

Gloversville Enlarged School District

K-12 Comprehensive School Counseling Plan



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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 Programs are defined as:

1. Public Schools. Each school district shall have a guidance program for all students.
2. 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.
3. In grades 7-12, the guidance program shall include the following activities or services:
 - A. an annual review of each student's educational progress and career plans, with such reviews to be conducted with each student individually or with small groups by personnel certified or licensed as school counselors;
 - B. instruction at each grade level to help students learn about various careers and about career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors;
 - C. other advisory and individual or group counseling assistance to enable students to benefit from the curriculum, to help students develop and implement postsecondary education 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 assistance shall be provided by certified or licensed school counselors or by certified or licensed school psychologists or certified or licensed school social workers in cooperation with school counselors; and the services of personnel certified or licensed as school counselors.
4. 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 shall 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; specification of staff members and other resources assigned to accomplish the objectives; and provisions for the annual assessment of program results. The plan shall be reviewed annually by the school districts, and revisions shall be made as necessary.

GESD K-12 Comprehensive School Counseling Program

The GESD School Counselors have developed a comprehensive, standards-based counseling program. Over the past several years the Gloversville School Counseling Department has worked to transform our school counseling program into one that values results-based best practices in order to better serve our students. The counseling support systems that we provide are goal oriented and developmental in nature, based on various types of student data (attendance, grades and discipline). More importantly, data is collected from students and parents via surveys, focus groups and individual meetings to assist in informing annual goals set by the counseling department. These services aim to help all students, no matter their individual circumstances, to maximize their potential and to develop the skills necessary to become contributing members of a global society.

Gloversville Enlarged School District K-12 School Counselors

Gloversville High School - Sheila Autilio- School Counseling Department Chair
Molly D'Arcy, Sage Fulgan

Gloversville Middle School- Lisa Terplak, Rebecca Schnorr, Bridgette Plummer

Boulevard Elementary School- Sue Grossi

Park Terrace Elementary School- Gina Ciaccio

Kingsborough Elementary School- Luann Bulman

The Comprehensive Model

The comprehensive school counseling program is a framework for the systematic development, implementation, and evaluation of school counseling programs. The comprehensive school counseling plan was designed in a way that:

- Acknowledges the work of school counselors as advocates for students
- Creates results-based counseling programs that support diverse student populations.
- Help to close learning gaps.
- Aims to reach all students through the use of exemplary strategies that assess academic, career, and social/emotional progress.
- Is guided by developmentally appropriate and goal-oriented student competencies.

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. The four main components of the model are:

1. **Define:** This component identifies the standards that define the school counseling profession.
2. **Manage:** This component helps school counselors effectively manage the school counseling program.
3. **Deliver:** This component focuses on the implementation process and the components of the comprehensive model (guidance curriculum, individual planning with students, responsive services and system support).
4. **Assess:** This component identifies and helps school counselors demonstrate the effectiveness of their work in measurable terms such as impacts over time, performance evaluation, and a program audit.

GESD Comprehensive School Counseling Plan: Define

Student Competencies

As a result of a comprehensive counseling program, students should demonstrate the following mindsets and behaviors as outlined by ASCA:

- **Academic Development** – Standards guiding school counseling programs to implement strategies and activities to support and maximize each student's ability to learn.
- **Career Development** – Standards guiding school counseling programs to help students 1) understand the connection between school and the world of work and 2) plan for and make a successful transition from school to postsecondary education and/or the world of work and from job to job across the lifespan.
- **Social/Emotional Development** – Standards guiding school counseling programs to help students manage emotions and learn and apply interpersonal skills.

School counselors use these standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential. To streamline the standards, school counselors select competencies that align with the specific standards and become the foundation for classroom lessons, small groups and activities addressing student developmental needs. The competencies directly reflect the vision, mission and goals of the comprehensive school counseling program and align with the school's academic mission (ASCA, 2014).

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

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

Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 2. Self-confidence in ability to succeed
- M 3. Sense of belonging in the school environment
- M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success
- M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6. Positive attitude toward work and learning

Category 2: Behavior Standards

Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

| Learning Strategies | Self-Management Skills | Social Skills |
|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| B-LS 1. Demonstrate critical-thinking skills to make informed decisions | B-SMS 1. Demonstrate ability to assume responsibility | B-SS 1. Use effective oral and written communication skills and listening skills |
| B-LS 2. Demonstrate creativity | B-SMS 2. Demonstrate self-discipline and self-control | B-SS 2. Create positive and supportive relationships with other students |
| B-LS 3. Use time-management, organizational and study skills | B-SMS 3. Demonstrate ability to work independently | B-SS 3. Create relationships with adults that support success |
| B-LS 4. Apply self-motivation and self-direction to learning | B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards | B-SS 4. Demonstrate empathy |
| B-LS 5. Apply media and technology skills | B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals | B-SS 5. Demonstrate ethical decision-making and social responsibility |
| B-LS 6. Set high standards of quality | B-SMS 6. Demonstrate ability to overcome barriers to learning | B-SS 6. Use effective collaboration and cooperation skills |
| B-LS 7. Identify long- and short-term academic, career and social/emotional goals | B-SMS 7. Demonstrate effective coping skills when faced with a problem | B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams |
| B-LS 8. Actively engage in challenging coursework | B-SMS 8. Demonstrate the ability to balance school, home and community activities | B-SS 8. Demonstrate advocacy skills and ability to assert self, when necessary |
| B-LS 9. Gather evidence and consider multiple perspectives to make informed decisions | B-SMS 9. Demonstrate personal safety skills | B-SS 9. Demonstrate social maturity and behaviors appropriate to the situation and environment |
| B-LS 10. Participate in enrichment and extracurricular activities | B-SMS 10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities | |

Professional School Counselor Standards and Ethics

The Gloversville school counselors “should possess the knowledge, abilities, skills, and attitudes necessary to plan, organize, implement and evaluate a comprehensive, developmental, results-based school counseling program that aligns with the ASCA National Model” (ASCA, 2016).

In their positions, counselors will reference the ASCA school counselor standards to stay relevant and knowledgeable, and reflect upon changing needs and best practices.

- A. Responsibility to Students
 - A.1. Supporting Student Development
 - A.2. Confidentiality
 - A.3. Comprehensive Data-Informed Program
 - A.4. Academic, Career, and Social/Emotional Plans
 - A.5. Dual Relationships and Management Boundaries
 - A.6. Appropriate Referrals and Advocacy
 - A.7. Group Work
 - A.8. Student Peer-Support Program
 - A.9. Serious and Foreseeable Harm to Self and Others
 - A.10. Underserved and At-Risk Populations
 - A.11. Bullying, Harassment, and Child Abuse
 - A.12. Student Records
 - A.13. Evaluation, Assessment, and Interpretation
 - A.14. Technical and Digital Citizenship
- B. Responsibilities to Parents/Guardians, School, and Self
 - B.1. Responsibilities to Parents/Guardians
 - B.2. Responsibilities to School
 - B.3. Responsibilities to Self
- C. School Counselor Supervisors
- D. School Counseling Intern Site Supervisors
- E. Maintenance of Standards
- F. Ethical Decision Making

GESD Comprehensive School Counseling Plan: Manage

School District Mission Statement

The purpose of our school district is to forge a community partnership that challenges people to reach their full potential as life-long learners and productive citizens in a changing society.

Counseling Mission Statement

The mission of the Gloversville School Counseling Department is to meet the individual needs of all students by providing them with support, information, resources, and guidance through a comprehensive developmental school counseling program. The services provided by the Gloversville school counselors empower students to develop the knowledge, skills, abilities and character needed to pursue their individual goals and become contributing members of our society.

Counseling Vision Statement

It is the vision that students graduating from Gloversville High School will be college and/or career ready and will have the skills needed to maximize their academic success and social/emotional development. The comprehensive school counseling program supports students through a rigorous curriculum while providing a variety of opportunities for self-directed growth to become contributing and healthy members of a competitive global society.

Gloversville School Counselor Belief Statements

As School Counselors, we believe that students learn best when:

- Counselors serve as active, positive role models following ethical standards.
- Counselors advocate for all students.
- They are challenged and actively involved through methods of instruction.
- Counselors are responsive to their developmental needs.
- Personal responsibility for learning is cultivated and developed.
- The subject matter is relevant and taught by motivated and well-prepared staff.
- Clear academic and behavioral expectations are communicated and understood.
- Their individual strengths and efforts are encouraged and recognized, and specific and timely feedback on their performance is provided.
- A school community where respect, acceptance for differences, and civility are modeled by all.
- Their families are encouraged to take an active, supportive role in their education and basic human needs (shelter, nutrition) are met.
- Valid data is used to inform decisions.

School Counseling Program will:

- Be data driven;
- Be developmentally appropriate for all students;
- Address academic, personal, and social/emotional needs of all students;
- Be comprehensive and follow the ASCA National Model.

As School Counselors, we will

- Advocate, lead, and be a resource for all students;
- Align with the district and school's mission;
- Uphold New York State professional education standards;
- Remain current in content knowledge;
- Reflect on our practice to improve effectiveness.

K-12 Annual School Counseling Goals

The comprehensive program goals are reviewed annually in alignment with the vision, mission and the goals of the district, school and department. The goals will serve to guide the curriculum and corresponding action plans. Each level has goals associated with their student population. These goals will be reviewed annually with a collaborative focus on student needs. All goals will be approved by the GESD School Counseling Advisory Committee.

Goals will include, but are not limited to:

- Counseling Department role in Multi-Tiered Systems of Support
- Yearly K-12 goals

Use of Time - District counselors recognize the value of delivery of services to students. It is recommended that school counselors spend 80% of their time in **Delivery of Services to Students**. The remaining time is spent to Define, Manage, and Assess.

| Component | Elementary | Middle | High |
|--------------------------------------|------------------|------------------|------------------|
| Direct Delivery of Services | 70% - 90% | 70% - 90% | 70% - 90% |
| Indirect Delivery of Services | 10% - 15% | 10%-15% | 10%-15% |
| Define | 5% | 5% | 5% |
| Manage | 10%-15% | 10%-15% | 10%-15% |
| Assess | 5% | 5% | 5% |

Use of Calendars: Monthly calendars are used by counselors to guide program delivery. The Gloversville 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 school counseling programs and helps guide the counselors in their individual daily and weekly calendars.

Use of Data - A comprehensive school counseling program is data driven. School counselors must show that each activity implemented is part of the program, and was developed from analysis of the students' needs, achievements, and/or related data. To do this, school counselors need to evaluate participation, mindsets and behaviors, and outcomes.

At each 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. For every desired competency and result there must be a plan how the desired competency will be achieved. Each action plan should include: competencies addressed, a description of activities, timeline in which the activity will be completed, who is responsible for delivery, means of evaluating student success, expected results.

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

Advisory Council - The GESD School Counseling Advisory Committee will be comprised of several stakeholders from the school and community, assisting the School Counselors in "advising program goals; reviewing program results; making recommendations about programming; and advocating and engaging in public relations" (ASCA, 2012). The committee will meet twice per year with an agenda to discuss yearly progress and outcome data. The committee's work will be vital to the evolving Comprehensive School Counseling Program and in ensuring all stakeholders are represented.

GESD Comprehensive School Counseling Plan: Define

Direct Student Services

School Counseling Core Curriculum

The K-12 School Counseling Core Curriculum consists of classroom lessons and other school counseling programming. It is aligned with the ASCA Mindset and Behaviors, and is designed to provide all students with the knowledge, attitudes, and skills appropriate for their development level.

Individual Student Planning

The New York State regulations state that, in grades 7-12, all students must have “an annual review of the student’s educational progress and career plan, with such reviews to be conducted with each student individually or with a small group by personnel certified or licensed school counselors” (NYSED, 2017). All students receive grade level reviews in the high school and middle school reviewing their transcripts, course requests, programming, and career planning. PTech and CTE is introduced at the 7th grade level, to prepare students for possible alternative pathways.

Responsive Services

GESD School Counselors provide individual and group counseling to address the various needs of our student population. This counseling is short-term and solution focused. Crisis support and intervention is provided as needed. School counselors will make the appropriate referrals to outside agencies when needed.

Indirect Student Services

Referrals

GESD School Counselors provide students and families with information on school and community resources for additional support in academics, career, and personal/social concerns. This may include, but is not limited to, tutoring, career planning websites, mental health agencies, and various community agencies.

Consultation

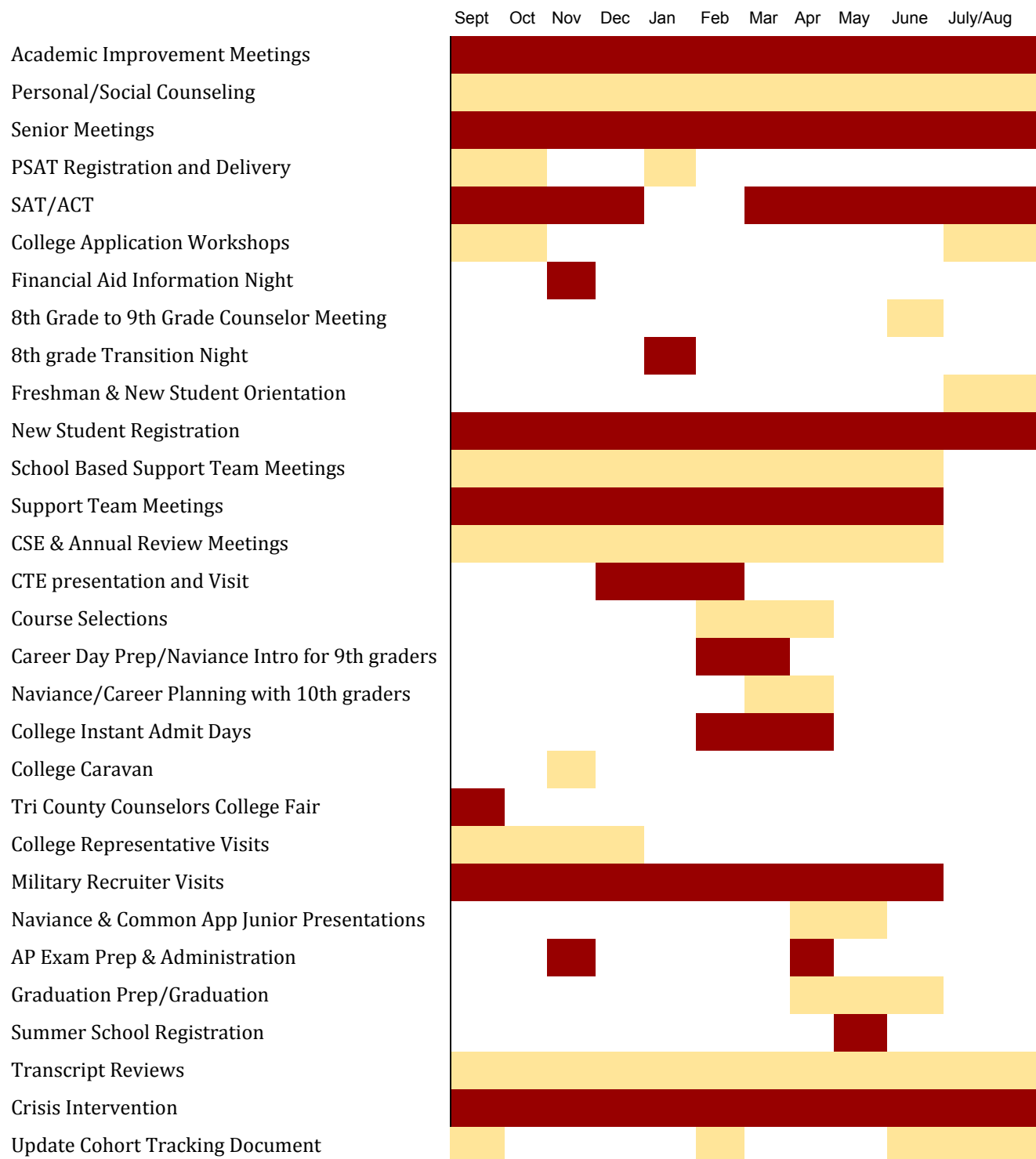
GESD K-12 School Counselors work with families, school staff, and community agencies to develop interventions for at-risk students.

Collaboration

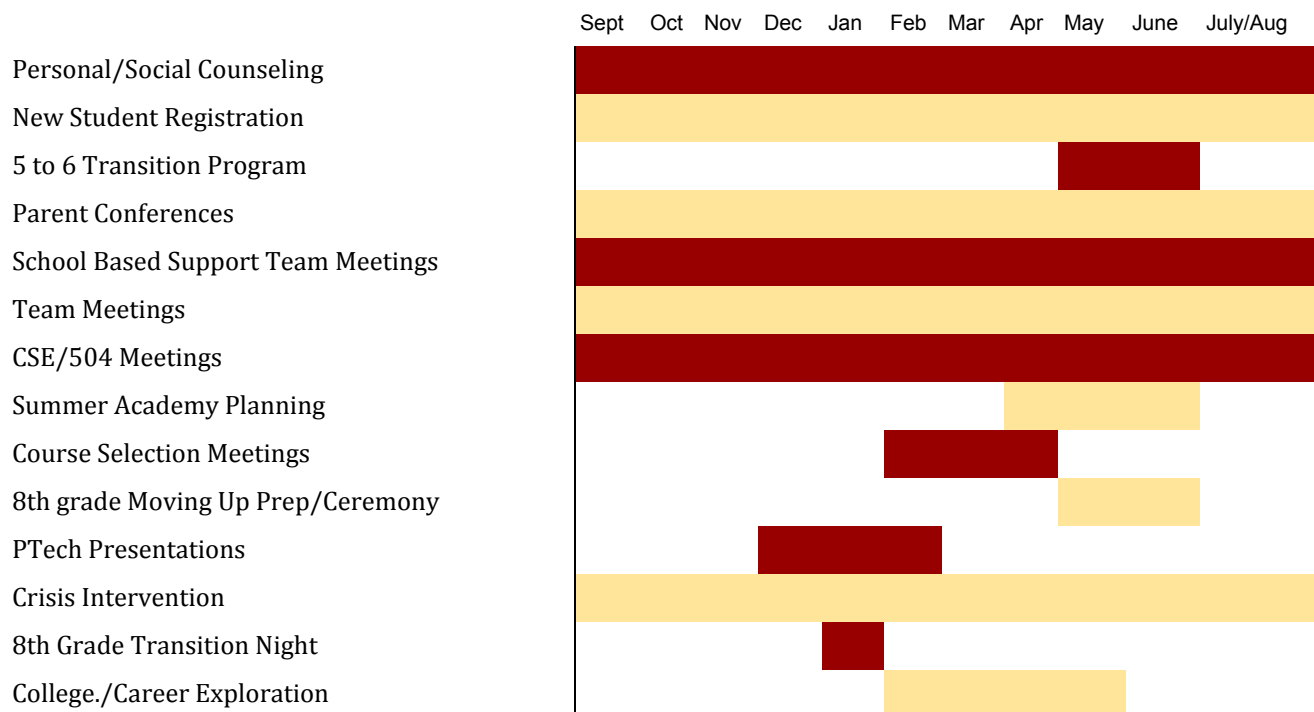
GESD K-12 School Counselors work with the GESD faculty and staff, community members and agencies, local businesses, and other school districts to meet the educational and developmental needs of all students.

Scope & Sequence K-12

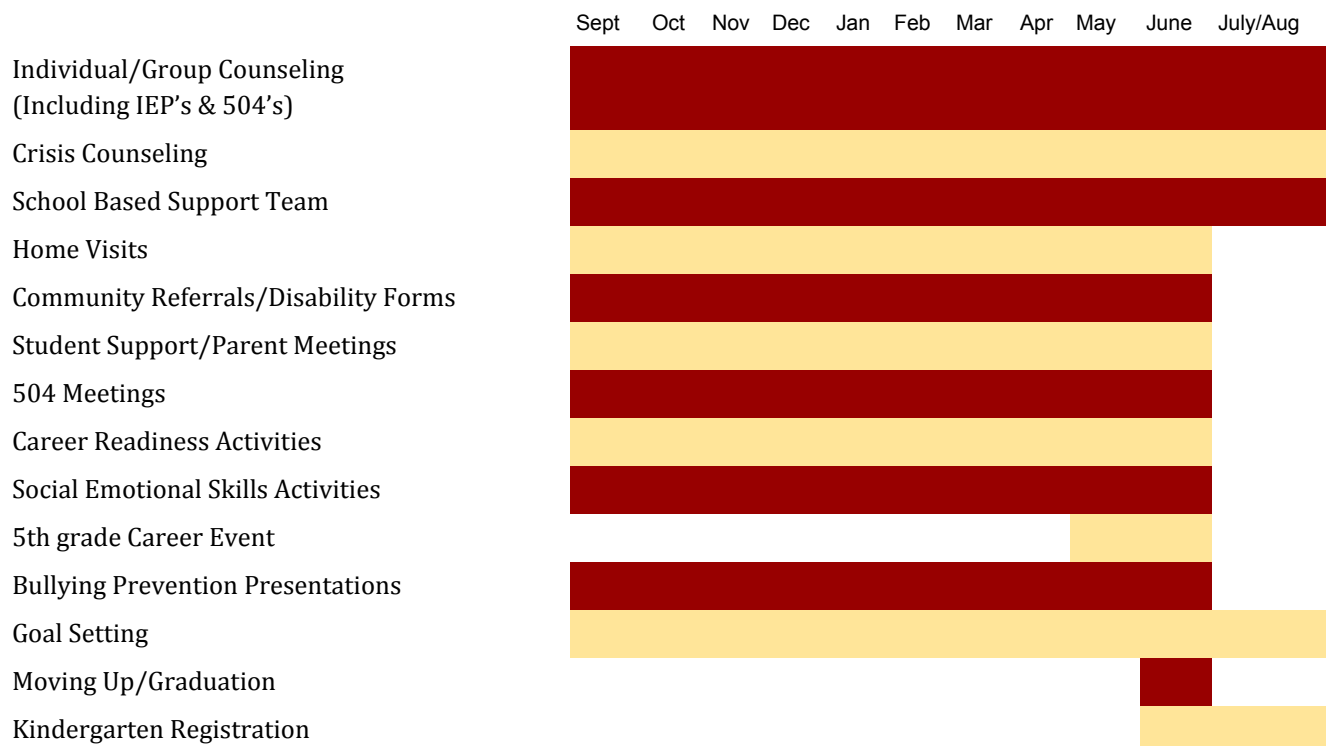
High School Scope & Sequence



Middle School Scope & Sequence



Elementary School Scope & Sequence



GESD Comprehensive School Counseling Plan: Assess

To achieve the best results for all students, the GESD School Counselors will regularly evaluate the effectiveness of our program. The School Counselors will utilize accountability strategies to monitor student achievement, to continually evaluate and improve the GESD Comprehensive School Counseling Plan, and to demonstrate its impact on students. The various assessments will answer the question, “How are students different as a result of the school counseling program?” (ASCA, 2012).

Data Analysis

GESD School Counselors will use data from various resources to drive programming and the changing needs of students. These resources can include, but are not limited to, NYS school report cards, SchoolTool reports, Naviance assessment results, student report cards. Use of time assessment will be used to gauge the alignment of the school counselor's time related to program goals.

Program Results

Goals for the GESD Comprehensive School Counseling plan are to implement pre and post surveys for lessons to make informed decisions for future programming. The GESD School Counseling Advisory Committee will review the program results to assess areas of need and/or improvement for continued program success.

Evaluation and Improvement

A school counseling program assessment will be used to identify new program goals and to adjust current goals to reflect the changing needs of each school year.