

**Chenango County School
Counselor Association's**
School Counseling Program



www.chenangocounselors.org

Forward

In 1996 the Chenango County School Counselor Association developed for the first time a County Guidance Plan based on state standards and requirements for school counselors. The Chenango County School Counselor Association sponsored a local counselor training program in the spring of 2003 through The Metropolitan Life Foundation called *The National School Counselor Training Initiative: Professional Development for Practice in 21st Century Schools*. The objective was to provide an update about recent changes and the impact on counselors and our programs. Since there have been so many changes at the state and federal levels, it has been necessary to revise and further develop our document accordingly.

Our new cooperatively developed school counseling program represents a compilation of the New York State Learning Standards, the National Standards for School Counselors, the recently developed New York State School Counselors Associations' (NYSSCA) "New York State Comprehensive School Counseling Program" and other recent legislation, including NCLB and SAVE. The NYSSCA's "New York State Comprehensive School Counseling Program" further addresses and clarifies the school counselor's role in NCLB and SAVE, which can be referred to by individuals as necessary at www.nyssca.org. Each district should use this document as a guide to develop an individual district plan. Our document, which includes the Part 100 of the Commissioner's Regulations, can be used to enhance, evaluate and upgrade counseling services. It is our sincere hope that this document will provide a coordination of counseling services to all students within the 16 component districts of the DCMO BOCES.

(Information contained in this document was copied or adapted with permission from *The NYS Comprehensive School Counseling Program: A Guide for K-12 Implementation of Comprehensive Developmental School Counseling Programs; NYS Education Department./Part 100.1 (g)/2000; NYS Ed. Department-Student Support Services/Youth Development; and NYS Ed. Dept. Office of Workforce Preparation and Continuing Education.*)

This document was approved by the Chenango County School Counselor Association (CCSCA) on **March 26, 2004**.

Acknowledgements

Our special and heartfelt thanks to the following:

- Marki Clair** Assistant Superintendent for Instructional Services, DCMO BOCES, for her assistance in coordinating district support of the initiative.
- Cathie Ives** Clerical Support, DCMO BOCES, for her correspondence, set up, and other supportive tasks.
- Nenette Greeno** President, Chenango County School Counselor Association, and School Counselor, Greene High School, for coordination of the initiative, meeting facilitation, and word processing.
- Keren Seiler** Elementary Counselor, Bainbridge-Guilford, for initiating, planning, and orchestrating the initial training in the spring of 2003 through The Metropolitan Life Foundation called *The National School Counselor Training Initiative: Professional Development for Practice in 21st Century Schools*.
- Steering Committee:** Stephanie Cooke (Unadilla Valley); Nenette Greeno (Greene); Susan LaFever, Kathy Stratton (Norwich); Ellen Murray, Candice Poyer, Stacey Snogles-Mottl (Sherburne-Earlville); Ginny Pluta (Oxford).
- Authors:** **Afton**: John Donlon, Deborah Samuels; **Bainbridge-Guilford**: Joanne Moxley, Joan Rice, Keren Seiler, George Williams, Sharon Philips; **DCMO BOCES**: Judy McCann; **Gilbertsville-Mt. Upton**: Krista Sheridan, Kate Walker; **Greene**: Matthew Butler, Nenette Greeno, Marilyn Himmertzhaim, Eileen Schuchman; **Norwich**: Kelly Colosi, Elaina Funaro, Kathy Haley, Susan LaFever, Tracy Maynard, Pat Maule, Sheila Naar, Carrie Smith, Kathy Stratton; **Otselic Valley**: Robin Beckwith, Al Pickerd; **Oxford Academy**: Sue Franco, Cheryl Polhamus, Ginny Pluta; **Sherburne-Earlville**: Jennifer Ford, Helen Haldane; Ellen Murray, Candice Poyer, Stacey Snogles-Mottl, Richard Turrell; **Unadilla Valley**: Stephanie Cooke, Joanne Lanfear, Mary Mosher.

FOUNDATION:

VISION

We believe all students are capable of attaining skills and abilities necessary to contribute to society in a meaningful way.

MISSION

The mission of the counseling and guidance program is to assist students in developing the attitudes, skills, and knowledge required to succeed as productive citizens. The objectives of the counseling and guidance program are to encourage growth and realization of individual potential through relevant experiences, activities, and services.

PHILOSOPHY

A comprehensive school counseling program is an integral component of the total educational experience of all students. School counseling programs promote school success through a focus on academic achievement, prevention, intervention, and advocacy as well as social/emotional and career development. A successful program requires cooperation among teachers, counselors, administrators, and support personnel in delivering services. School counselors have been identified as those that will take the lead in organizing, planning, and evaluating a comprehensive program including the three major components: Counseling, Coordination, and Consultation.

Counseling is a process in which a trained, certified professional school counselor forms trusting relationships with students to assist them in making decisions and changing behavior. The relationship focuses on the personal meaning of experiences, feelings, behaviors, alternatives, goals, and consequences. Counseling provides a unique opportunity for individuals to explore and express their ideas and feelings in a non-threatening environment.

Coordination is a leadership process in which the counselor helps organize an instructional or structured learning activity designed to prevent problems or provide information to students. Advisory activities assist students in developing greater understanding of themselves and their relationships with others. Services may be provided in the classroom setting.

Consultation is a collaborative process in which the counselor works with the students, staff, families, and community. The consultation process includes sharing of knowledge, information, and skills to assist students and enhance the total school environment.

New York State and School Counseling Domains

Research shows that a comprehensive school counseling program can improve students' academic achievement and school climate. In addition, it helps to promote positive student character, focuses on student success, assists in bridging the educational gap, and helps students pursue further training and education. The comprehensive program will align the state requirements to the three domains of school counseling: Academic, Personal/Social, and Career. A comprehensive school counseling program is unique in identifying state requirements and regulations that need to be considered as a component of the program.

Academic Domain: Student Support Services

- ◆ Student support services will address barriers which impede academic performance.
- ◆ Barriers to student academic progress that student support services might address may include but are not limited to:
 - Attendance Problems
 - Discipline Problems
 - Family-Related Issues
 - Health-Related Issues
 - Nutrition-Related Issues
 - Mobility/Transfer Issues
- ◆ Student support services provide interventions that address barriers to student progress in achieving state learning standards. *Support services do not include direct academic instruction.*

Personal/Social Domain: Youth Development

- ◆ The personal/social domain focuses on the development of the child or adolescent as an ongoing process in which students develop skills and competencies in order to be successful in their daily lives. The school counseling program enhances the positive attributes of children and development of their strengths.
- ◆ Research in NYS has found that children need the following:
 - To become active citizens, workers, and adults in the community
 - To be acknowledged for their talents and strengths
 - To understand the consequences of negative behavior for personal/social reasons
- ◆ Youth development encourages individuals to actively shape their own development through their choices and perceptions. A critical element of youth development is that students have the opportunity to interact with and learn from positive adult role models.

- ◆ School counselors create opportunities that influence youth development for students in school, at home, and in the community.
- ◆ School counselors engage students in mentoring, emotional support, and skill building activities in an on-going developmental process. School counseling programs should include the family and community in building a positive approach to student success and learning, and in reducing at-risk factors.

**Career Domain:
Career Development and Occupational Studies (CDOS)
& Career Plan Initiative**

- ◆ The CDOS and Career Plan Initiative were developed by SED to serve as a guide for counselors to provide students with opportunities to acquire resources and participate in activities that develop interests, objectives, and skills for the workforce. The goal of the CDOS standard is to integrate career development into the content areas to assist students in developing interests and quality work skills applicable to the real world setting and making decisions on future goals.
- ◆ The Career Plan Pilot identified five core elements as essential to the career planning process:
 - 1) Personal Data
 - 2) Student Review of Career Plans
 - 3) Knowledge [self-knowledge, career exploration, and future goals and decision-making]
 - 4) Skills/Application [knowledge and application of foundation skills]
 - 5) Culminating Activity.
- ◆ The State Education Department does not mandate that the career plan process be the sole responsibility of the school counselor. It is recommended that ALL school staff be involved with the development and implementation of the career plan process and play a key role in the delivery of learning experiences that further student completion of the career plan document.

DELIVERY SYSTEM:

Delivery System Components

The comprehensive school counseling program integrates academic, personal/social, and career development. School counselors deliver these programs through individual student planning, responsive services/counseling, school counseling curriculum, and system support.

Individual Student Planning

Counselors provide the necessary monitoring of individual student's progress towards achieving success in academic, personal/social, and career development areas. Individual planning can be monitored through:

- Case Management: school counselors monitor individual student progress.
- Individual Appraisal: school counselors use test information and other data to assist students in analyzing and evaluating their interest, skills, and abilities.
- Individual Advisement: school counselors work directly with students on developing an appropriate educational plan.
- Placement: school counselors assist students in determining the proper educational setting as they meet their academic and career goals.
- Transitional Services: school counselors help orient children as they move from grade to grade as well as from school building to school building to provide a comfortable and success-oriented learning environment.

Responsive Services/Counseling

School counselors coordinate activities to meet the needs of students through:

- Consultation: school counselors work with parents, teachers, students, and other involved parties to develop strategies to assist students.
- Personal Counseling: school counselors provide students a maximum privacy in which to freely explore ideas, feelings and behaviors.
- Crisis Counseling: school counselors provide counseling for prevention and intervention; such counseling is short-term in nature and addresses a particular student's concern.
- Referral: school counselors refer students and their families to appropriate community agencies when needed.

School Counseling Curriculum

The curriculum presents structured developmental experiences designed to address academic, personal/social, and career development needs of students in Pre-K through 12. The curriculum is delivered through:

- Classroom activities: school counselors may present lessons in the classroom setting.
- Group Activities: school counselors may also conduct large group activities to address students' particular needs.
- Interdisciplinary Activities: school counselors may participate in teams to develop curriculum across content areas.

System Support

System support consists of the management activities essential to the success of the school counseling program:

- Professional Development: school counselors must update their knowledge and skills by participating in training, professional meetings and conferences, and relevant course work.
- Program Promotion: school counselors may provide orientation and information regarding the school counseling program to the greater community through websites, newsletters, community presentations and other media.
- Consultation with Teachers and Staff: school counselors work with teachers and other staff members to provide information regarding the needs of students. School counselors should participate in appropriate district committees and in-service programs.
- Parent and Community Outreach: school counselors provide on-going support and information to the greater community regarding students' needs.
- Research: school counselors need to utilize research in the development of their programs and participate in research designed to improve their programs.
- Program Evaluation: school counselors evaluate programs and continue to update program activities.

Documentation of Delivery System

Each area of the delivery system must be documented. School counselors should keep records of the lessons delivered. A record keeping system is integral to any other delivery system utilized. Such record keeping strategies can include logs and contact forms. School counselors should maintain a record keeping system which may include records of dates, planning sessions, outcomes, community contacts, times and topics of meetings, etc. Individual planning calendars are adapted by each school counselor to establish personal timeframes in delivering identified activities and are tools for listing curriculum lessons, individual counseling, responsive services, and system support participation. Further information and examples of logs, forms and evaluation tools, as well as best practices and sample curriculum activities, can be found in NYSSCA's New York State Comprehensive School Counseling Program Guide for K-12 Implementation of Comprehensive School Counseling Programs at www.nyssca.org.

Academic Domain:

PROGRAM OBJECTIVES:

- **To provide assistance and counseling to students so that they will participate effectively in their educational program and demonstrate academic success.**
- **To assist students in demonstrating responsibility of regular attendance.**
- **To participate with students in a review of their educational process.**
- **To provide parents the opportunity for active participation in their student's academic program.**

EXPECTED OUTCOMES:

Elementary:

- ◆ Students will identify areas of educational progress.
- ◆ Students will develop the habits and skills necessary for academic success.
- ◆ Students who exhibit academic difficulties will be identified and assisted with appropriate levels of service.
- ◆ Students will learn that regular attendance results in improved classroom performance and academic success.
- ◆ Students will gain an awareness of effective cooperation and communication skills.
- ◆ Parents will be informed of the student's academic ability and achievement levels.
- ◆ Parents will cooperate and communicate with the school to insure the regular attendance of their children.
- ◆ Parents will participate in school functions/activities and support educational programs.

Middle:

- ▲ Students will understand how regular attendance enhances academic performance.
- ▲ Students will continue to develop the habits and skills necessary for academic achievement.
- ▲ Students will be aware of program requirements for state mandates, local promotion, and successful school completion.
- ▲ Students will make decisions appropriate to their ability and interests.
- ▲ Students will be able to recognize his/her academic and achievement levels and how they relate to their future educational and career plans.
- ▲ Students who participate in counseling will show an improved attitude toward school, more effective study skills and academic improvement.

- ▲ Students who exhibit attendance problems will increase their average daily attendance.
- ▲ Parents and teachers will benefit from advisory assistance and be able to effectively participate in the school's programs and activities.
- ▲ Parents will understand the educational programs, and services available to their children.
- ▲ Parents will participate with their child in the planning of their high school and career plan to make the secondary school transition more successful.
- ▲ Parents will be knowledgeable of their student's academic program and requirements.
- ▲ Parents will show willingness to initiate contact and/or cooperate with teachers and other school personnel.

High School:

- ◆ Students will understand program requirements for Local, Regents and Advanced Regents Diplomas.
- ◆ Students will plan and progress by making choices in their educational programs appropriate to their abilities and interests.
- ◆ Students will demonstrate increased awareness of the connection between their current educational program and their future goals.
- ◆ Students will demonstrate academic skills necessary for making a successful transition to a post-secondary environment.
- ◆ Students will increase their ability to realistically assess their achievement levels and academic potential.
- ◆ Students who participate in counseling will show an improved attitude toward school, more effective study skills, and academic improvement.
- ◆ Students who exhibit attendance problems will improve their average daily attendance rates.
- ◆ Students will perceive that regular attendance and punctuality are related to classroom performance.
- ◆ Parents will participate with their child and counselor in the review of the high school program, graduation requirements, and career plan to ensure their understanding of programs and services available.
- ◆ Parents will show willingness to initiate contact and/or cooperate with teachers and other school personnel.
- ◆ Parents and teachers will benefit from advisory assistance and be able to effectively participate in the school's programs and activities.
- ◆ Parents will be informed and encouraged to aid in improving their child's attendance rates.

Personal/Social Domain:

PROGRAM OBJECTIVES:

- **To assist students in exhibiting responsible behavior in a variety of situations through development of appropriate social and interpersonal skills.**
- **To increase students' knowledge regarding state mandated programs and develop an awareness of policies, such as sexual abuse awareness, AIDS education, sexual harassment, drug-free schools, and abduction education.**
- **To encourage parents to actively participate in their student's personal and social development.**

EXPECTED OUTCOMES:

Elementary:

- ◆ Students will be knowledgeable of academic expectations and student responsibilities.
- ◆ Students will demonstrate appropriate social and interpersonal skills, including the importance of cooperation and communication.
- ◆ Students will demonstrate interest, effort, and responsibility for their schoolwork.
- ◆ Students will exhibit responsible behavior in the school environment.
- ◆ Students will understand their rights to personal safety.
- ◆ Students will be able to recognize and react to potentially dangerous situations.
- ◆ Students will be able to identify someone in whom they can confide.
- ◆ Parents will actively participate in their student's personal and social development.

Middle:

- ▲ Students will understand the relationship of personal choices to future career decisions.
- ▲ Students will identify personal abilities and interests related to their education.
- ▲ Students will be informed of reporting procedures and possible outcomes.
- ▲ Students will be knowledgeable of consequences and laws regarding personal safety and the appropriate responses to avoid dangerous situations.
- ▲ Students will understand and accept personal responsibility and recognize consequences for positive and negative behavior.
- ▲ Students will develop and implement plans to change any inappropriate behavior.
- ▲ Students will appreciate different cultures, attitudes, lifestyles, and abilities.
- ▲ Parents will understand social services and extra-curricular activities available to their children.

- ▲ Parents will show willingness to initiate contact and/or cooperate with teachers and other school personnel.
- ▲ Parents will cooperate with the school to insure the regular attendance of their children.

High School:

- ◆ Students will understand the rationale for their behavior.
- ◆ Students will use personal skills, attitudes and competencies to become responsible and contributing citizens.
- ◆ Students will understand the need to balance personal, family, and work life.
- ◆ Students will demonstrate a readiness to adapt to change and transition.
- ◆ Students will be knowledgeable of consequences and laws regarding personal safety and the appropriate responses to avoid dangerous situations.
- ◆ Students will understand information received regarding school policies and community laws.
- ◆ Students will evaluate the appropriateness of their decisions and the resulting consequences.
- ◆ Parents will be aware of and participate in programs and extra-curricular activities involving their student.

Career Domain:

PROGRAM OBJECTIVES:

- **To assist students in developing an awareness of the world of work, exploring career options, and relating personal skills, aptitudes, and abilities to future career decisions.**
- **To review career plans with students on an annual basis.**
- **To encourage parents to be involved in their student's career planning process.**

EXPECTED OUTCOMES:

Elementary:

- ◆ Students will demonstrate an awareness of their individual interests, aptitudes, abilities, strengths and weaknesses.
- ◆ Students will know the value of work to society.
- ◆ Students will explore their preferences for working with people, information, and things.
- ◆ Students will demonstrate an understanding of the relationship of decision-making to the attainment of future goals.
- ◆ Students will describe the varied roles of men and women at home and in the work place.
- ◆ Students will gain an awareness of effective cooperation and communication skills in the world of work.
- ◆ Parents will participate in their student's career planning process.

Middle:

- ▲ Students will begin to relate present academic ability and achievement levels to future educational and career plans.
- ▲ Students will understand how the habits of regular attendance and punctuality relate to classroom performance and the world of work.
- ▲ Students will demonstrate an understanding of the relationship among personal interests, skills, and abilities and career research.
- ▲ Students will understand the relationship of personal choices to future career decisions.
- ▲ Parents will participate with their child in the planning of their high school and career plan.

High School:

- ◆ Students will use personal skills, attitudes and competencies to become a contributing and responsible citizen.
- ◆ Students will understand the need to balance personal, family, and work life.
- ◆ Students will make decisions in their career plan appropriate to their abilities and interests.
- ◆ Students will recognize the relationship between their present achievement levels, academic ability, and interests as they relate to their future educational and career plans.
- ◆ Students will demonstrate skills necessary for successful transition to a post-secondary environment.
- ◆ Students will be aware of their career and educational options.
- ◆ Students will be able to discuss possible career interests and career plans.
- ◆ Students will apply decision making skills in the selection of a career/major of strong personal interest.
- ◆ Students will analyze skills and abilities required in a career option and relate them to their own skills and abilities.
- ◆ Students will perceive that regular attendance and punctuality are related to classroom performance in the world of work.
- ◆ Parents will participate with their child and school counselor in the review of the high school program, graduation requirements, and career plan.
- ◆ Parents will understand the range of educational programs and services available to their children and participate in programs involving their child.