administration.

The RTI Team is designed to assist teachers, parents, and students in the area of academic support. This may include monitoring, data collection, consultation, testing, and intervention strategies.

SECTION 504

A 504 Plan is a type of plan that falls under Section 504 of the Rehabilitation Act of 1973. This is a federal civil rights law that protects individuals with disabilities from discrimination. A 504 Plan can help students with learning issues, attention issues, and other disabilities who meet certain criteria to access the general education classroom without any barriers.

For more information: http://www.arlegalservices.org/sites/default/files/504-plans_0.pdf

HEALTH SERVICES

School health services is part of the Whole School, Whole Community, Whole Child model (WSCC) which promotes a collaborative approach designed to improve learning and health in our nation's schools. Another component of the WSCC model, Counseling, Psychological and Social Services, is often an area that overlaps with school health services, because students may be referred by a school nurse or school-based health center for additional care to address these needs. School health services staff can help all students with preventive care such as flu shots and vision and hearing screening, as well as acute and emergency care.

SUICIDE PREVENTION

Kirby Public Schools is committed to an environment in which students are safe and in which responsible and healthy behaviors are encouraged. The purpose of the district suicide crisis plan is to provide guidelines to ensure the delivery of appropriate preventative and intervention services for students who may be at risk for potential suicide. Areas of responsibility include: detection of potentially suicidal students, assessment of the severity level of potentially suicidal students, notification of

parents/guardians, working with parents/guardians to secure necessary services, and monitoring and providing ongoing assistance at school.

Collaboration within and outside the school community focuses on services to students through follow-up studies; school and community orientation to the comprehensive school counseling program; leadership to school- and district-based committees on student needs and resources; consulting with teachers, school administrators and parents regarding student needs; and collaborative and advocacy efforts within the school and community agencies.

TWELFTH GRADE ORIENTATION/FINANCIAL AID NIGHT

In October, the high school principal and the career coach will host a 12th Grade orientation/Financial Aid Night for seniors and their parents. The purpose of this orientation is to inform parents of the many events, responsibilities, and dates of the senior class. This event is especially important for those parents who have never had a child graduate. Typically, this event is held on the same night as Parent/Teacher Conferences.

PARENTAL INVOLVEMENT

From the initial contact, staff members work closely with parents. Parental input is considered in all phases of the program. An open door policy exists for parents to talk with staff and attend classes. Informational letters are periodically sent home. Parents are encouraged to attend organized parents' nights, open house programs and other planned activities. Parents may also contact the counselor with questions or concerns. A student handbook covering rules, regulations and services is published on the school website. Counselors also communicate with parents through social media and other forms of media.

TEACHER REFERRAL

Teachers who feel that individual students need academic, social/emotional, or career counseling may refer them to the Counseling Office. The Counseling Office will make arrangements for a conference with the student.

PROGRAM EVALUATION

All formal aspects of the counseling program are detailed in written form to inform counselors of procedures necessary for effective service to the school population. In addition, the following processes and procedures are incorporated into the counseling structure to ensure the program is reviewed periodically and informed decisions are made based on collaboration and data driven decisions.

Regular Staff meetings – Staff meetings occur monthly. These meetings enhance and expand the capacity of the system to provide appropriate counseling services K-12. They help to establish and maintain a structure that allows ongoing monitoring of the system to be certain students receive all program services.

Student Survey - used to assess the quality of instruction and school climate from a student's perspective.

STAFF

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