

CANYON COUNSELING

monthly email newsletter curated by your awesome counselors



WELCOME!

We are so happy you are here! Our hope for this newsletter is to shed light on the goals your counseling team is working toward, educate on ways to support your student(s) and highlight the incredible interventions your counselors are implementing at CRI.

O.S.C.A.R.

The Oklahoma School Accountability Report assists school counselors in the development of a comprehensive school counseling program by the review of data, the development of a vision and mission for the program, and by providing advocacy tools to advocate for the school counselor role. The OSCAR is 100 percent aligned with the ASCA National Model (4th Edition) and the new Oklahoma School Counselor Framework. CRI Counseling is working toward this honor.



SCHOOL COUNSELING FRAMEWORK

Last month, Oklahoma updated the school counseling framework for the first time since 2005. This framework is now called the Oklahoma Comprehensive School Counseling Framework. The framework was developed to ensure school counselors have the support needed to meet the needs of all students. [Here](#) is a link to the framework. One of our lovely counselors is even quoted in the framework!

A WORD FROM THE COUNSELORS

We absolutely love being part of Canyon Ridge Intermediate. Helping and supporting our students is our number one priority. Our doors are always open for support in the areas of academics, social and emotional learning, and career development. Please reach out if there is anything we can do to help support your student.



WHO ARE SCHOOL COUNSELORS?

School counselors are certified/licensed educators who improve student success for all students by implementing a data-informed school counseling program.

EMPLOYED AT ALL LEVELS

Elementary Middle High School

Also employed in district supervisory positions and school counselor education positions

SCHOOL COUNSELOR QUALIFICATIONS

- Hold at minimum, a master's degree in school counseling
- Meet the state certification/licensure standards
- Fulfill continuing education requirements
- Uphold ASCA ethical and professional standards

SCHOOL COUNSELOR'S ROLE

School counselors play an essential role in creating an equitable, inclusive school culture promoting success for all.

- Help all students:**
 - apply academic achievement strategies
 - manage emotions and apply interpersonal skills
 - plan for postsecondary options (higher education, military, work force)
- Appropriate duties include providing:**
 - individual student academic planning and goal setting
 - school counseling classroom lessons based on student success standards
 - short-term counseling to students
 - referrals for long-term support
 - collaboration with families/teachers/administrators/community for student success
 - advocacy for students at individual education plan meetings and other student-focused meetings
 - data analysis to identify student issues, needs and challenges

IDEAL CASELOAD

250 students per school counselor

250:1

For more information, resources please visit www.schoolcounselor.org

CRI COUNSELING VISION STATEMENT:

Each and every Canyon Ridge student is equipped to handle challenging situations through problem-solving and healthy coping. Each and every student functions at their highest level, resulting in a fulfilling future, contributing to their world in a meaningful way. Canyon Ridge students are respectful and inclusive of individuals from diverse backgrounds now and in the future.



Historically, the term "guidance counselor" was used to refer to counselors working in the schools. The term has evolved for "school counselor" in the scope of duties has changed and evolved. Although some schools still use the outdated "guidance counselor" term, the American School Counselor Association encourages the use of "school counselor" to more accurately reflect the role.

GUIDANCE COUNSELOR

- Reactive
- Services to some
- Impact measured via feelings and perceptions
- Advisory role to school improvement process
- Work in isolation

SCHOOL COUNSELOR

- Proactive/data-driven
- Program for all
- Impact measured via achievement, attendance and behavior data
- Essential role in the school improvement process
- School counselors as school leaders
- Develop, manage and evaluate a comprehensive school counseling program

Excerpt from "School Counseling Principles: Remodeling the Past, Shaping the Future: A History of School Counseling," by Norman C. Gribben, Ph.D.

"The terminology issue is still with us today. Is it guidance, counseling, guidance and counseling, or

counseling and guidance? The American School Counselor Association (ASCA) has come down firmly on one side of the term school counseling program although the literature still reflects the usage of various combinations of terms. The terminology issue also is reflected in personnel titles. Although ASCA has come down firmly on the title school counselor, although the public still chooses the title guidance counselor, going back to a title and office.

The terminology issue is interesting from a historical perspective too. Remember the first guidance manual was published in 1909 and then many modifications were placed in front of the word guidance. In the 1970s guidance became a service within pupil personnel services with five services: information, assessment, counseling, placement and follow-up. Then the counseling service assumed prominence, so the common labels used were guidance and counseling. Information and assessment continued to be a part of guidance and counseling, but placement and follow-up became less important and have now almost disappeared as active parts of school counseling. Following ASCA's lead, counseling became the label of choice as in school counseling programs. Guidance is still present but is used to label one of the delivery components of the program, namely, the guidance curriculum."

REFERENCES

- American School Counselor Association (2012). *The ASCA national model: A framework for school counseling programs*. Third Edition. Alexandria, VA: Author.
- Gribben, N. (2010). *Remodeling the past, shaping the future: A history of school counseling*. Alexandria, VA: American School Counselor Association.
- Lundin, G. W., & Williamson, L. L. (2006). The challenge to change from guidance counseling to professional school counseling: A historical perspective. *Professional School Counseling*, 1(2), 124-131.

CRI COUNSELING MISSION STATEMENT:

The mission of Canyon Ridge Intermediate School Counseling Program is to equip each and every student with skills to be confident and successful while on their lifelong pursuit of excellence through an equitable, comprehensive school counseling program that is accessible to each and every Canyon Ridge student. Through participation in a comprehensive school counseling program, each and every student develops academic, college and career, and social and emotional skills needed to have a positive impact on their local and global community.