

WCSD Central School District



School Counseling Comprehensive Plan

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Introduction

The American School Counselor Association and its state chapter, the New York State School Counselor Association have published models of professional practice shifting attention away from the school counselor's role to the impact school counselors have on issues including student achievement, school safety, and the academic mission of the school. *The National Model for School Counseling Programs* (ASCA, 1997) describes how school counselors can measure their impact on these areas. *The New York State Model for Comprehensive K-12 School Counseling Programs* (NYSSCA, 2005) more specifically links school counselors' work to the New York State Educational Standards.

NYS Education Department School Counseling Regulations:

On July 1, 2017, the New York State Education Department Board of Regents adopted amendments to Commissioner's Regulations related to school counseling (<http://www.regents.nysed.gov/common/regents/files/517brca14.pdf>). The New York State Education Department further explained the role of the school counselor as:

"A school counselor's role is central to the success of students. School counselors support students through individual and group counseling, college and career exploration instruction, assistance in crisis situations, and referrals to school social workers, school psychologists or other professionals when specialized interventions are required for student success in school. The New York State Education Department believes that the amended school counseling regulations will help increase opportunities for all students to be successful.

It is important for students to have access to a certified or licensed school counselor in the early years to help inspire young students to strive for success and consider college and career opportunities. It is equally important to emphasize the positive effects that school social workers, school psychologists, school counselors, school nurses, health educators, teachers, and parents can have on student success when they collaborate and work as a team, offering their respective professional expertise to support the "whole child." (NYSED, 2018)

In the January 3, 2018, memo from the New York State Education Department to school district leaders the following highlights to the changes to the school counseling regulations were identified as:

Old Requirement	New Requirement
<p>Each school district shall have a guidance program for all students.</p>	<p>Beginning with the 2019-2020 school year, each school district shall have a comprehensive developmental school counseling/guidance program for all students in grades kindergarten (K) through grade 12. Each school district shall also ensure that all students in grades kindergarten through twelve have access to a certified school counselor(s). For the city school district of the City of New York and the city school district of the City of Buffalo, this shall include a licensed guidance counselor(s) pursuant to part 80 of the Commissioner's regulations.</p>
<p>In grades K-6, the program shall be designed in coordination with the teaching staff.</p>	<p>Beginning with the 2019-2020 school year, in grades kindergarten through five, the program shall be designed by a certified school counselor in coordination with teaching staff and any appropriate pupil personnel service providers.</p>
<p>In grades 7-12, the program shall include 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.</p>	<p>Beginning with the 2019-2020 school year, for students in grades six through twelve, certified school counselors shall provide an annual individual progress review plan, which shall reflect each student's educational progress and career plans. For a student with a disability, the plan shall be consistent with the student's individualized education program.</p>
<p>Each school district shall develop a district plan which sets forth the manner in which the</p>	<p>Beginning with the 2019-2020 school year, each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans which set forth the manner for compliance with this subdivision. Such district and building level plans</p>

<p>district shall comply with the requirements.</p>	<p>shall be updated annually, available for review at the district offices and each school building, and made available on the district's website.</p>
<p>NA</p>	<p>Each school district shall establish a comprehensive developmental school counseling/guidance program advisory council to be comprised of representative stakeholders (such as parents, members of the board of education, school building and/or district leaders, community-based service providers, teachers, certified school counselors and other pupil personnel providers in the district including school social workers and/or school psychologists). The advisory council shall meet no less than twice each year for the purpose of reviewing the comprehensive developmental school counseling/guidance program plan and advising on the implementation of the school counseling/guidance program.</p>

(NYSED, 2018)

ASCA National Model
Executive Summary
(www.schoolcounselor.org)

School counseling programs are collaborative efforts benefiting students, parents, teachers, administrators and the overall community. School counseling programs should be an integral part of students' daily educational environment, and school counselors should be partners in student achievement.

A comprehensive school counseling program is an integral component of the school's academic mission. Comprehensive school counseling programs, driven by student data and based on standards in academic, career and social/emotional development, promote and enhance the learning process for all students. The ASCA National Model:

- ensures equitable access to a rigorous education for all students
- identifies the knowledge and skills all students will acquire as a result of the K-12

comprehensive school counseling program

- is delivered to all students in a systematic fashion
- is based on data-driven decision making
- is provided by a state-credentialed school counselor

Effective school counseling programs are a collaborative effort between the school counselor, parents and other educators to create an environment that promotes student achievement.

Staff and school counselors value and respond to the diversity and individual differences in our societies and communities. Comprehensive school counseling programs ensure equitable access to opportunities and rigorous curriculum for all students to participate fully in the educational process.

ASCA Model Components
Executive Summary
(www.schoolcounselor.org)

The framework of a comprehensive school counseling program consists of four components: foundation, management, delivery, 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 defining what the future will look like in terms of student outcomes. In addition, school counselors create a mission statement aligned with their school’s mission and develop program goals defining how the vision and mission will be measured.
 - ❑ **Student Competencies:** Enhancing the learning process for all students, the ASCA Mindsets & Behaviors for Student Success: K-12 College and Career Readiness for Every Student 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 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 to protect both students and school counselors.

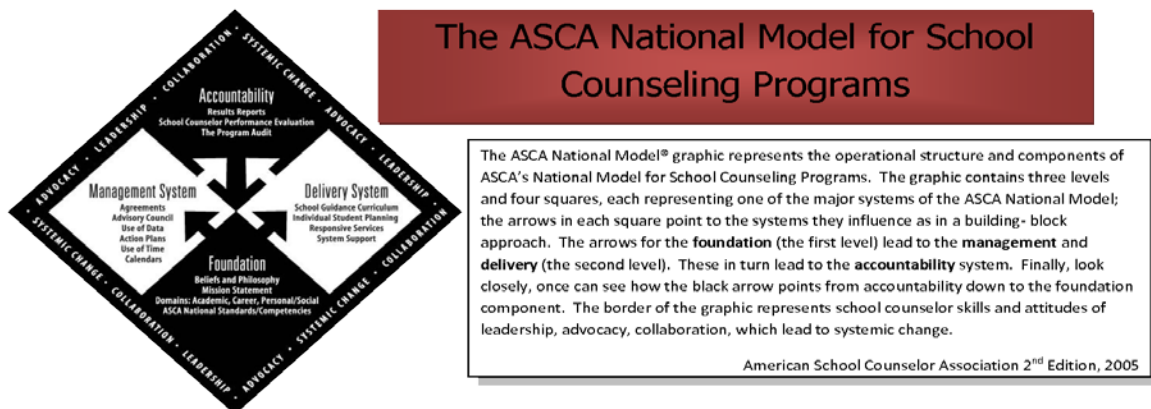
- ❑ **Management:** School counselors incorporate organizational assessments and tools that are concrete, clearly delineated and reflective of the school’s needs. Tools include:
 - ❑ School counselor competency and school counseling program assessments to self-evaluate areas of strength and improvement 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 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 Student Services:** 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 establishing personal goals and developing future plans.
 - ❑ 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 Student Services 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.

❑ **Indirect Student Services:** 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



Elements of the ASCA National Model			
<p style="text-align: center;"><u>Foundation</u></p> <ul style="list-style-type: none"> • Beliefs and Philosophy • Mission • Domains • ASCA National Standards and Competencies 	<p style="text-align: center;"><u>Delivery System</u></p> <ul style="list-style-type: none"> • Guidance Curriculum • Individual Student Planning • Responsive Services • Systems Support 	<p style="text-align: center;"><u>Management Systems</u></p> <ul style="list-style-type: none"> • Management • Agreements • Advisory Council • Use of Data • Action Plans • Use of Time • Calendars 	<p style="text-align: center;"><u>Accountability</u></p> <ul style="list-style-type: none"> • Results Reports • School Counselor Performance Standards • Program Audit

School Counseling Practice

Role of the School Counselor:

The American School Counselor Association advocates professional roles and standards of practice for school counselors and ascertains that professional school counselors engage in preventive, developmental, and systemic approaches to counseling (American School Counselor Association, 2002). They work within the educational system to support teachers, students, and families to enhance academic, personal/social and college/career areas. The evolving formation of professional school counselors was defined by the American School Counselor Association (2004) in the professional literature as the following

Professional school counselors are certified/licensed professionals with a master's degree or higher in school counseling or the substantial equivalent. Professional school counselors deliver a comprehensive school counseling program encouraging all students' academic, career and personal/social development and help all students in maximizing student achievement. (p. 23)

The National Model supported the skills of the school counselor in establishing a preventive and systematic program for the profession. The structure of the ASCA National Model (ASCA, 2003) is divided into different components or elements, which include: foundation, management, delivery, and accountability. Each of these elements is essential parts of the educational system which together provide assurance that students will receive the knowledge, attitudes, and skills they need to become successful, contributing adults (Johnson, 2003).

Non-School Counseling Activities

Non-guidance/school counseling activities are defined as those tasks that do not fit into the National Model (Gysbers & Henderson, 2000, p. 53). Non-guidance/school counseling activities can be identified as administrative, clerical, instructional, or student supervision activities (Gysbers & Henderson, 2000). Examples of such tasks can include administering school-wide testing programs, entering data, counting test booklets, tutoring students, or covering classes for teachers. When school counselors are assigned a disproportionate amount of time to these non-guidance responsibilities, the integrity of a comprehensive school counseling program is impaired (Gysbers, 2001). The recommended time distribution by level and area of service is as follows (American School Counselor Association, 2002):

	Elementary School	Middle School	High School
School Counseling Curriculum	35%-45%	25%-35%	15%-25%
Individual Planning	5%- 10%	15% - 25%	25% - 35%
Responsive Services	30% - 40%	30% - 40%	30% - 40%
System Support	10%-15%	10%-15%	10%-15%

WCSD Central School District School Counseling Comprehensive Plan

In an effort to develop and align the current school counseling program to the New York State Education Department regulations, the school counseling team at WCSD Central School District has developed this comprehensive school counseling plan. The WCSD School District School Counseling Program utilizes the ASCA National Model components to:

- Establish the school counseling practice
- Develop a foundation (mission, vision, belief and SMART goals) for the program
- Create a management method to continuously improve programs to support student's academic, social-emotional, career and college readiness skills
- Provide a scope and sequence of school counseling delivery methods
- Obtain and review data to support the needs of students and collaborate with school leaders, teachers, staff and community members

The WCSD School District School Counseling Comprehensive Plan will be reviewed yearly and updated as needed.

School Counseling Department Team Members

JJHS School Counselors	RCK School Counselors	WJHS School Counselors	VWJH School Counselors	OV AHS Counselor
Alicia Loscalzo Heather Daley Jenna Frangione Sharon Morales Stacy Marshall Nicole Kunkel Michelle Wells Suzanne deSimone	Katherine DeGroat Phillip Toretta Jennifer Soltish Laura Margini Kalah Boscia Dave Townsend Antoinette Sarna Katherine Leonard	Paul Nostrand Christine Lowrey Elena Peratikos	Anne Bogen Sandra Parker Graceann Smith	Michelle Califano

School Counseling Foundation

The WCSD School Counseling Department’s comprehensive school counseling focus is established through a program vision, mission, and beliefs. The foundation of a program is aligned to the district’s mission and benefits all students.

Mission Statement: The WCSD school counseling program supports students socially, emotionally, and academically to enhance school achievement; to ensure all students reach their full potential; become productive members in our community and are lifelong learners.

Vision Statement: The WCSD school counseling program will promote an environment to encourage personal inquiry and growth, social responsibility, and academic excellence. The school counseling team will empower students to meet their full academic, social and emotional potential by:

- Removing barriers and obstacles that students experience to act as the gateway to education and learning.
- Creating a warm, welcoming, confidential and safe environment where students feel heard and valued.

School Counseling Program Beliefs: In order to advance the WCSD School Counseling Department's shared mission and vision, we believe:

- To continue being an effective school counselor, ongoing professional development is essential.
- All students are unique, and we will treat them with dignity and respect.
- Our comprehensive school counseling program is an integral part of the total education program.
- Sharing mutual respect with student, faculty, and staff.
- Utilizing best and current practices through professional development and learning.
- All students have equal access to opportunities and resources to maximize their potential.
- All students are respected, and individual differences are accepted and recognized.

School Counseling Goals

The school counseling goals are specific, measurable, achievable, and realistic and are timely. Goals define how a school counseling program will achieve the established foundational mission and vision as well as guide the development of curriculum, small-group and closing-the-gap action plans. (ASCA, 2005)

Goal	By 2019, all of our students will continually identify and develop their strengths and attributes necessary to reach their evolving goals.
Objective	Instruction at each grade level to help students learn about various careers and career planning skills conducted by personnel certified or licensed as school counselors, or by classroom teachers in cooperation with school counselors; (NYSED, 2017)
Action Plan 1	Discovery and training for school counselors on college and career exploration tools - SCOIR and YouScience.com
Action Plan 2	Students will be exposed to or complete a career exploration activity.
Assessment(s)	All students will identify and research their career of interest.

Goal	By 2019, a K-12 comprehensive counseling model that allows students and families to collaborate with the school and community will be developed.
Objective	In grades K-12: school counseling/guidance core curriculum instruction addressing student competencies related to career/college readiness, academic skills and social/emotional development by a certified school counselor; other direct student services for the purpose of enabling students to benefit from the curriculum, assisting students to develop and implement postsecondary education and career plans, assisting students who exhibit attendance, academic, behavioral or adjustment concerns and encouraging parental involvement. (NYSED, 2017)
Action Plan(s)	Curriculum Mapping K-12 for Direct Services
Assessment(s)	Comprehensive School Counseling Curriculum Plan

School Counseling Delivery

Direct vs. Indirect Student Services

The American School Counseling Association National Model (2005) states that school counselors provide services to students, parents, school staff and the community in the following areas:

Direct Student Services

School Counseling Core Curriculum

- Instruction - Direct instruction through classroom delivery, team teaching, co-teaching and assisting with lesson plans which promote academic, career or personal/social development.
- Group Activities - Conduct group activities which support instructional goals. Examples: community service, college/career fairs, student team building, student leadership workshops.

Individual Student Planning

- Appraisal - Work with students to analyze and evaluate their abilities, interests, skills and achievement.
- Advisement - Help students to make decisions for future plans based on academic, career and personal/social data.

Responsive Services

- Counseling - Counseling sessions in individual or small group settings to help students overcome barriers to development and achievement.
- Crisis Response - Support and assistance to students as they navigate crisis or emergency situations.

Indirect Student Services/System Support

- Referrals - Direct students and parents to school or community resources for additional assistance or information. Examples: tutoring, career support, college planning, community mental health agencies, and community counseling agencies.
- Consultation - Share strategies which support student achievement with parents, educators, and community organizations.
- Collaboration - Work with educators, parents, and community to establish programs and interventions which promote student success. Examples: advisory boards, school district partnerships, and parent workshops.
- Professional Development – Continuous improvement for counselors is a key component to our plan. The Counselor Department understands and promotes the importance of professional development. Activities such as attending local, state and national professional organization meetings and workshops (i.e. technology, suicide awareness) and staying current

with best practices help provide counselors with new and innovative suggestions for evaluating and improving the program. Counselors are committed to supporting the counseling profession by sponsoring internships through area universities. Counselors take advantage of after-hours training to enhance their career exploration skills in order to support the high school's 21st century learning goals.

WCSD School Counseling Direct and Indirect Services
Following are the K-12 services, Direct and Indirect provided at the
WCSD Central School District.

School Counseling 6-12 Delivery Services
School Counseling Core Curriculum

Topic	Objective	Grade	Mindset & Behavior Standards	Timeline
Scheduling	Present graduation requirements and electives	8-12	M- 4 LS- 7, 8, 9 SMS- 10 SS - 3, 8	All year
Career exploration	Expose students to college and career opportunities	6-12	M- 2, 4 LS- 1, 9, 4, 5, 7 SMS 3, 5	All year
SMART goals	Understand, create and track goals	7-12	M1, M2, M5, M6, LS1, LS4, LS7 SMS1, SMS5, SMS6	September- October
Orientation for transitioning or new students	Introduce Junior High and High School environment, Parochial School Shadow Day	6-12	M3, M6 SMS1, SMS3, SMS10 SS2, SS3	August- September
Transition between buildings	Building visits/counselor follow ups	6-12	M3, M6 SMS1, SMS3, SMS10 SS2, SS3	May/June
Social/ Emotional Learning	Explore Character Education and social and personal development	6-12	M-1,2,3 LS-10 SMS-1,2,7,9 SS-2,4,5,8,9	All year
College/Career readiness presentation	Prepare for College/ Career; life after High School; resume review	7-12	B-LS7, BLS8, BLS7 M4, M5	All year
Testing Preparation and Information	Regents, PSAT, SAT, ACT, AP	7-12	B-LS 4, B-LS 7 M4	All year

School Counseling 6-12 Delivery Services

Individual Planning

Topic	Objective	Grade Level	Mindset & Behavior Standards	Timeline
Scheduling	Course selection, schedule review and revision	7-12	SS3, SS8, M4, LS7, LS8, LS9, SMS10	All year
Academic Advisement/ Intervention	Report card and progress report review	7-12	M1, LS1, LS3, LS4, LS7, LS9 SMS1, SMS 2, SMS3, SMS5, SMS6, SMS7, SMS8	All year
Goal Creation and Review	Help student to create an academic, social/emotional, and/or personal goal and assist student with follow through	7-12	M1, M2, M5, M6 LS1, LS4, LS7 SMS1, SMS 5, SMS 6	All year
New Student Registration	Review student records and enroll students in courses appropriate for their readiness and interests	7-12	B-SS 3., B-SMS 10, M3	All year
College Application Processing	Reviewing steps required for college admissions and applications, including completing required documentation	12	B-LS 5., B-LS 7., B-LS 10, B-SMS 4., M4	All year
Parent Teacher Conferences (with students)	Discussion of student's progress	7-12	B-LS 3., B-SS 3., B-LS 9, B-SMS 5., M2, M3, M5	Sept-June
504 and CSE Initial and Review Meetings	Counseling and collaborating with student to practice self-advocacy and address their needs	7-12	B-LS 3., B-LS 4., B-LS 7, B-SMS 1., M5	Sept-June
Individual Counseling Sessions	Provide academic, social, and emotional support as needed	7-12	B-LS 3., B-LS 4., B-LS 7., B-SMS 1., M5	Sept-June

Orchard View Intakes	Introduce student and family to the Orchard View program to determine appropriate placement	8-12	B-LS 4., B-SMS 10., B-SMS 5., B-SS 3., M2, M3, M4	Sept-June
Post-secondary Discussions/ Meetings	Exploring opportunities for life after high school, including college, career, military and workforce	6-12	B-LS 5 B-LS 7 B-LS 10 B-SMS 4 B-SMS 8 B-SMS 5 M4	Sept-June
Out of District Program Planning	Assisting a student and family to determine appropriate out of district placement, including BOCES CTI	7-12	BLS 7 BLS 9 M 1 M 3 M 4 B-SS 9	Sept-June
Scholarships and Awards	Motivate and reward students by creating awareness of available opportunities	7-12	M2 B-LS 3 B-SMS 1, 3	All year
Senior Exit Surveys	Distributing, collecting and assessing post-secondary plans from students	12	B-LS 1, 5, 6, 7, M 2, 4	Spring

School Counseling 6-12 Delivery Services

Responsive Services

Topic	Objective	Grade	Mindset & Behavior Standards	Timeline
Study skills	Identify students needing further support for academic success	7-12	M 2, 5, 6 LS 1, 3, 4, 6, 7, 8 SMS 1, 2, 3, 4, 5, 6, 8	All year
Group Counseling	Identify students that need further support for social, emotional, academic, and personal success	7-12	B-SS 2, 3	All year

Mediation	Offer restorative services for student conflict	7-12	B-SS 2, 4, 5, 6 M 1, 3	All year
Individual Counseling Sessions	Provide academic, social, and emotional support as identified by the student	7-12	B-LS 3, 4, 7 B-SMS 1 M 5	All year
Crisis Counseling	Addressing an immediate concern of individual student or group. CSE and/or 504 meetings as needed	7-12	B-SMS 2, 7, 9 B-SS 2, 3, 4, 5, 9 M 1, 3, 5, 6	All year

School Counseling Delivery - Indirect Services
System Support

Topic	Objective	Grade Level	Mindset & Behavior Standards	Timeline
CSE and 504 Meetings	Mandatory attendance by school counselor as part of the team	7-12	M 1, 2, 3, 5, 6 B-LS 3, 4, 7, 9	All year
Teacher/Counselor Collaboration Meetings	Identifying students or topics that need additional support	7-12	M 1, 3, 5, 6 B-LS 3, 9 B-SMS 6, 8	All year
Cohort Meeting	Tracking the progress of students within the cohort with school counselors and assistant principal	9-12	M 1, 3, 5, 6 B-LS 3, 9 B-SMS 5, 6 B-SS 1, 6	All year
Response to Intervention Meetings	Identifying students that need additional accommodations	7-8	M 1, 3, 5, 6 B-LS 3, 9 B-SMS 5, 6 B-SS 1, 6	All year
Parent/teacher meetings	Scheduling, organizing, collaborating, and supporting student success	7-12	M 1, 2, 5, 6 B-LS 3, 4, 7, 9	All year

PPS Weekly Meetings	Tracking the progress of students with school counselors, school social worker, school psychologist, and administration	7-8	M 1, 3, 5, 6 B-LS 3, 9 B-SMS 5, 6 B-SS 1, 6	All year
Parent Communication	Developing an open, supportive partnership with families and addressing concerns and issues as they arise	7-12	M 1, 2, 5, 6 B-LS 3, 4, 7, 9	All year
Documentation and Record Keeping	Reviewing and recording student information	6-12	B-LS 8 M 5	All year
Collaboration w/ Faculty, Parents, Community Supports	Maintaining relationships and knowledge regarding outside services and opportunities in the community (for example- American Legion, Rotary Interact, CAPE)	6-12	B-LS 6 M 1, 3	All year
Program Referral, Psychological Referrals	Connecting and collaborating for necessary student and family supports and resources	6-12	B-SMS 7, 9, 10 M 1, 5	All year
Recommendation letters	Gathering student information and accomplishments to create a narrative in support of the student's goals outside of and beyond school	6-12	B-LS6, B-LS7,B-LS 8 M5	All year
Assembly organization	Communicating and collaborating with outside agencies based on	6-12	M 1, 2, 3 LS 10 SMS 1, 2, 7, 9 SS 2, 4, 5, 8, 9	All year

	the needs of the school culture and climate			
Parent presentation and workshops	College and career readiness preparation provided to parents	K-12	B-LS 7 M 4	All year
Elective Fair	Expose students to elective course opportunities	9-12	B-LS 7, 8 M4	Jan
College and Military Representative Visits	Engage students with post-secondary opportunities	9-12	M 2, 3, 5 B-LS 3, 4	Oct- Dec
Scholarship and award identification and organization	Identify those students who meet scholarship and award criteria	7-12	M 3 BSS 5, 6	All year
Exam Administration and Proctoring	Administer and proctor AP, Regents, Finals, NYS Exams, ACT/SAT/PSAT Accommodations	7-12	BSS 6	All year
Post-secondary documentation and transcript upload	Providing documentation necessary for post-secondary plans including college applications, scholarships, and NCAA	9-12	M 1, 3	All year
Out of District Application and Intake processing	Completing necessary documentation needed for out of district placement	7-12	B SS 4	All year
Senior Exit Surveys	Responsible for the collection of individual student post-secondary plans	12	B PA 3 B SS 5 M 1, 3	Spring

Students with Disabilities College Transition Day	Assist and support students attending to increase their college and career readiness and exposure	11-12	B SS 4, 5, 6	Spring
Preparing individual college applications	Collecting and preparing school-based portion of student application	12	M 1, 3	Sept-June
Advisory Board	Collaborating with parents, teachers, faculty, board members, and outside community agencies for ongoing review of counseling plan	K-12	B SS 6 B PA 1, 8	All year

**School Counseling Delivery Accountability
6th - 12th Grade**

Appendix A

Mindset and Behavior Standards

<https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

**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

Appendix B

School Counselor Competencies

<https://www.schoolcounselor.org/asca/media/asca/home/SCCompetencies.pdf>



ASCA School Counselor Competencies

The ASCA School Counselor Competencies outline the knowledge, abilities, skills and attitudes that ensure school counselors are equipped to meet the rigorous demands of the profession and the needs of pre-K–12 students. These competencies help ensure new and experienced school counselors are equipped to establish, maintain and enhance a comprehensive school counseling program addressing academic achievement, career planning and personal/social development.

Organized around and consistent with “The ASCA National Model: A Framework for School Counseling Programs (Third Edition),” the competencies can be used in a variety of ways including:

School counselors

- Self-assess their own competencies
- Formulate an appropriate professional development plan

School administrators

- Guide the recruitment and selection of competent school counselors
- Develop or inform meaningful school counselor performance evaluation

School counselor education programs

- Establish benchmarks for ensuring school education students graduate with the knowledge, skills and attitudes needed for developing comprehensive school counseling programs.

References

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