

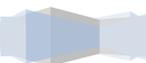
John Jay High School

School Counseling Comprehensive Plan



Grade Levels 9-12

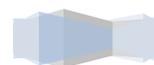
The Mission of the Wappingers Central School District is to empower all of our students with the competencies and confidence to challenge themselves, to pursue their passions, and to realize their potential while growing as responsible members of their community.



Comprehensive School Counseling Plan

TABLE OF CONTENTS

- I. New York State Part 100 Regulations School
- II. ACSA National Standards for School Counseling Program
- III. Board of Education Policy Authorization
- IV. John Jay Comprehensive School Counseling Plan
- V. John Jays School Counseling Comprehensive Model
- VI. John Jay School Counseling Department Foundation
 - a. Program Focus
 - b. School District Mission
 - c. John Jay School Counseling Mission Statement
 - d. John Jay Counseling Vision statement
 - e. John Jay School Counselor Belief Statements
 - f. Annual Goals
 - g. Student Competencies
 - h. Professional Competencies
 - i. Professional Development
- VII. John Jay Counseling Department Management System
 - a. Implementation Plan
 - b. Use of Time
 - c. Use of Calendar
 - d. Use of Data
- VIII. John Jay School Counseling Department Delivery System
 - a. Direct Student Service
 - b. Indirect Student Services
 - c. Indirect Student Planning
 - d. Responsive Services
- IX. Accountability
 - a. Data Analysis
 - b. Program Evaluation & Improvement
- X. John Jay School Counseling Mapping



New York State Part 100 Regulations School

As per the New York State Education Department, listed in Part 100 of the Commissioner's Regulations, <http://www.p12.nysed.gov/part100/pages/1002.html#j>

Each school district shall have a guidance program for all students.

- i. 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.
- ii. 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
 - d. The services of personnel certified or licensed as school counselors.
- iii. 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. The City School District of the City of New York shall submit a separate plan for each community school district, for the High School Division and for the Special Education Division. 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 district, and revisions shall be made as necessary.

ACSA National Standards for School Counseling Program

The National Standards for School Counseling Programs (1997) and the National Model for School Counseling Programs, both developed by the American School Counseling Association (ASCA), have shifted the focus of school counseling from a student by student system to a comprehensive and developmental program that focuses on academic, career, and personal/social development for every K – 12 student.

Board of Education Policy Authorization

Guidance programs will be available for all students in grades K-12 to ensure effective participation in their current and future educational programs.

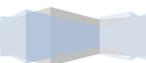
In grades K-6, the guidance program shall be designed in coordination with the teaching staff to prepare students to participate effectively in their current and future educational programs, to help students who exhibit any attendance, academic, behavioral or adjustment problems, to educate students concerning avoidance of child sexual abuse and other forms of child abuse, and to encourage parental involvement.

All secondary school counselors will meet with assigned students during the first quarter to establish academic goals and articulate a plan to achieve the established goal. In grades 7-12, the guidance program shall include the following activities or services:

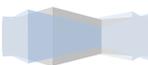
1. an annual review of each student's educational progress and career plans;
2. advisory services for curriculum options, educational and career plans, attendance, academic, behavioral and adjustment problems;
3. counseling services for curriculum options, educational and career plans, attendance, academic, behavioral and adjustment problems;
4. career instruction at each grade level, 7-12; and
5. encouragement of parental involvement.

The following responsibilities are included in the guidance program:

1. To engage in professional counseling with individuals and groups
 - a. Counseling is the heart of the guidance program. By counseling what is meant is that process of helping an individual analyze himself/herself, evaluate his/her environment, select an appropriate solution to problems, and make realistic plans. In fact, it is perhaps the most important aspect of the total program of student services. The student who has the opportunity to sit with a professionally trained individual in a comfortable and private atmosphere and talk over matters that are important to him/her undergoes a unique experience. Counseling is not intended to be psychotherapy, nor is it intended to be of value only for those who have problems or are in trouble. It is meant for all students.
 - b. Counseling is a relationship characterized by mutual respect, effective communication, genuine and complete acceptance of the client by the counselor and concentration on the needs and feelings of the client.



- c. Counseling is a relationship in which the client's desire for confidentiality must be respected, and in which the responsibility for outcome rests primarily with the client rather than the counselor.
 - d. Through the counseling relationship, the counselor helps each student to understand himself/herself in relation to the social and psychological world in which he/she lives, accept himself/herself as he/she is, develop personal decision-making competencies, and resolve special problems.
2. To provide informational services to students designed to meet their need for educational, vocational, and personal-social information. In order to make satisfactory progress, each student must have an accurate knowledge of course offerings, post-high school educational opportunities, financial aids, and current occupational information.
3. To assist in the programming, grouping and placement of students.
 - a. The counselor assists in providing placement services for students by planning with teachers and administrators for the grouping and scheduling of students; helping students make appropriate choices of school programs; and developing long-range plans of study.
 - b. Broadly conceived, the purpose of placement services is to help each student take the next step of his career, whatever that may be. This should include placement within the educational setting from one grade to another, from one school to another, on the job, and college placement. In providing this service, the counselor takes advantage of the services offered by other public and private agencies.
4. To conduct research designed to measure the effectiveness of counseling and other guidance services.
5. To function as a resource consultant to school and non-school personnel in making use of other services in the community through consultations with teachers and other members of the staff, referral of students to outside agencies and other members of the Pupil Personnel Team, and consultations with parents.
6. To motivate students to seek counseling of their own volition through a creative and continuous program of orientation to counseling.
7. To provide programs for parent, teachers, administrators, and others designed to help them become better acquainted with the work of the school counselor.
8. To assist in providing testing services to help each student recognize his/her capabilities, achievements, interests, and adjustment.



- a. Individual appraisal service includes, but is not limited to, the use of standardized tests. The goal of the service is to provide as much information as possible to help the student understand himself/herself and to help teachers, parents and others to understand him/her.
- b. The counselor assumes the role of leader and consultant in this aspect of the school's program. He/She coordinates and interprets the information accumulated to help the individual student assess himself/herself and plan realistically.

John Jay Comprehensive School Counseling Plan

In order to meet the challenges that face today's students and align our school standards to the ASCA model, John Jay has developed a Comprehensive School Counseling Plan to meet the needs of every student in our community. Our counselors will hold a variety of skills that go beyond the essential counseling skills in order to address the areas of student achievement. We will use these skills and data to make sound decisions for our students and their families.

The John Jay Comprehensive School Counseling Plan strives to encompass a multi-faceted approach in which counselors collaborate with families, teachers and administrators to empower all students with the competencies and confidence to challenge themselves, their passions and realize their true potential. John Jay counselors, with the full support of the school and district administrators, will analyze data and assess appropriate programs and pathways in order to ensure accountability and effectiveness for all.

John Jay School Counseling Comprehensive Model

The John Jay Comprehensive School Counseling Plan outlines the components of the ASCA National Model which creates unity and focus toward improving student achievement. This is an essential component of our schools and districts academic mission. Our comprehensive school counseling plan will be driven by student data and academic standards. This will guide our students in the areas of career and personal/social development while enhancing the learning process for all students.

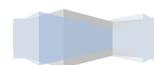
The National Model for School Counseling Programs speaks to the importance of accountability and having an organizational framework that documents and demonstrates "how students are different as a result of the school counseling programs." A commitment to accountability shifts public perception from questions such as "what do school counselors really do?" to showing how school counselors are key players in the academic success for all students. While we will use the model as a guide we will be progressive in our thinking and always evaluate and update what we are doing based on what is in the best interest of the students.

Based on the ASCA National Model, the program will focus on four components:

John Jay School Counseling Department Foundation

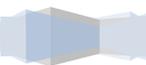
John Jay counselors will focus on student outcomes, teach student competencies and are delivered with identified professional competencies.

- **Program Focus:** Establish beliefs and values which are determined by a vision which defines future student outcomes.



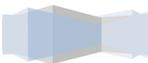
- School District Mission Statement: The mission of the Wappingers Central School District is to empower all of our students with the competencies and confidence to challenge themselves, to pursue their passions, and to realize their potential while growing as responsible members of their community.
- John Jay School Counseling Mission Statement: The Mission of the John Jay School Counseling Department is to form positive relationships with students to guide them in developing goals and pathways to pursue their aspirations. We will support their passions by encouraging them to challenge themselves academically and personally in the course offerings and activities John Jay has to offer. Our pride and self-accomplishment come from seeing all of our students emerge from high school as confident, responsible individuals with a clear sense of self and motivation to make a difference in their community.
- John Jay Counseling Vision Statement: The vision of John Jay High School Counseling program is to promote student's self-awareness helping to aligning student's individual strengths to college and career opportunities. To help guide students towards a high level of academic success, while fostering a level of accountability into their future social and emotional relationships. It is important that our students become responsible members of society, to acquire the skills, knowledge and attitudes to meet their fullest potential while becoming productive members of society who respect themselves and others.
- John Jay School Counselor Belief Statements
 - All students have the ability to achieve
 - Each achievement varies based on individual interest and skill level
 - Each student needs to be assessed academically and socially
 - Counselors advocate for each student fairly and equitably
 - Counselors are to be involved in the planning and implementation of the program goals to meet student goals
 - The evaluation of the program should be reviewed annually by the counselors and student body
 - Services provided to students are based on identified data
 - Counselors are to uphold the ethical standards of the school counseling profession
- Annual Goals: Program goals are aligned with the vision and mission of the district and school. This will address how school counseling programs are organized and what goals will be accomplished.
- Student Competencies: College and career readiness for every student is essential for an effective school counseling program and will center around three areas:
 - Academic
 - Career
 - Social/Emotional development

School counselors must also seek additional student standards that are important to state and district initiatives, which will complement their 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.

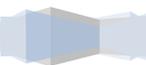


John Jay will reference the ASCA School Counselor Competencies as an outline of the knowledge, abilities, skills and attitudes necessary to plan, organize, implement and evaluate their comprehensive, developmental, results-based school counseling programs. (See Appendix)

- By the End of Each Year:
 - Freshman students will:
 - Experience an orientation in August
 - The first month of school, students will have an introductory presentation with their counselor to inform them of school support systems, role of the counselor and help guide them through the transition to high school.
 - Graduation requirements will be reviewed
 - Students will each complete a Freshman Fact sheet which will be completed to gather pertinent information for the counselor.
 - Establish a 4 year plan/goals and help promote self-awareness.(Naviance Goals)
 - Be introduced to career opportunities and colleges through our annual College and Career Fair.(Fall)
 - Be recognized for outstanding academic and/or behavioral excellence
 - Have the opportunity to seek counseling support by meeting with their School Counselor
 - Students will complete a career cluster, learning style inventory and set one academic SMART goal through the Naviance college and career readiness curriculum.
 - Have understanding of academic rigor necessary to be considered for post-secondary institutions
 - Sophomore students will:
 - Explore Naviance by completing the Do What You Are sequence activity. (Spring Semester)
 - Complete one SMART personal goal.
 - Students will be introduced to the resume feature in Naviance
 - Have the opportunity to discuss these options with their School Counselor during scheduling meeting
 - Further explore career options through our College and Career Fair.(Fall)
 - Explore pathways to challenge themselves academically through our college and AP course offering in the upcoming year.
 - Have the opportunity to visit the BOCES-CTI programs during the school year. Students get the chance to visit two programs of interest.
 - Be recognized for outstanding academic and/or behavioral excellence
 - Have the opportunity to seek counseling support by meeting with their School Counselor
 - Junior Students will:



- Be encouraged academically to pursue the most challenging course load according to their performance and abilities.
 - Continue to develop and assess the post graduate goals.
 - Students will receive a My Future, My Plan Junior Year Planning Booklet and a Getting into College handbook.
 - Be invited to participate in a meeting in which the Counselor will provide in depth knowledge about the College Application process. Review the student specific data that has been collected for the first three years of high school. Evaluate assessments in order to help guide them to the most appropriate post graduate path.
 - Complete Game Plan activity in Naviance
 - Add one SMART post-secondary
 - Complete the Super Match College search and add a minimum of one college to your list of colleges
 - Be introduced to career opportunities and colleges through our annual College and Career Fair.(Fall)
 - Be recognized for outstanding academic and/or behavioral excellence
 - Have the opportunity to seek counseling support by meeting with their School Counselor
 - Who are at risk of not graduating, will have an academic plan put in place with the help of School Counselors entering Senior year.
- Senior students will:
- Be educated on the specific application process and monitor each student's progress. This will be done through the September meeting in computer lab.
 - Complete the initial process of linking Common App with Naviance, thus becoming eligible to submit college applications.
 - Add one SMART goal career
 - Continue to strive academically by maintaining a challenging course load.
 - Request application materials and acquire recommendation letters from faculty for the college application process.
 - Establish alternative plans and appropriate pathways.
 - Be provided specific scholarship information for students that have displayed interest or will pursue a given area of study.
 - Be introduced to career opportunities and colleges through our annual College and Career Fair.(Fall)
 - Be recognized for outstanding academic and/or behavioral excellence
 - Have the opportunity to seek counseling support by meeting with their School Counselor
 - Complete end of the year/graduation survey



- **Naviance College and Career Readiness Curriculum**

(John Jay High School)

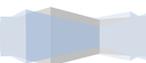
1. Satisfy Board of Regents adopted College and Career Readiness Standards (New York State) that each high school student will have the knowledge and skills needed to be successful in college (Core Academic Knowledge & Skills); opportunities to gain knowledge, skills, and competencies needed to pursue and succeed in careers. (Career –Specific Knowledge & Skills); and non-cognitive, socio-emotional knowledge and skills that will help them transition from high school to college or careers (Key Behaviors & Attitudes).

9th Grade

Scope & Sequence Activity	Data Points Measured	Core Competency Alignment
Create 1 SMART goal (academic)	<ul style="list-style-type: none"> • % Who Set an Academic goal • % Who complete the Career Cluster Finder assessment • % Who add at least 1 career clusters to favorites list • % Who complete the LSI assessment 	<ul style="list-style-type: none"> • Career Specific • Behaviors and Attitudes • Academic Knowledge and skills
Complete the career cluster finder assessment		
Add 3 career clusters to favorites list		
Learning Style Inventory (LSI)		

10th Grade

Scope & Sequence Activity	Data Points Measured	Core Competency Alignment
<ul style="list-style-type: none"> • Create 1 SMART goal (personal) for 10th grade by reflecting on how their multiple intelligences can be used to accomplish their goals 	<ul style="list-style-type: none"> • % Who set a personal goal • % Who complete the Do What you Are assessment • % Who create a resume 	<ul style="list-style-type: none"> • Career Specific • Behaviors and Attitudes • Academic Knowledge and Skills
Complete the Do What you Are Assessment		
Begin Resume Building (if time permits)		



11th Grade

Scope & Sequence Activity	Data Points Measured	Core Competency Alignment
Create 1 SMART goal (post-secondary)	<ul style="list-style-type: none"> • % Who set Post-secondary SMART Goal • % Who complete Supermatch college search • % Who adds at least 1 college to their “colleges I am thinking about” list 	<ul style="list-style-type: none"> • Career Specific • Behaviors and Attitudes • Academic Knowledge and Skills
Complete SuperMatch college search		
Add/Update “colleges I am thinking about list”		

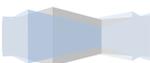
12th Grade

Scope & Sequence Activity	Data Points Measured	Core Competency Alignment
<ul style="list-style-type: none"> • Create 1 SMART goal (Career) • Common App/Naviance Match • End of year/graduation survey (custom or built-in) • Apply to college 	<ul style="list-style-type: none"> • % Who set Career SMART Goal • % Who successfully match • % Who complete the end of the year/graduation survey • % Who apply for college 	<ul style="list-style-type: none"> • Career Specific • Behaviors and Attitudes • Academic Knowledge and Skills

- Professional Development

John Jay counselors will use professional development as an opportunity to support the comprehensive plan. Below are potential opportunities but are not limited to.

- Review and evaluation of the School Counselor Comprehensive Plan
- Cohort Model- Research and Development
- Graduation Requirements-Pathways
- College Visitation
- Best practices in vocational education
- Transition Planning
- Crisis Intervention
- Mediation Techniques
- Individual and group counseling techniques
- Clearinghouse



- Work Experience/Apprenticeship
- Response to Intervention (RTI)
- Positive Behavior Intervention and Supports (PBIS)
- Financial Aid

John Jay Counseling Department Management System

The management system incorporates organizational processes and tools to ensure that John Jay’s school counseling program is organized, concrete, clearly defined and reflective of the school’s needs.

- **Implementation Plan:** Each Cohort, in collaboration with the principals, will decide how students will be assigned to counselors to ensure that each student has access to the counseling program. In addition, counselors will allocate time to:
 - Provide the parameters of a successful approach to each student
 - Provide individual student planning
 - Provide responsive services
 - Managing data as a use of support
- **Use of Time:** John Jay counselors understand the value of time management and the needs necessary in order to support students. In regard to the ASCA percentage of time management, it is suggested that counselors spend 75% of their time in delivery of services. The remaining percentage of time will be distributed amongst the indirect delivery of services, foundation, management and accountability.
- **Use of Calendars:** Monthly calendars support the vision and mission statement of John Jay High School. The calendar will provide structure for the school-counseling program and helps provide counselors, students, families and administration in their pathways for student success. (See John Jay School Counseling Mapping)
- **Use of Data:** A comprehensive school counseling program uses data to measure results. Counselors will show that each activity implemented is part of the plan and that data was used to support the activity.

Each cohort will decide a plan of action to meet their student needs. Counselors and administration will team together to split cohort responsibilities.

John Jay School Counseling Department Delivery System

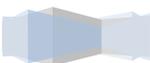
The counseling program provides services specific to each cohort on an annual and daily basis. This is accomplished through:

Direct Student Services:

- Presentations
- Group Activities
- School wide events (i.e. Career Fair, orientation, moving up night, awards night,)
- Individual counseling
- Group counseling

Indirect Student Services:

- Referrals to outside agencies
- Consultations
- Interdisciplinary Activities



Indirect Student Planning:

- Counselors provide families with information and resources
- Collaborate with school staff, families, community agencies and administration to develop interventions for students.
- Placement of students in the appropriate academic pathway
- Monitor individual student progress

Responsive Services:

- Individual and small group interventions (small groups may be established based on the need for a given cohort)
- Crises counseling

Accountability

As advised by the ASCA model, to demonstrate the effectiveness of the school-counseling program in measurable terms, school counselors will analyze student data stated from the previous components to determine if their students have reached their planned goal.

Data Analysis:

Counselors oversee and analyze data collected through various reports, documents and student achievement in order to make accurate decisions about student instruction and future learning.

- Student transcripts
- Results of individual assessments administered (personality profile, career interest inventory)
- Report cards
- State assessments
- Local assessments
- Social/Emotional background information

Program Evaluation and Improvement:

In accordance with the ASCA model, the John Jay Comprehensive School Counseling Plan will be evaluated in five components:

- Evaluations from administration
- Self- reflections
- Review of students program performance
- Review student and family goals
- Review Plan Annually.

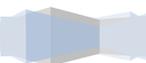
ASCA School Counseling Program Competencies

SCHOOL COUNSELING PROGRAMS

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.

I-A: Knowledge

ASCA's position statement, The Professional School Counselor and School Counseling



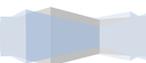
Preparation Programs, states that school counselors should articulate and demonstrate an understanding of:

- I-A-1. The organizational structure and governance of the American educational system as well as cultural, political and social influences on current educational practices
- I-A-2. The organizational structure and components of an effective school counseling program that aligns with the ASCA National Model
- I-A-3. Barriers to student learning and use of advocacy and data-driven school counseling practices to close the achievement/opportunity gap
- I-A-4. Leadership principles and theories
- I-A-5. Individual counseling, group counseling and classroom instruction ensuring equitable access to resources promoting academic achievement, career development and personal/social development for every student
- I-A-6. Collaborations with stakeholders such as parents and guardians, teachers administrators and community leaders to create learning environments that promote educational equity and success for every student
- I-A-7. Legal, ethical and professional issues in pre-K–12 schools
- I-A-8. Developmental theory, learning theories, social justice theory, multiculturalism, counseling theories and career counseling theories
- I-A-9. The continuum of mental health services, including prevention and intervention strategies to enhance student success

I-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills.

- I-B-1. Plans, organizes, implements and evaluates a school counseling program aligning with the ASCA National Model
- I-B-1a. Creates a vision statement examining the professional and personal competencies and qualities a school counselor should possess
- I-B-1b. Describes the rationale for a comprehensive school counseling program
- I-B-1c. Applies the school counseling themes of leadership, advocacy, collaboration and systemic change, which are critical to a successful school counseling program
- I-B-1d. Describes, defines and identifies the qualities of an effective school counseling program
- I-B-1e. Describes the benefits of a comprehensive school counseling program for all stakeholders, including students, parents, teachers, administrators, school boards, department of education, school counselors, counselor educators, community stakeholders and business leaders
- I-B-1f. Describes the history of school counseling to create a context for the current state of the profession and comprehensive school counseling programs
- I-B-1g. Uses technology effectively and efficiently to plan, organize, implement and evaluate the comprehensive school counseling program
- I-B-1h. Demonstrates multicultural, ethical and professional competencies in planning, organizing, implementing and evaluating the comprehensive school counseling program
- I-B-2. Serves as a leader in the school and community to promote and support student success

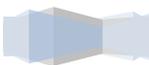


- I-B-2a. Understands and defines leadership and its role in comprehensive school counseling programs
- I-B-2b. Identifies and applies a model of leadership to a comprehensive school counseling program
- I-B-2c. Identifies and demonstrates professional and personal qualities and skills of effective leaders
- I-B-2d. Identifies and applies components of the ASCA National Model requiring leadership, such as an advisory council, management tools and accountability
- I-B-2e. Creates a plan to challenge the non-counseling tasks that are assigned to school counselors
- I-B-3. Advocates for student success
- I-B-3a. Understands and defines advocacy and its role in comprehensive school counseling programs
- I-B-3b. Identifies and demonstrates benefits of advocacy with school and community stakeholders
- I-B-3c. Describes school counselor advocacy competencies, which include dispositions, knowledge and skills
- I-B-3d. Reviews advocacy models and develops a personal advocacy plan
- I-B-3e. Understands the process for development of policy and procedures at the building, district, state and national levels
- I-B-4. Collaborates with parents, teachers, administrators, community leaders and other stakeholders to promote and support student success
- I-B-4a. Defines collaboration and its role in comprehensive school counseling programs
- I-B-4b. Identifies and applies models of collaboration for effective use in a school counseling program and understands the similarities and differences between consultation, collaboration and counseling and coordination strategies
- I-B-4c. Creates statements or other documents delineating the various roles of student service providers, such as school social worker, school psychologist or school nurse, and identifies best practices for collaborating to affect student success
- I-B-4d. Understands and knows how to apply a consensus-building process to foster agreement in a group
- I-B-4e. Understands how to facilitate group meetings to effectively and efficiently meet group goals
- I-B-5. Acts as a systems change agent to create an environment promoting and supporting student success
- I-B-5a. Defines and understands system change and its role in comprehensive school counseling programs
- I-B-5b. Develops a plan to deal with personal (emotional and cognitive) and institutional resistance impeding the change process
- I-B-5c. Understands the impact of school, district and state educational policies, procedures and practices supporting and/or impeding student success

I-C: Attitudes

School counselors believe:

- I-C-1. Every student can learn, and every student can succeed
- I-C-2. Every student should have access to and opportunity for a high-quality education



- I-C-3. Every student should graduate from high school and be prepared for employment or college and other post-secondary education
- I-C-4. Every student should have access to a school counseling program
- I-C-5. Effective school counseling is a collaborative process involving school counselors, students, parents, teachers, administrators, community leaders and other stakeholders
- I-C-6. School counselors can and should be leaders in the school and district
- I-C-7. The effectiveness of school counseling programs should be measurable using process, perception and outcome data

FOUNDATIONS

School counselors should possess the knowledge, abilities, skills and attitudes necessary to establish the foundations of a school counseling program aligning with the ASCA National Model.

II-A: Knowledge

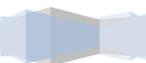
School counselors should articulate and demonstrate an understanding of:

- II-A-1. Beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level
- II-A-2. Educational systems, philosophies and theories and current trends in education, including federal and state legislation
- II-A-3. Learning theories
- II-A-4. History and purpose of school counseling, including traditional and transformed roles of school counselors
- II-A-5. Human development theories and developmental issues affecting student success
- II-A-6. District, state and national student standards and competencies, including ASCA Student Standards and other student standards that may complement and inform the comprehensive school counseling program
- II-A-7. Legal and ethical standards and principles of the school counseling profession and educational systems, including district and building policies
- II-A-8. The three domains of academic achievement, career planning and personal/social development

II-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:

- II-B-1. Develops the beliefs and vision of the school counseling program that align with current school improvement and student success initiatives at the school, district and state level
- II-B-1a. Examines personal, district and state beliefs, assumptions and philosophies about student success, specifically what they should know and be able to do
- II-B-1b. Demonstrates knowledge of a school's particular educational vision and mission
- II-B-1c. Conceptualizes and writes a personal philosophy about students, families, teachers, school counseling programs and the educational process consistent with the school's educational philosophy and mission
- II-B-1d. Writes a school counseling vision statement that describes a future world in which the school counseling goals and strategies are being successfully achieved

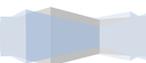


- II-B-2. Develops a school counseling mission statement aligning with the school, district and state mission
- II-B-2a. Critiques a school district mission statement and identifies or writes a mission statement aligning with beliefs
- II-B-2b. Writes a school counseling mission statement that is specific, concise, clear and comprehensive, describing a school counseling program's purpose and a vision of the program's benefits for every student
- II-B-2c. Communicates the vision and mission of the school counseling program to all appropriate stakeholders
- II-B-3. Uses student standards, such as ASCA Student Standards and other appropriate student standards such as district or state standards, to drive the implementation of a comprehensive school counseling program
- II-B-3a. Crosswalks the ASCA Student Standards with other appropriate student standards
- II-B-3b. Prioritizes student standards that align with the school's goals
- II-B-4. Applies the ethical standards and principles of the school counseling profession and adheres to the legal aspects of the role of the school counselor
- II-B-4a. Practices ethical principles of the school counseling profession in accordance with ASCA Ethical Standards for School Counselors
- II-B-4b. Understands the legal and ethical nature of working in a pluralistic, multicultural and technological society
- II-B-4c. Understands and practices in accordance with school district policy and local, state and federal statutory requirements
- II-B-4d. Understands the unique legal and ethical nature of working with minor students in a school setting
- II-B-4e. Advocates responsibly for school board policy and local, state and federal statutory requirements in students' best interests
- II-B-4f. Resolves ethical dilemmas by employing an ethical decision-making model appropriate to work in schools
- II-B-4g. Models ethical behavior
- II-B-4h. Continuously engages in professional development and uses resources to inform and guide ethical and legal work
- II-B-4i. Practices within the ethical and statutory limits of confidentiality
- II-B-4j. Continually seeks consultation and supervision to guide legal and ethical decision making and to recognize and resolve ethical dilemmas
- II-B-4k. Understands and applies an ethical and legal obligation not only to students but to parents, administration and teachers as well

II-C: Attitudes

School counselors demonstrate their attitudes and beliefs that all students deserve access to a comprehensive program that:

- II-C-1. Has an impact on every student rather than a series of services provided only to students in need
- II-C-2. Is an integral component of student success and the overall mission of the school and school district



- II-C-3. Promotes and supports academic achievement, career planning and personal/social development for every student
- II-C-4. Adheres to school and district policies, state laws and regulations and professional ethics standards
- II-C-5. Is intentional in addressing the information, opportunity and achievement gaps

MANAGEMENT

School counselors should possess the knowledge, abilities, skills and attitudes necessary to manage a school counseling program aligning with the ASCA National Model.

III-A: Knowledge

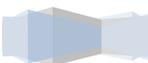
School counselors should articulate and demonstrate an understanding of:

- III-A-1. Leadership principles, including sources of power and authority and formal and informal leadership
- III-A-2. Organization theory to facilitate advocacy, collaboration and systemic change
- III-A-3. Presentation skills for programs such as teacher in-services, parent workshops and presentation of results reports to school boards
- III-A-4. Time management, including long- and short-term management using tools such as schedules and calendars
- III-A-5. Data-driven decision making
- III-A-6. Current and emerging technologies such as use of the Internet, Web-based resources and information management systems

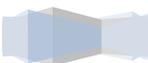
III-B: Abilities and Skills

An effective school counselor is able to accomplish measurable objectives demonstrating the following abilities and skills:

- III-B-1. Self-evaluates his/her own competencies leading to and resulting in the formulation of an appropriate professional development plan
- III-B-1a. Conducts a school counseling program assessment
- III-B-1b. Negotiates a management plan for the comprehensive school counseling program with the administrator
- III-B-1c. Discusses and develops the management component of the school counseling program with the other members of the school counseling staff
- III-B-1d. Presents school counseling management tools to the principal, and finalizes an annual school counseling agreement
- III-B-1e. Discusses the anticipated program results when implementing the action plans for the school year
- III-B-1f. Participates in school counseling and education-related professional organizations
- III-B-1g. Develops a yearly professional development plan demonstrating how the school counselor advances relevant knowledge, skills and dispositions
- III-B-1h. Communicates effective goals and benchmarks for meeting and exceeding expectations consistent with the administrator/school counselor annual agreement and district performance appraisals
- III-B-1i. Uses personal reflection, consultation and supervision to promote professional growth and development



- III-B-2. Establishes and convenes an advisory council for the comprehensive school counseling program
- III-B-2a. Uses leadership skills to facilitate vision and positive change for the comprehensive school counseling program
- III-B-2b. Determines appropriate education stakeholders who should be represented on the advisory council
- III-B-2c. Develops effective and efficient meeting agenda
- III-B-2d. Reviews school data, school counseling program assessment and school counseling program goals with the advisory council
- III-B-2e. Records meeting notes and distributes as appropriate
- III-B-2f. Analyzes and incorporates feedback from the advisory council related to school counseling program goals as appropriate
- III-B-3. Accesses or collects relevant data, including process, perception and outcome data, to monitor and improve student behavior and achievement
- III-B-3a. Reviews and disaggregates student achievement, attendance and behavior data to identify and implement interventions as needed
- III-B-3b. Uses data to identify policies, practices and procedures leading to successes, systemic barriers and areas of weakness
- III-B-3c. Uses student data to demonstrate a need for systemic change in areas such as course enrollment patterns; equity and access; and achievement, opportunity and/or information gaps
- III-B-3d. Understands and uses data to establish goals and activities to close the achievement, opportunity and/or information gap
- III-B-3e. Knows how to use data to identify gaps between and among different groups of students
- III-B-3f. Uses school data to identify and assist individual students who do not perform at grade level and do not have opportunities and resources to be successful in school
- III-B-3g. Knows and understands theoretical and historical basis for assessment techniques
- III-B-4. Assesses use of time in direct and indirect student services and program management and school support
- III-B-4a. Organizes and manages time to effectively implement a comprehensive school counseling program
- III-B-4b. Identifies appropriate distribution of school counselor's time based on the school data and program goals
- III-B-4c. Creates a rationale for school counselor's use of time in the delivery component to focus on the goals of the comprehensive school counseling program
- III-B-4d. Identifies and evaluates fair-share responsibilities, which articulate appropriate and inappropriate counseling and non-counseling activities
- III-B-5. Develops calendars to ensure the effective implementation of the school counseling program
- III-B-5a. Creates annual and weekly calendars to plan activities to reflect school counseling program goals
- III-B-5b. Demonstrates time-management skills including scheduling, publicizing and prioritizing time and tasks



- III-B-6. Designs and implements action plans aligning with school and school counseling program goals
- III-B-6a. Uses appropriate academic and behavioral data to develop school counseling core curriculum, small-group and closing-the-gap action plans and determines appropriate students for the target group or interventions
- III-B-6b. Identifies ASCA domains, standards and competencies being addressed by each plan
- III-B-6c. Creates lesson plans related to the school counseling core curriculum identifying what will be delivered, to whom it will be delivered, how it will be delivered and how student attainment of competencies will be evaluated
- III-B-6d. Determines the intended impact on academics, attendance and behavior
- III-B-6e. Identifies appropriate activities to accomplish objectives
- III-B-6f. Identifies appropriate resources needed
- III-B-6g. Identifies data-collection strategies to gather process, perception and outcome data
- III-B-6h. Shares results of action plans with staff, parents and community.
- III-B-7. Implements program management and school support activities for the comprehensive school counseling program
- III-B-7a. Creates a program management and school support planning document addressing school counselor’s responsibilities for program management and professional development
- III-B-7b. Coordinates activities that establish, maintain and enhance the school counseling program as well as other educational programs
- III-B-8. Conducts self-appraisal related to school counseling skills and performance

III-C: Attitudes

School counselors believe:

- III-C-1. A school counseling program/department must be managed like other programs and departments in a school
- III-C-2. Planning, organizing, implementing and evaluating a school counseling program are critical responsibilities for a school counselor
- III-C-3. Management of a school counseling program must be done in collaboration with administrators

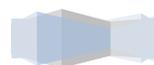
DELIVERY

School counselors should possess the knowledge, abilities, skills and attitudes necessary to deliver a school counseling program aligning with the ASCA National Model.

IV-A: Knowledge

School counselors should articulate and demonstrate an understanding of:

- IV-A-1. The distinction between direct and indirect student services
- IV-A-2. The concept of a school counseling core curriculum
- IV-A-3. Counseling theories and techniques that work in school, such as rational emotive behavior therapy, reality therapy, cognitive-behavioral therapy, Alderian, solution focused brief counseling, person-centered counseling and family systems
- IV-A-4. Counseling theories and techniques in different settings, such as individual planning, group counseling and classroom lessons



- IV-A-5. Classroom management
- IV-A-6. Principles of career planning and college admissions, including financial aid and athletic eligibility
- IV-A-7. Principles of working with various student populations based on characteristics such as ethnic and racial background, English language proficiency, special needs, religion, gender and income
- IV-A-8. Principles of multi-tiered approaches within the context of a comprehensive school counseling program
- IV-A-9. Responsive services (counseling and crisis response) including grief and bereavement
- IV-A-10. The differences between counseling, collaboration and consultation, especially the potential for dual roles with parents, guardians and other caretakers

