



New York Mills Union Free School District

K-12 Comprehensive Counseling Plan 2019-2020

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New York Mills Union Free School

Description of School District

Spanning an area of 3 square miles, the suburban community encompassing the New York Mills School District is located in Central New York, west of the city of Utica and is contiguous with the villages of New York Mills and Yorkville, as well as the towns of Whitestown and New Hartford. The district's population was approximately 3,300 in 2013 and its residents represent a wide range of educational and socioeconomic levels.

The New York Mills School District is a single campus K-12 program with approximately 600 students. Additional students receive their education in outside special and alternative education programs through Oneida-Herkimer-Madison BOCES. The district celebrated its 100th Birthday during the 2013-14 school year and New York Mills residents have a strong history of pride and involvement in their school and community. New York Mills Jr./Sr. High School is accredited by the New York State Board of Regents.

District Vision

Vision – Our vision is to create an incomparable K-12 school district that is highly regarded for its academic excellence, as it is for its pride and commitment to actively serve and improve its surrounding community.

District Core Beliefs

We believe that all students:

- Should be provided the opportunity to reach their full academic, physical, and social-emotional potential in order to become productive citizens
- Should demonstrate respect, honesty, and integrity as part of maintaining good citizenship
- Should be responsible and accountable contributors to society through leadership and service to others
- Should be treated fairly and equitably based on individual needs
- Should have learning experiences that expand beyond the classroom
- Should develop technological awareness, problem-solving, and analytical skills
- Should be empowered to learn and grow through both successes and failures
- Have value and worth and are part of a greater whole
- Must feel welcome and safe
- Are valued members of the school community

District Mission Statement

Through combined efforts of students, staff, parents, and community members, our mission is to foster the confidence, knowledge, cognition, and character necessary to instill a strong work ethic, to create an environment of tolerance and respect, and to ignite an attitude of inquiry and enthusiasm for learning that will enable students to become productive, responsible citizens.

Counseling Department Vision

In support of the district's vision, core beliefs and mission statement, the counseling staff's vision is that each student will realize their own value and potential. With the help of all stakeholders, they will develop the academic, career and personal skills necessary to live as healthy, responsible, resilient and contributing world citizens who make a positive impact upon their own lives and the lives of others.

Counseling Department Mission Statement

The mission of the New York Mills UFSD School Counseling program is to work in collaboration with all stakeholders to create and nurture an environment that empowers and allows opportunities for all students to reach their maximum potential and to pursue their individual plans and goals.

Role of School Counselors

School counselors design and deliver data-driven comprehensive programs that promote student achievement and value individual differences. Comprehensive programs ensure equal access to opportunities and to the educational process. Through direct and indirect services, as active members of the school community, and by focusing on the following essential skills: counseling, coordination of services, consultation, leadership, advocacy, teaming and collaboration, managing resources, data-driven/results-based practices and the use of technology, school counselors provide support to all students grades K-12. See Appendix 1

Adapted from "ASCA National Model: A Framework for School Counseling Programs", Executive Summary

Appropriate School Counseling Program Activities

School counselors should spend most of their time in direct service to and in contact with students. Duties are focused on the overall delivery of the program through school counseling core curriculum, individual student planning, and providing responsive services to students. System support or indirect services provided on behalf of students, including referrals for additional services and collaboration and consultation with additional stakeholders, should comprise a small percentage of total time. See Appendix 2

Adapted from "Role of the School Counselor", ASCA

Comprehensive School Counseling Plans

Comprehensive plans are based on the American School Counseling Association (ASCA) model, which identifies the knowledge, skills and attitudes that students need in order to achieve success in the following three domains: academic, college and career readiness, social/emotional development. The ASCA model identifies 35 mindset and behavior standards within the three domains that students should be able to demonstrate as a result of the school counseling program. "School counselors use the standards to assess student growth and development, guide the development of strategies and activities and create a program that helps students achieve their highest potential."

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

School Counselors are licensed educators who improve student success for all students by implementing a comprehensive school counseling program.

Benefits include:

To Students

- Prepares students for the challenges of the 21st century by acquiring knowledge and skills in academic, career, and personal/social development.
- Connects the educational program to future success.
- Facilitates career exploration and development.
- Develops decision-making and problem solving skills.
- Assists in acquiring knowledge of self and others.
- Enhances personal-social development.
- Assists in developing effective interpersonal relationship skills.
- Broadens knowledge of our changing world.
- Provides school counseling services to every student.
- Increases the opportunity for counselor-student interaction.

- Encourages facilitative, cooperative peer interactions.
- Fosters resiliency factors for students.

To Parents

- Helps prepare their children for the challenges of the 21st century through academic, career, and personal/social development.
- Provides support for parents in advocating for their child's academic, career, and personal/social development.
- Develops a systematic approach for their child's long-range planning and learning.
- Increases opportunities for parent/school interaction.
- Enables parents to access school and community resources.

To Teachers

- Provides an interdisciplinary team effort to address student needs and educational goals.
- Provides skill development for teachers in classroom management, teaching effectiveness, and affective education.
- Provides consultation to assist teachers.
- Positively impacts school climate and the learning community.
- Encourages positive, calendared activities and supportive working relationships.
- Promotes a team effort to address developmental, personal/social needs of the student.
- Increases teacher accessibility to the counselor as a classroom presenter and resource person.

To Administrators

- Integrates school counseling with the academic mission of the school.
- Provides a program structure with specific content.
- Assists administration to use school counselors effectively to enhance learning and development for all students.
- Enhances community image of the school counseling program.

To the Board of Education

- Provides rationale for implementing a comprehensive developmental counseling program in the school system.
- Provides assurance that a quality school counseling program is available to every student.
- Demonstrates the necessity of appropriate levels of funding for implementation.
- Supports appropriate credentialing and staffing.
- Provides a basis for determining funding allocations for school counseling programs.
- Furnishes program information to the community.
- Acts as liaison for community and school partnerships

To School Counselors

- Provides a clearly defined role and function in the educational system.
- Provides direct service to every student.
- Provides a tool for program management.
- Enhances the role of the school counselor as a student advocate.
- Ensures involvement in the academic mission of the school.
- Places school counselors in a leadership role.

To Pupil Personnel Services

- Provides school psychologists, social workers, and other professional student services personnel with a clearly defined role of the school counselor.
- Clarifies areas of overlapping responsibilities.
- Fosters a positive team approach, which enhances cooperative working relationships.

To the Community

- Provides an increased opportunity for collaboration and participation of community members with the school program.
- Creates community awareness and visibility of the school counseling program.
- Involves Community members in various activities of the school counseling program
- Provides increased opportunity for collaboration with area businesses and industry

Program Standards

The National Standards for School Counseling Programs delineate three areas of student development to be addressed by comprehensive counseling programs. In addition, ASCA identifies 35 mindsets and behaviors to address in a school counseling curriculum. The program standards are:

Academic Development:

Standard A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

Standard B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

Standard C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

Career Development:

Standard A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B: Students will employ strategies to achieve future career goals with success and satisfaction.

Standard C: Students will understand the relationship between personal qualities, education, training, and the world of work.

Personal/Social Development:

Standard A: Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others.

Standard B: Students will make decisions, set goals, and take necessary actions to achieve goals.

Standard C: Students will understand safety and survival skills.

See Appendix 2 – The ASCA Mindsets and Behaviors for Student Success

See Appendix 3 – NYSED Career Development and Occupations Studies (CDOS) Student Standards

Program Goals

New York Mills will continue to use data to inform and direct its counseling program. Based on

1. Data from a school climate survey available to staff, students, and parents
2. The New York State Department of Education
3. SchoolTool reports
4. Counseling department statistics

the following goals and forms of quantitative and qualitative data collection have been identified for the 2019-2020 school year:

Academic

Goal: 100% of students will experience academic programs and supports appropriate for their needs and goals

Process: All students grades K-12 as indicated by counselor reports

Perception: Annual individual progress review (grades 6-12), needs assessments, exit survey, RTI meetings

Outcome: Attendance rates, graduation rates, grade reports, standardized test scores, benchmark scores

Career

Goal: 100% of students will participate in age-appropriate activities and instruction in college and careers, allowing them to develop post-high school plans

Process: All students grades K-12 as indicated by counselor reports

Perception: Annual individual progress review, needs assessments, exit surveys

Outcome: Graduation rates, program data

Social/Emotional

Goal: 100% of students will be able to identify emotions and know how to seek assistance for themselves and others

Process: All students grades K-12 (instruction), nurse visits, counselor visits

Perception: Annual individual progress review, needs assessments, exit surveys

Outcome: Discipline referrals, attendance rates

New York Mills Counseling Department Access to Services

The New York Mills UFSD counseling department is comprised of the following:

- K-6 School Counselor - .6 equivalent (3 days per week), contracted through OHM BOCES and shared with another school district. Approximate caseload=290
- 7-12 School Counselor – full-time, employed by the school district. Approximate caseload=250
- The district also employs a K-12 social worker. This person is a .8 equivalent (4 days per week), contracted through OHM BOCES
- The district also employs a K-12 school psychologist. This person is a .6 equivalent (4 days per week), contracted through OHM BOCES and primarily focuses on individual evaluation as advised by the Committee on Special Education.
- In addition, the district employs two full-time nurses; K-6, 7-12

The New York Mills counseling department delivers support through the following Multi-Tiered System:

- Tier I – 80% of students. These are comprised of school-wide supports accessed by all students, including screening, instruction, and prevention.
- Tier II – 15% of students. Supports such as individual counseling, group counseling, home visits, referral for services, etc. are provided to targeted individual or groups.
- Tier III – 5% of students. Specialized supports, such as counseling, mentors, parent-teacher-student conferences are provided for individual students.

Time Usage – Counselors’ goals are to provide services based on the ASCA model below:

	80% or more		Elementary	Middle	Secondary
Direct Student Services					
o School Counseling Core Curriculum		Guidance Curriculum	35%-45%	25%-35%	15%-25%
o Individual Student Planning		Individual Student Planning	5%-10%	15%-25%	25%-35%
o Responsive Services		Responsive Services	30%-40%	30%-40%	25%-35%
Indirect Student Services					
o Referrals		System Support	10%-15%	10%-15%	15%-20%
o Consultation Collaboration		program planning, professional development, data analysis, fair-share responsibilities			

As students’ needs change, the percentage of time spent in each component of direct services may vary.

Accountability

To ensure effective and efficient results and the implementation of a data-driven program, the New York Mills Counseling Department will evaluate its program at least twice per year. Program delivery methods and their effectiveness, including areas of success and areas in need of improvement, will be evaluated and will drive any changes needed to close achievement gaps. The following types of data will be collected:

Process – Documenting the number of participants, number of sessions, etc.

Perception – Using surveys, pre- and post-test, needs assessments, etc. to collect data.

Outcome – Analyzing reports from SchoolTool, including attendance, discipline, grades and assessment results.

School counselors will develop and publish a calendar outlining program activities.

Advisory Council

The New York Mills Counseling Department will develop an advisory council consisting of representative stakeholders. The role of the council will be to review, advise on program goals, support the implementation of the program and advocate for needed funding and resources. The council will meet twice per year. Agendas and meeting minutes will be retained and submitted as an annual report to the Board of Education.

Advisory Council Membership

Name	Role
Debra Ellis	7-12 School Counselor
Amanda Woodward	K-6 School Counselor
Dr. Joanne Shelmidine	Superintendent of Schools
Mary Facci	K-12 Executive Principal
Brent Dodge	K-12 Principal
Mary Beth Germann	School Nurse
Jeanne Marley	High School Special Education Teacher
Shawn Essafi	Former student/current substitute teacher/current community member
Kelly Sullivan	Elementary Special Education Teacher

New York State Part 100.2(j) Regulations

In May 2017, the New York State Board of Regents adopted changes to the regulations regarding school counseling to be implemented by September 2019. The new regulations include the following:

- Public school districts shall have a comprehensive school counseling guidance program
 - Ensure all students grade K-12 have access to a certified school counselor
 - K-12 district and building programs shall
 - Prepare students to participate effectively in their current and future educational programs as age appropriate
 - Be designed to address multiple student competencies including career/college readiness, academic social/emotional development standards
 - Include indicated activities or services
- In grades K-5 the program shall be designed by a certified school counselor(s) in coordination with teaching staff and any appropriate pupil personnel services providers to:
 - Prepare students to participate effectively in their current and future educational programs
 - Provide information related to college and careers
 - Assist students who may exhibit challenges to academic success including but not limited to attendance or behavioral concerns
 - Where appropriate, make a referral to a properly licensed professional and/or certified PPS provider for more targeted supports
- In grades 6-12 certified school counselors shall provide:
 - An annual individual progress review plan provided by certified school counselors which shall reflect each student's education process and career plans
- 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, including responsive services, crisis response, individual counseling, group counseling, etc.
 - Indirect student services including referrals, consultation, collaboration, leadership, advocacy and training.
- Each school district shall develop district-wide and building-level comprehensive developmental school counseling/guidance plans that
 - Are developed by or under the direction of certified school counselors
 - Are updated annually
 - Are made available for review
 - Include program objectives, activities, etc.
 - Include program outcomes
 - Establish a program advisory council comprised of representative stakeholders, meet at least 2x a year for reviewing the program plan and advising on implementation of the program, and submit an annual report to the BOE

Full regulation is available at <http://www.regents.nysed.gov/common/regents/files/517brca14.pdf>

Program Delivery Map 2019-2020 Grades K-12

Academic Goal: 100% of students will experience academic programs and supports appropriate for their needs and goals.

Career Goal: 100% of students will participate in age-appropriate activities and instruction in college and careers, allowing them to develop post-high school plans.

Social/Emotional Goal: 100% of students will be able to identify their strengths and know how to seek assistance for themselves and others.

Student Focus	Program Activity or Service	Tier	Program Objectives	Timeline	Standards	Staff and Resources	ASCA Domain/Standards
K-12	Positivity Project	I	*Identify each student's character strengths *Build positive relationships *Build life skills	September-June	NYSED 110.2(j)(2)(i)(d)	*Elementary, Middle, and High School Teachers *School Counselors	*Academic, S/E, Career and College Readiness ASCA M1, 3; B-SS 2; B-SMS 7
K-12	Individual/Crisis Counseling	II	*Short term counseling to develop individual skills	September-June	NYSED 110.2(j)(2)(i)(d) NYSED 110.2(j)(2)(i)(e)	*School Counselors	*S/E ASCA: B-SS 2; B-SMD 7; M2
K-12	RTI, IEP, 504 Plan Individual Counseling	III	*Provide counseling to students identified as needing counseling through CSE and RTI recommendations to meet determined goals	September-June	NYSED 110.2(j)(2)(i)(d) NYSED 110.2(j)(2)(i)(e)	*School Counselor	*Academic, S/E. College & Career ASCA: B-SS 2; B-SMD 7; M2

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K-12	Conflict Resolution/ Mediation	II	*Mediate and instruct students on how to resolve conflicts	September-June	NYSED 110.2(j)(2)(i)(d)	*School Counselor *School Social Worker	*S/E ASCA: M 1, 3; B-SMS 7, 9; B-SS 1-9
K-12	Agency/Social Services Referrals	II, III	*Referral to community agencies to address students' needs	September-June	NYSED 110.2(j)(2)(i)(d) NYSED 110.2(j)(2)(i)(e)	*School Counselors *School Social Worker	*S/E ASCA: M 1; B-LS 7; B-SMS 6
K-12	Consultation/ Collaboration	I	*Work together to effectively meet the needs of students	September-June	NYSED 110.2(j)(2)(i)(c) NYSED 110.2(j)(2)(i)(d)	*School Counselors *Teachers *Administrators *School Social Worker *School Nurses *Additional Appropriate Stakeholders	*Academic, S/E, College and Career ASCA: M 6; BLS-3, 4; B-SMS 8; B-SS 6
K-6	Support Groups	II	*Students will develop their ability to successfully handle different transitions in their lives	October-May	NYSED 110.2(j)(2)(i)(d)	*School Counselors	*S/E ASCA: B-LS 1; B-SMS 1, 2
K-6	Social Skills Groups	II	*Students will develop essential life skills	October-June	NYSED 110.2(j)(2)(i)(d)	*School Counselors	*S/E ASCA: B-SMS 1, 2; M1
5 & 6	Career Exploration-Classroom Guidance	I	Curriculum - Career Exploration: 15 Lesson Unit with Interactive Notebook *Understanding post-secondary and life-long learning are necessary for career success	September-June	NYSED 110.2(j)(2)(i)(c)	*School Counselor	*College & Career M 4,5,6; B-LS 7,9
6-8	Career Zone (Elem - classroom guidance) (JH-F&CS class)	I	*Students will explore careers related to strengths, skills, talents	September-June	NYSED 110.2(j)(2)(i)(c)	*School Counselors *F&CS Teacher	*Academic, College & Career M 4,5,6; B-LS 7,9

6-8	Career Fair	I	*Students will meet with professionals to obtain more information on their career interest areas	Spring	NYSED 110.2(j)(2)(i)(c)	*School Counselors *SABA Staff *Local professionals	*College & Career M 4,5,6; B-LS 7,9
6-12	Annual counseling plan review and course selection	I	*Counseling individually or in small groups *Students will gain insight into their academic progress, career aspiration, and specific needs	September-June	NYSED 110.2(j)(2)(i)(b)	*School Counselors	*Academic, Career & College Readiness ASCA: M 1; B-LS 4; B-SMS 7, 10
7	7th Grade Orientations/Parent Night	I	*Parents and students will be oriented with school expectations and curriculum and become familiar with the school counselor	September & May	NYSED 110.2(j)(2)(i)(d)	*School Counselor *Administrator *Teachers	*Academic, S/E ASCA M3; B-SMS 10
7, 8, 10	Career Exploration - classroom guidance	I	*Students will explore and research careers and essential soft skills	Once per year	NYSED 110.2(j)(2)(i)(c)	*School Counselor *SABA Representative	*College & Career M 4,5,6; B-LS 7,9
8, 10-11	College admission pre-testing	I	*Students will be familiar with and better prepared for college entrance exams *Exam results will be reviewed to provide insight	October & January	NYSED 110.2(j)(2)(i)(c)	*School Counselor	*Academic, Career & College Readiness
8, 10	BOCES CTE Program Information and Visitations	I, II	*Students will be introduced to and be familiar with career tech options	November, February, March	NYSED 110.2(j)(2)(i)(c)	*School Counselor *BOCES CTE School Counselor	*Academic, Career & College Readiness
7-12	New student orientation	I	*New students will develop schedules and become familiar with the building, procedures and expectations	August-July	NYSED 110.2(j)(2)(i)(d)	*School Counselors	*Academic ASCA M3; B-SMS 10
7-12	Academic Counseling	II	*Students will develop strategies for academic success	August-June	NYSED 110.2(j)(2)(i)(j)	*School Counselor	*S/E, Academic ASCA: B-SMS 1, 6

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7-12	Attendance Committee	I,II, III	*Identification of students with attendance concerns *Implementation of interventions to increase students' attendance	September-June	NYSED 110.2(j)(2)(i)(d)	*School Counselor *Administrator *Teachers *Nurses	*S/E, Academic ASCA: B-SMS 1, 7
7-12	Student Support Teams	II, III	*Coordination and identification of students demonstrating problematic attendance, academic or behavioral concerns	September-June	NYSED 110.2(j)(2)(i)(d)	*School Counselor *Teachers *Administrators *School Social Worker *School Nurses *Additional Appropriate Stakeholders	*Academic, S/E, College and Career ASCA: M 2
10	College Visitations	I	*Students will tour area campuses	Fall	NYSED 110.2(j)(2)(i)(c)	*School Counselor *SABA Representative	*College & Career M 6; B-LS 7.9; B-SS 8
10-12	College Admissions Testing	I	*Provide information and preparation for testing	September & October, January-May	NYSED 110.2(j)(2)(i)(c)	*School Counselor	*Academic, College & Career ASCA: M 5; B-SMS 3
11 & 12	Career Shadow/Internships	I	*Students will research careers and have the opportunity to shadow a professional in a career field of their choice	October, November, February, April	NYSED 110.2(j)(2)(i)(c)	*School Counselor *SABA Representative	*College & Career M 6; B-LS6; B-SMS 1,2,3
12	College Application Preparation	I	*Counselors will support students' completion of college applications	August-May	NYSED 110.2(j)(2)(i)(c)	*School Counselor	*Academic, College & Career ASCA; M 4,5

Action Plan - Closing the Gap 2019-2020

Middle/High School Level

Goal: By the end of the 2019-20 school year, the number of students in grades 7-12 who exhibit severe chronic attendance concerns, defined by missing 20% or more of school will be reduced by 20% from the 2018-19 school year.

Target Group: Students experiencing or at risk of experiencing severe chronic attendance concerns

Data to Identify Student: School Tool attendance

This procedure was adapted from a plan developed as part of the Comprehensive District Plan as required by the NYSED and is based on Attendance Works©

	Activity	Tier	Person Responsible
Monitor Data	Team meets bi-weekly to identify students who fall into: <ul style="list-style-type: none"> • Tier 2 (missing 10-19.9% of school) or • Tier 3 (missing 20% or more of school) 	I	*School counselor *School social worker *Administrators *School nurse
	Review attendance every week for students at Tier 2 or at-risk of falling into Tier 2 Assign case worker	II	*Attendance committee - administrator, school counselor, school social worker, teachers, nurses

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	<p>Review attendance daily for students at Tier 3 or at risk of Tier 3</p> <p>Phone call home if absent</p> <p>Referral to social services at 20%</p>	III	<p>*School Counselor</p> <p>*School Social Worker</p>
Engage Students and Parents	<p>Conduct activities that encourage a warm, welcoming environment</p>	I	<p>*School staff and faculty</p>
	<p>Send home letters regarding attendance concerns</p>	II	<p>*Attendance officer</p>
	<p>After 10 absences, conduct parent meeting and develop follow-up plan</p>	III	<p>*School Counselor</p> <p>*School Social Worker</p> <p>To attend: teacher, administrator</p>
	<p>Continue with follow-up plan</p> <p>Contact outside agencies as needed</p>	III	<p>*School Counselor</p> <p>*School Social Worker</p>
Recognize Good and Improved Attendance	<p>Perfect and most improved attendance awards and prizes</p> <p>Winners will be displayed on a bulletin board</p>	I	<p>*Administrator</p> <p>*School Counselor</p>
	<p>Establish goals</p> <p>Recognize progress</p>	II	<p>*School Counselor</p> <p>*School Social Worker</p> <p>*Parents</p>

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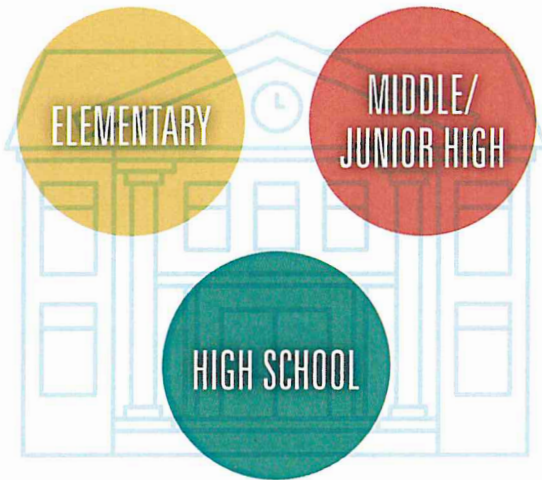
	Revise goals	III	*School Counselor *School Social Worker *Parents
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WHO ARE SCHOOL COUNSELORS?

School counselors are certified/licensed educators who improve student success for ALL students by implementing a comprehensive school counseling program.

EMPLOYED AT ALL LEVELS



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 are vital members of the education team and maximize student success

- ▶ **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



AMERICAN
SCHOOL
COUNSELOR
ASSOCIATION

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

Appropriate and Inappropriate Activities for School Counselors

Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
<ul style="list-style-type: none"> ■ advisement and appraisal for academic planning 	<ul style="list-style-type: none"> ■ building the master schedule
<ul style="list-style-type: none"> ■ orientation, coordination and academic advising for new students 	<ul style="list-style-type: none"> ■ coordinating paperwork and data entry of all new students
<ul style="list-style-type: none"> ■ interpreting cognitive, aptitude and achievement tests 	<ul style="list-style-type: none"> ■ coordinating cognitive, aptitude and achievement testing programs
<ul style="list-style-type: none"> ■ providing counseling to students who are tardy or absent 	<ul style="list-style-type: none"> ■ signing excuses for students who are tardy or absent
<ul style="list-style-type: none"> ■ providing counseling to students who have disciplinary problems 	<ul style="list-style-type: none"> ■ performing disciplinary actions or assigning discipline consequences
<ul style="list-style-type: none"> ■ providing short-term individual and small-group counseling services to students 	<ul style="list-style-type: none"> ■ providing long-term counseling in schools to address psychological disorders
<ul style="list-style-type: none"> ■ consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data 	<ul style="list-style-type: none"> ■ covering classes when teachers are absent or to create teacher planning time
<ul style="list-style-type: none"> ■ interpreting student records 	<ul style="list-style-type: none"> ■ maintaining student records
<ul style="list-style-type: none"> ■ analyzing grade-point averages in relationship to achievement 	<ul style="list-style-type: none"> ■ computing grade-point averages
<ul style="list-style-type: none"> ■ consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success 	<ul style="list-style-type: none"> ■ supervising classrooms or common areas
<ul style="list-style-type: none"> ■ protecting student records and information per state and federal regulations 	<ul style="list-style-type: none"> ■ keeping clerical records
<ul style="list-style-type: none"> ■ consulting with the school principal to identify and resolve student issues, needs and problems 	<ul style="list-style-type: none"> ■ assisting with duties in the principal's office
<ul style="list-style-type: none"> ■ advocating for students at individual education plan meetings, student study teams and school attendance review boards, as necessary 	<ul style="list-style-type: none"> ■ coordinating schoolwide individual education plans, student study teams, response to intervention plans, MTSS and school attendance review boards
<ul style="list-style-type: none"> ■ analyzing disaggregated schoolwide and school counseling program data 	<ul style="list-style-type: none"> ■ serving as a data entry clerk